MINISTRY OF EDUCATION

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DESIGN, DEVELOPMENT AND TESTING OF A SOCIAL-EMOTIONAL COMPETENCIES DEVELOPMENT PROGRAM FOR YOUNG ADULTS

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INTRODUCTION

Next to professional development, personal development is one of the most important issues in the socialization of young people, applicable in any field, from finding a job to finding a meaning in life. The educational and academic institutions are dealing with the professional development or people, from the first years of life up to adulthood. But personal development, for one reason or another, is left out, as if it would be less important in shaping an individual. There are already dozens of studies (CASEL, 2013; Durlak & al., 2010; Elias, 2003) have shown the importance and positive effects of personal development, and most are included in the concept of socio-emotional development.

We subscribe to this view and the need and recognize the usefulness of such initiatives, so we proposed the design, development and testing of a socio-emotional development program for young people. Because we wanted the program to be properly grounded theoretically, we structured it on the principles of rational emotive behavioral theory (Ellis, 1979), which is one of the best scientifically educational and psychotherapeutic approaches (David, 2006).

We have implemented the program with a group of psychology students during one academic year and we tested the effectiveness on several categories. We called the program Your-SELF, as acronyms for "Your Social Emotional Learning Facilitator".

The above-mentioned approach consists of several steps during the thesis were presented in the form of seven chapters: the first three chapters were necessary theoretical foundation sentence structure, and the next five chapters were applied to the thesis, presented as five studies. We ended the argument by presenting the conclusions, limitations and future directions of studies and analyzes developed.

Chapter I consists of a journey through the complex attempts to define the concept of emotions, from prescientific theories of Plato and Aristotle, to Ellis's cognitive theory. To better understand emotions and to develop them, we subscrib to the theory of rational emotive behavioral (REBT - Rational Emotive Behavior Theory) developed by Ellis (1955). From the perspective of this theory, emotions are caused by beliefs and interpretation of the events that trigger these beliefs give (Ellis, 1962).

In Chapter II we conducted a brief review of the concepts of educational theory. The concepts of rational emotive and behavioral theory have grounded the entire program. In this

chapter we presented the philosophical, theoretical and therapeutic foundations of rational emotive and behavioral education, and we argued the usefulness and necessity of using this form of education in young adults (students and non-students).

In Chapter III we provided the conceptual clarification regarding socio-emotional or socio-emotional competencies. We have presented the major categories covering socio-emotional competencies and presented the model developed by Seal (2010), to which we have subscribed in structuring Your-SELF program. The emphasis was on presenting the program Your-SELF, the need for such a program and the the benefits of the implementation.

Chapter IV (study no 1) was a review analysis of the relevant research conducted on the socio-emotional competencies development in young adults (students and non-students). Following this analysis, we highlighted the need and usefulness of interventions aimed at socio-emotional development of young adults, especially for the student population. In addition, we performed an analysis of the relevant studies on emotional and social intelligence and socio-emotional competencies, revealing both commonalities and differences. We presented these data in the condensed form of definitions. At the end of the chapter, we extracted four conclusions relevant for the entire study or future studies: (1) skills can be developed at any age (Boyatzis & McKee, 2002), and this usually includes the socio-emotional competencies, (2) development of these competencies in young adults (students and non-students) is very useful and necessary, (3) the relationship between socio-emotional competencies and emotional intelligence is a dependency one: based on emotional intelligence, social and emotional competencies can be developed and can lead to personal and professional performance, (4) (d) socio-emotional competencies are a product of social emotional development and learning, leading to optimization and performance.

In Chapter V (study no 2) we investigated whether the application of Your-SELF program can lead to a decrease of irrational beliefs and a change in the pattern of thinking in the experimental group, compared to the other two groups. We applied the program to the experimental group, while for the control group we implemented a teambuilding program. For the third group we had no intervention (it was a "waiting list" group, similar to the clinical trials experiments). We used an experimental design, with repeated measurements, and we compared the results obtained by the three groups in the pretest and post-test phases. We investigated the irrationality of the participants with the Attitude Beliefs Scale, developed by DiGiuseppe (1988),

translated and adapted for the Romanian population Macavei (2002). Rational thinking means everything that helps someone achieve his/her goals, is logical and corresponds to the objective reality, as opposed to the concept of irrationality, which implies a pattern of thinking that prevents the achievement of goals, is illogical (rigid, dogmatic) and does not correspond to the objective reality . The reason why we investigated this aspect is the fact that our emotions and behaviors are determined by our thoughts (Ellis, 1962). Our beliefs play a crucial role in determining how we feel and behave. If we have rational beliefs, the consequences will appear as moderate emotions, which help achieving ones' goals. On the other hand, if we have irrational beliefs, the consequences will take the form of dysfunctional emotions such as anger, anxiety or depression, emotions that will prevent the achievement of goals. Thus, a reduction in the level of irrational beliefs in the participants from the experimental group and a replacement of these beliefs with more rational ones entails the experimentation of more adaptive emotions, and that represents a first step towards the development of socio-emotional skills.

In chapter VI (study no 3) we presented the process of translation and adaptation of a social emotional competencies scale. The scale was designed and tested by Seal & al. (2011) in order to offer a valid instrument, free of charge and adapted to the needs of evaluating the social-emotional competencies of young adults (both students and nonstudents). Seal motivated this idea because of the lack of studies investigating this concepts in students and the lack of instruments that specific measure the development of social emotional competencies and not similar concepts such as emotional intelligence. Another reason why we decided to translate and adapt this scale was the fact that the costs of using a similar scale with a large number of participants are huge. The scale is made up of 32 items, built around 4 main factors (Seal & al., 2011a): SA – selfawareness (knowing your own emotions and aptitudes), RO – respecting others (taking others into account before acting), OR – others relationship (developing a good interaction with others) and CO – change orientation (the propensity for seeking leadership opportunities). The main assumption of the model that fundaments this scale is the idea that the persons who develop their ability to know themselves and others, that care about those around them by building significant relations, will have more opportunities in facing personal and professional challenges (Kuh & al., 2010). Once you have obtained a Romanian version of the CSE scale, according to the translation and retranslation recommendations for psychological tools (Chavez & Canino, 2005), we applied the final version of the translated scale to a number

of 420 young adults, aged between 18 and 35 years. Participants were non-student young adults, employees in various companies (IT, medicine) or student young adults from several educational areas (psychology, sociology, philosophy, theology, engineering, physics and mathematics, political studies, economics and letters). After that, we did an exploratory factor analysis on the data and we confirmed the existence of four factors identified by Seal in the original version. Overall, the internal consistency of the scale and also the internal consistency of the four factors, calculated using coefficient alpha and doing Theta, showed high values for the scale subfactors (between .72 and .87) and a very high value for the total value ($\alpha = .89$), almost identical to that obtained in the original version ($\alpha = .91$). All these results indicate that CSE scale is a valid instrument for assessing the socio-emotional skills to students.

In chapter VII (study no 4) we investigated the efficacy of Your-SELF program in developing the socio-emotional competencies (objective 1) and improving academic performances (objective 2) in the experimental group, compared to the other two groups. Similar to study no 2, in this study we evaluated the same three groups of students (experimental and control list), with a single factor design, but with measurements only in post-test. The reason was because in 2010, when we began implementing the program, the CSE scale was not designed. We made sure that the design is a very good one, because it included two control groups and the selection and distribution of participants were randomized, which involved maintaining the internal validity. Regarding the first objective investigation, the results showed that the application of Your-SELF program to the experimental group resulted in the development of socio-emotional competencies in this group compared with the other two groups. Regarding the second objective, however, the results showed an improvement in the academic performance (measured as grades) in the second semester compared to the first one. However, this increase occurred in both groups (experimental and list). The results were not statistically significant, so we cannot attribute this to the program.

In chapter VIII (study no 5), we repeated the hypothesis from study no 4 and tested it with a sample of young adults, non-students, divided into three groups. Participants were represented by a total of 72 young adults aged 21-34 years, employees at three companies in Cluj Napoca. The theoretical principles of the program Your-SELF remained the same and the activities as well. What changed over time was the extent of the program. If in the university we can implement personal development programs on medium or long time, in the business-organizational environment, a realistic time period is from several hours to several days. Regarding the minimum period of time required to successfully implement training

programs, it has been shown that after only 18 hours of training on emotional competencies, significant and lasting changes were acquired (which lasted for at least 6 months), in the form of emotional regulation, a better understanding of emotions and emotional skills in general (Nelis, 2009 Slaski & Cartwright, 2003). The design we used was an experimental one, with repeated measurements. We investigated the socio-emotional competencies with CSE scale (Seal, 2011). The values we obtained confirmed that, even after a short intervention of 32 hours over a period of two weeks, we can obtain positive results. We have identified statistically significant differences between the experimental group and the other two groups, thus confirming the hypothesis that implementing this program will increase the level of socio-emotional competencies in the participants in the experimental group.

Summarizing the steps in the design, development and testing of Your-SELF socio-emotional development program for young adults (students and non-students) assumed the following: (1) definition of emotions, from prescientific theories to rational emotive behavioral theory (Ellis, 1955), to which we subscribed to, (2) presentation of the philosophical, theoretical and therapeutic foundations of the and rational emotive and behavioral education approach underlying the structure of Your-SELF program, (3) definition of socio-emotional competencies development in the terms provided by CASEL (Collaborative for Academics in Social-Emotional Learning), the model developed by Seal & al. (2010) and the presentation of the program structure, (4) a review type analysis on the concepts of emotional intelligence, social intelligence, and socio-emotional development competencies in order to define them and to present in a condensed form the similarities and differences, so that we can subscribe to a clear definition of the concept of socio-emotional competencies development, (5) investigation of the efficacy of Your-SELF program in reducing the level of irrational beliefs, the first step in the development of socio-emotional competencies, (6) the Romanian translation and adaptation of CSE scale, a valid instrument for assessing the development of social-emotional competencies in young adults (students and non-students), (7) evaluation of the program effectiveness in developing the socio-emotional competencies in a group of young adult students, as measured by the CSE scale, (8) investigation of the efficacy of Your-SELF program in increasing the social and emotional competencies in a group of non-students young adult, employees in three companies from Cluj Napoca.

In chapter IX, we drew the thesis conclusions and analyzed them in a condensed form. We discussed the limitations of the thesis and the studies and presented the future directions, in order to increase the efficiency of the program and generalize the results and apply the program to a larger number of participants.

CHAPTER 1. THEORIES OF EMOTIONS

As we shall see in this chapter, there are dozens of theories and approaches to emotion. The theory we decided to base our research upon is the Rational Emotive Behavior Theory (REBT), developed by Ellis (1955) and is detailed in subchapter 1.5, "cognitive theories". From this theory's perspective, emotions are controlled and determined by cognitions, and the interpretation we give to the events (internal or external). Therefore, the events are merely triggers for these cognitions (Ellis, 1962). We decided to choose this approach for two reasons. The first is because rational emotive behavioral theory is one of the best scientific educational and psychotherapeutic approaches (David, 2006). The second reason is that rational emotive behavioral theory is behind many successful educational programs (Bernard, 1984, 1990, 2000, 2001, DiGiuseppe, Meichenbaum & Goodman, 1983; Knaus & Eyman, 1974; McKeegan, 1997; Vernon , 1998), thus proving its usefulness and applicability.

CHAPTER 2.
RATIONAL EMOTIVE BEHAVIORAL EDUCATION

Rational emotive behavioral theory was developed by Albert Ellis (1955), a psychoanalytic training therapist who came to this approach due to the discontent felt throughout the many years of work with his patients. In practice with his patients, he observed that they tend to feel better when they change the way of thinking about themselves, others and the world. Ellis then realized it would make progress much faster if therapy would focus on client's beliefs, and thus appeared rational emotive behavioral therapy (English REBT - Rational Emotive Behavior Therapy). This theory is based on the idea that emotions and behaviors arise from cognitive processes, specifically in the interpretation that each person gives to situations and not as a result of events. The theory behind these principles argues that it is possible for people to change emotions and behaviors they experience by altering their thoughts and ideas. The theory proposed by Ellis is a bio-psycho-social theory, because it includes a number of biological factors (predispositions with which we are born), psychological (beliefs that we have, innate or acquired) and social (thoughts, behaviors and emotions that we are interconnected world we live in).

CHAPTER 3. YOURSELF
A SOCIAL-EMOTIONAL COMPETENCIES DEVELOPMENT
PROGRAM FOR YOUNG ADULTS (STUDENTS AND NON-STUDENTS)

Socio-emotional development is an integration of theories of social intelligence (Thorndike, 1920, Gardner 1983, Sternberg, 1985), emotional intelligence (Bar-On, 1988, Salovey & Mayer, 1990; Goleman, 1995, 1998) and development competencies (Boyatzis, 1982; Spencer & Spencer, 1993) applied in education (Seal, 2011). Corroborating these three concepts, Seal (2010) proposes a new concept, the socio-emotional skills development, applicable to young adults and students. He motivates this approach for two reasons: (1) the existence of a small number of studies dedicated to personal dezoltării students and (2) the high costs that would come if they could use existing tools and models currently on the type emotional intelligence programs and scales measuring this concept. Seal (2010, 2011), continuing education (Elias & al., 1997) conducted on socio-emotional development concept shows that young adults are left out in favor of other age groups, particularly preschool children and schoolchildren small. And the young adult category, students represent a disadvantaged in terms of their socio-emotional development as the focus is mostly on their training (Boyatzis, 2007; Flowers, 2005; Galal & al., 2012). This is because socio-emotional development programs for students are almost nonexistent, and instrumentation costs can reach extremely high (Seal & Andrews-Brown, 2010).

Socio-emotional competencies development is the improvement of emotional knowledge and social behaviors optimization required to achieve desirable and sustainable results. It also represents a personal capacity to cope with environmental challenges. Thus, students develop the ability to understand oneself, taking into account the surrounding world, who build lasting relationships and supports significant and positive changes have a considerable advantage in the personal and professional challenges (Kuh & al. , 2010).

The main aim of this thesis was to design, develop and test a socio-emotional development program for young people. We made this program relying on information from three sources: literature (meta-analysis done by CASEL in 2007 and 2013), the recommendations offered by expert trainers in vocational and adult education (information obtained through several focus-

group sites) and needs analysis conducted with the direct beneficiaries of the program, participants in the experimental group.

The program was structured in the form of 3-4 hours activities each week for one academic year (from October to June, inclusive). The program content covered five major areas recommended by experts CASEL (self awareness, self management, social awareness, relationship skills and responsible decision making) and four areas recommended by Seal's model (2010), namely self-awareness, respect for others, in touch and orientation change, and other related fields (communication, teamwork, substance abuse prevention, mental health promotion and physical).

CHAPTER 4. STUDY NO 1
OPERATIONALIZATION OF THE CONCEPT OF SOCIAL-EMOTIONAL COMPETENCIES DEVELOPMENT IN YOUNG ADULTS (STUDENTS AND NONSTUDENTS)

Methodology

To operationalize the concept of socio-emotional skills development to young adult students, we based our approach on research studies published in English between 1990 and 2012, we identified a set of keywords: skills (competence / competencies / Competency), socio-emotional (social emotional), social skills (social competencies), emotional skills (emotional competencies), young adults (young adults, young Adulthood), students (university students), higher education (higher education). We have taken this step following investigative consulting articles database: APA PsychINFO, ScienceDirect, SagePub, Ebsco, Elsevier, ProQuest and SpringerLink.

Inclusion-exclusion criteria

Of the more than 400 studies that have resulted in an initial search with the keywords mentioned above, for the period 1990-2012, we used a series of inclusion and exclusion criteria to refine your results.

(1) The first criterion was that of the appearance of items. In a first step, we sought those studies that appeared between 1990 and 2012 because the year 1990 was one in which the concept of emotional intelligence has emerged. After that we decided to restrict the time period because studies targeting both emotional intelligence and socio-emotional skills appear only in the early 2000s. Before this year, only articles made reference to emotional intelligence.

(2) A second criterion was age category referred to the concept and program of socio-emotional skills development. We have removed such studies have dealt with socio-emotional development in children (preschool, school children and secondary school).

(3) A third criterion was that the articles are results of scientific journals, such as "peer review", for example to have 1-2 scientific evaluators.

Data Analysis

After applying all these criteria left a total of 30 studies, which we covered in detail, with the intent to extract relevant information and to analyze the concept propus.Din total of 30 articles reviewed, four articles (13%) the concept of social skills, 15 articles (50%) discuss the concept of emotional competence, and 11 articles (37%) addresses the concept of socio-emotional skills. Thus, we split the working definitions for the following concepts: competence, social skills, emotional skills, or socio-emotional skills, referring to students and young adults. Details are given in Table 4.1.

Table 4.1 Definition of socio-emotional skills in relation to students and young adults

Category	Definition	Refferences
Social competencies	*Competence is an evaluative term generally referring to the quality or adequacy of the overall performance of an individual to a specific task. Social competence refers to the behaviors and responses that have an interpersonal nature.*	Black & Ornelles, 2001
Competențe emoționale	*Individual differences on how effectively people control their emotions and emotionally charged issues.*	Ciarrochi, Deane & Anderson, 2002
Competențe socio-emoționale	*Skills through which learning occurs and talks about developing interpersonal and academic potential growth.*	Liff, 2003
Social competencies	*Learned, socially acceptable way to behave, allowing efficient interaction with others.*	Smart & Sanson, 2003
Competențe socio-emoționale	*Individual differences on how effectively people control their emotions and emotionally charged issues.*	Ciarrochi, Scott, Deane & Heaven, 2003
Competențe emoționale	*Those competencies that, based on emotional intelligence, predict performance.*	Abraham, 2004

Category	Definition	Refferences
Emotional competencies	*Self-awareness (emotional awareness, self-confidence), self-management (emotional control, confidence, adaptability, optimism, initiative), social awareness (empathy, organizational awareness), relationship management (development of others, leadership, communication, conflict management, teamwork, collaboration).*	Offermann, Bailey, Vasilopoulos, Seal, Sass, 2004
Emotional competencies	*Intrepersonale skills and abilities, adaptability and stress management, which can lead to academic success.*	Parker, Summerfeldt, Hogan, Majeski, 2004
Emotional competencies	*Students' ability to identify, use and make a good management of emotions.*	Drago, 2004
Emotional competencies	*Skills in the "psycho-normality" category which requires a good management of internal emotions, external situations and relations, while promoting mental health.*	Flowers, 2005
Emotional competencies	*Ability to perceive emotions, to access and generate emotions, understand them and adjust them to promote emotional and intellectual development.*	Wakeman, 2006
Emotional competencies	*Interpersonal skills (social skills) and intrapersonal (emotional awareness, emotion management).*	Vandervoort, 2006
Emotional competencies	*Ability to identify emotions. Individual differences on how effectively people control their emotions and emotionally charged issues.*	Ciarrochi & Scott, 2006
Social competencies	*Ability to successfully engage in social interactions and interpersonal relationships, and ability to interpret verbal and nonverbal communication messages.*	Larson, Whitton, Hauser & Allen, 2007
Emotional, social and cognitive competencies	*Characteristics of individuals that lead to outstanding performance;* *Skills that can be incorporated into one of three categories:* *(1) emotional skills and intrapersonal skills such as adaptability* *(2) social skills or interpersonal skills, such as creating and maintaining a social network* *(3) cognitive skills*	Boyatzis & Saatcioglu, 2007

Category	Definition	Refferences
Social-emotional competencies	*Set of skills involved in achieving performance or solving personal and professional problems.*	Castejon, Cantero & Perez, 2008
Social-emotional competencies	*Description of learning outcomes (what the person knows or can prove that he learned as a result of a learning process).*	Oberst, Gallifa, Farriols & Villaregut, 2009
Social competencies	*How to manage and build social relations in a certain context.*	Murakami, Murray, Sims & Chedzey, 2009
Emotional competencies	*Skills that are self-awareness, self-management, social awareness and social skills appropriate at the right time to be effective in a given situation.*	Seal, Sass, Bailey, Liao-Troth, 2009
Emotional competencies	*How a person expresses the way he/she makes the management of life situations and emotions in the workplace.*	Seal, Andrews-Brown, 2010
Emotional competencies	*Ability to reason about emotions and the ability to control emotions to enhance thinking.*	Harrison & Fopma-Loy, 2010
Emotional competencies	*Individual differences in identifying, expressing, understanding, adjustment and use emotions.*	Nelis, Kotsou, Quoidbach, Hansenne, Weytens, Dupuis, Mikolajczak, 2011
Emotional competencies	*Ability to identify, understand, express and control your own emotions and those of others.*	Kotsou, Nelis, Gregoire, Mikolajczak, 2011
Social-emotional competencies	*Personal ability to use emotional information, behavior and characteristics in order to facilitate socially desirable outcomes.*	Seal, Naumann, Scott & Royce-Davis, 2011
Social-emotional competencies	*Product of emotional development and social learning that can take place within an educational framework.*	Wang, Young, Wilhite & Marczyk, 2011
Emotional competencies	*Ability to adopt those behaviors that lead to performance. Set of behaviors organized around a construct called "intent". Alternative behaviors are manifestations of intent, appropriate to the situation or moment.*	Emmerling & Boyatzis, 2012

Category	Definition	Refferences
Social-emotional competencies	*Method of monitoring, discrimination and use emotional information to facilitate thinking.*	Galal, Carr-Lopez, Seal, Scott, & Lopez, 2012
Social-emotional competencies	*Improving personal make good environmental management challenges.*	Seal, Beauchamp, Miguel, Scott, Naumann, Dong & Galal, 2012
Social-emotional competencies	*Skills such as self-motivation and persistence in the face of frustrations, impulses and delay gratification, regulating their states, empathy and hope.*	Stewart & Chisholm, 2012
Social-emotional competencies	*Product of emotional development and social learning that can take place within an educational framework.*	Wang, Wilhite, Wyatt, Young, Bloemker & Wilhite, 2012

Generic competencies

Competencies are defined as "describing learning outcomes or what the person knows or can prove that he learned as a result of a learning process" (Oberst & al., 2009, p.523). Old controversy regarding intelligence-skills, competencies refer to the set of skills involved in solving personal and professional problems in the field (Garcia, 2003; them Boterf, 2001, Levy-Leboyer, 1997), while intelligence involves subcomponents such skills present general form of thought and understanding (Sternberg & al., 2000). Black & Ornelles (2001) concerning evaluative skills as a general term that refers to the quality or fitness of a person's overall performance on a specific task. In his approach Emmerling & Boyatzis (2012), competence is the ability to adopt those behaviors organized around a construct called intent and leading to performance.

Social competencies

Social skills are defined as the ability to successfully engage in social interactions and interpersonal relationships, and ability to interpret verbal and nonverbal communication messages (Larson & al., 2007). Although we found a discrepancy between the number of studies aimed at social skills in children and adolescents (Rubin, Bukowski & Parker, 1998) compared with those who consider social skills in young adults (Masten, Burt, Roisman, Obradovic, Long & Tellegen, 2004), there is a steady increase in recent years of research on social and emotional development in the second group. This shows an increasing interest in the field and

understanding of the scientific community of the importance of studying social development as important marker of psychosocial functioning of young adults (Larson & al., 2007).

Emotional competencies

Competencies emotional intelligence emotional vs.

In an attempt to understand and define emotional competence, Seal & Andrews-Brown (2010) start from the concept of emotional intelligence. Currently, there are thousands of articles dealing with the topic of emotional intelligence in a context or another, or in relation to other psychological concepts. But looking at their essence, three major approaches transpire, and studies on this concept fall into one of these three perspectives.

(1) The first perspective is that of emotional quotient (EQ) developed by Bar-On, general well centered, measured by Emotional Quotient Inventory (Bar-On, 1997).

(2) The second approach is the one developed by Mayer & Salovey (1990), which focuses on emotional skills, as measured by the scale MSCE (Mayer-Salovey-Caruso Emotional Intelligence Test) (Mayer & al., 2000).

(3) And the third approach is the one developed by Goleman (1995), focused on behaviors that lead to performance as measured by the Emotional Competence Inventory (ECI) (Boyatzis & Goleman, 2002). In other words, Bar-On proposes a model of emotional quotient, Mayer & Salovey propose a model of emotional abilities and Goleman proposes a model of emotional competence. Bringing together these three approaches, Seal proposes an integrative model (Figure 4.1), providing a better understanding of the concept of emotional intelligence and its role in emotional skills. Seal considered as a possible solution to the debate on emotional intelligence paradigm, treating the concept as a holistic construct, the potential innate abilities (emotional skills) moderate the relationship between favorite patterns (emotional traits) and learned behaviors assets (emotional competence) to to recognize and regulate emotions in self and others for efficient and successful adaptation to the environment.
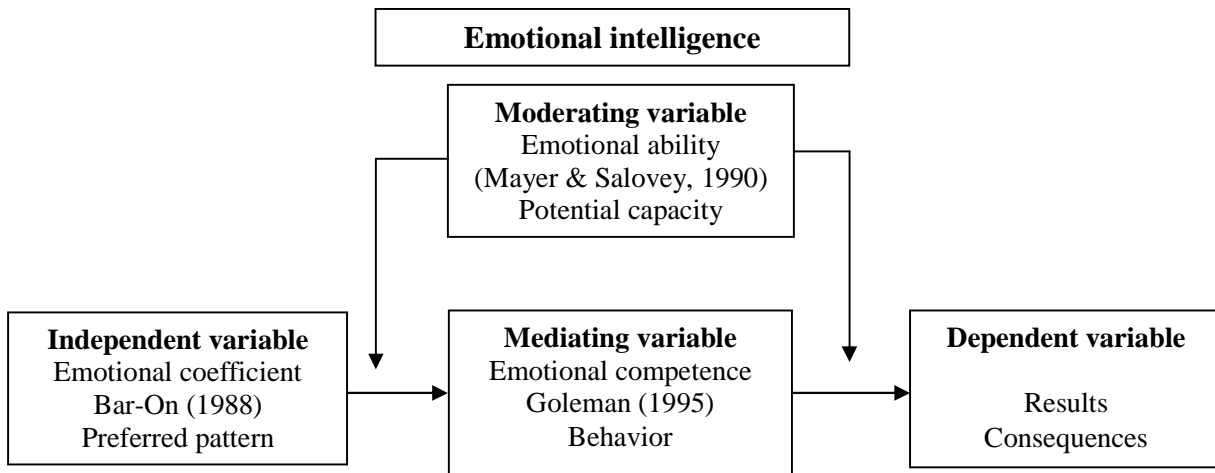
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┌─────────────────────────────────┐
│      Emotional intelligence      │
└─────────────────────────────────┘

        ┌──────────────────────────┐
        │    Moderating variable   │
        │     Emotional ability    │
        │  (Mayer & Salovey, 1990) │
        │     Potential capacity   │
        └──────────────────────────┘

┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│ Independent variable │   │   Mediating variable │   │  Dependent variable  │
│  Emotional coefficient│  │  Emotional competence│   │                      │
│     Bar-On (1988)    │   │    Goleman (1995)    │   │       Results        │
│   Preferred pattern  │   │       Behavior       │   │     Consequences     │
└──────────────────────┘   └──────────────────────┘   └──────────────────────┘
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Fig. 4.1. The integrative model of emotional intelligence

(Seal & Andrews-Brown, 2010)

Social emotional competencies

In terms of socio-emotional skills should start from the main roles of institutions of higher education (Ortega, 1966). These are: (a) preparation of professionals in specific fields, (b) conducting research and current impact and (c) formation of people "cultivate". With this concept, Ortega refers to culture in a broad sense of the word, which implies values and global vision. Thus, the educational functions of educational institutions can be summarized as the transmission of knowledge, the transmission of procedures and techniques, or transmission of attitudes. In other words, "to know", "doing" and "being" (Oberst & al., 2009). The last dimension, the attitude, including inter-and intrapersonal skills which in turn includes social and emotional skills.

Discussions and conclusions

The analysis conducted on the concept of socio-emotional skills development in young adults and students can draw some useful conclusions for understanding the concept. First, it became clear that the two concepts, emotional intelligence and socio-emotional skills are closely linked at both theoretical and applicative (Goleman, 1998; Seal & Andrews-Brown, 2010, Wang & al., 2011). Perhaps this closely and difficulties appeared to define concepts, or even consider them as

equivalent or even identical (Nelis & al., 2011). Second, we discovered a conceptual distinction between the two terms. Thus, emotional intelligence is a set of innate factors (Goleman, 1998), while socio-emotional skills can be developed (Spencer, 2001; Boyatzis & al., 2002). Notice and in this perspective the connection between the two concepts, as it is exemplified by Goleman plastics in an analogy with music education: although there are people who are born with a great voice, fail to achieve high throughput without training and suitable training. In other words, emotional intelligence such prerequisites are necessary but not sufficient. Thus we can explain why emotional intelligence can contribute little or insignificant on the overall performance (Murensky, 2000, Wolff, Pescosolido, & Druskat, 2002, Wong & Law, 2002) and it becomes a good predictor only when acting in the socio-emotional skills (Abraham, 2004). As a result, underlying emotional intelligence emotional competence (Goleman, 1989), which are themselves a history of performance. Note however bail increased level of emotional intelligence and performance does not guarantee success. Third, we found that socio-emotional skills can be achieved through emotional intelligence and a grasp of this concept. In this regard, the explanation offered by Seal & Andrews-Brown (2010) is clarifying because the three models clearly predominant in the literature on this topic and offers an integrated model (Figure 4.1). We recall briefly the three models of emotional intelligence: (1) emotional traits model developed by Bar-On (1988), (2) emotional skills model developed by Salovey and Mayer (1990), and (3) skills model emotional, developed by Goleman (1995). To meet the three models and to provide a model integrative Seal discusses emotional intelligence as a holistic construct, in which emotional abilities moderate the relationship between emotional traits and emotional skills. We made a presentation in a tabular form, about the central definitions given in each article we analyzed the concepts of social skills, emotional skills, or socio-emotional skills, and we extracted the following four working definitions:

(a) Competencies represent the ability to adopt those behaviors that lead to performance.

(b) Social competencies are the ability to control behavior and responses of interpersonal nature, in order to build successful social interactions and relationships in various contexts.

(c) Emotional competencies are those skills that are based on emotional intelligence and emotions involving management (identification, expression, understanding, adjustment and use emotions) that predict performance on a personal or professional.

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(d) socio-emotional competencies are a product (what the person knows or can demonstrate learned) emotional development and social learning, which leads to an optimization of inter-and intrapersonal, or to obtain personal and professional performance.

We found that, unlike some dimensions such as general intelligence or personality, which remain relatively stable in adulthood, skills can be improved by learning (Kolb, 1984), thus justifiable socio-emotional skills at the age of young adults (Seal, Boyatzis & Bailey, 2006). Several studies have shown that socio-emotional skills in young adults is not only necessary (Flowers, 2005; Harrison & Fopma-Loy, 2010; Galal & al., 2012), but very useful, with significant improvements mentally and socially (Nelis, 2011) and physical form of lower stress levels (Kotsou, 2011).

Although there are few studies on socio-emotional development in young adults (Masten, Burt, Roisman, Obradovic, Long & Tellegen, 2004) compared to studies on children and adolescents (Rubin, Bukowski & Parker, 1998), the trend is still one of growth. This shows that the researchers and practitioners in this field understand the importance of socio-emotional skills development for this age group (Larson & al., 2007). Studies are proof of Seal & al. (2010, 2011), who developed and tested as a model of socio-emotional skills development to young adults and students, as well as an assessment tool, Social and Emotional Competence scale. Model and scale were applied and successfully tested both in organizational (Seal, 2012) and academic (Galal & al., 2012).

In sum, the findings of this study are the following:

(a) Competencies can be developed at any age, and socio-emotional skills fall under this rule;

(b) The development of these skills in young adult students and non-students is not only useful, but also highly necessary;

(c) The relationship between socio-emotional skills and emotional intelligence is very important, dependency: based on emotional intelligence, social and emotional skills can develop and may lead to personal and professional performance;

(d) socio-emotional skills are a product of social emotional development and learning, leading to optimization and performance.

CHAPTER 5. STUDY NO 2
TESTING THE EFFICIENCY OF YOUR-SELF PROGRAM IN CHANGING THE PATTERN OF IRRATIONAL THINKING

Methodology

Participants

This study involved working with three groups, one experimental (EXP), a type of waiting list (LIST) and one control (CTRL). The first two groups are part of a sample of psychology students in the Faculty of Psychology, Babes-Bolyai University, Cluj Napoca. EXP group consisted of 21 students aged 18-20 years (mean age = 19.05 years) and group type list (LIST) was composed of 31 students aged 18-23 years (age mean = 19.04 years). CTRL group consisted of 33 students aged 18-25 years, mean age = 20.30 years, the Faculty of Engineering of the Technical University (TUCN), Cluj Napoca. EXP group was the group that have occurred through the program Your-SELF and watched socio-emotional skills. CTRL group was a group on which it occurred, but not with the same socio-emotional development program, but a parallel program, which aimed to develop teamwork skills (such as team-building programs). LIST group was a group of "waiting list" if that was not intervene in any way. Similar to the clinical programs, participants knew that an ongoing program, but were told that due to limitations of space (classroom) and time will be able to benefit from that program in the near future. Before starting the research, all participants expressed written consent to participate.

Instruments

To measure students' level of irrationality, we used the Attitudes and Beliefs Scale 2 (ABS2 - Attitude Beliefs Scale 2), made by DiGiuseppe (1988) and subsequently translated and adapted the Romanian population (Macavei, 2002). Scale comprises of 72 items, 36 of which are for rational beliefs and irrational beliefs 36 for), has 4 subscales measuring low frustration tolerance concepts (TSF), self-blame / global assessment (AB / EG), catastrophizing (CAT) and demandingness (CAB). The tool is presented at the end of this thesis, the Appendices section. For more details, see Macavei (2002).

Procedure

A few weeks before beginnin the program, the 85 participants in the study were evaluated with ABS2, to establish a baseline level of irrationality. After this step, students were assigned into three groups: EXP, and CTRL LIST. The reason I decided to work with a small number of participants in the experimental limitations related to the scope of training standards, which recommends that the ideal number of 15-30 participants. Thus, 21 participants were assigned EXP group and the remaining 31 participants were placed in group list and have not received any response. CTRL group received intervention as a shorter period of time (about 3 months), specifically for a program to improve teamwork (such as teambuilding programs). Study design was a experimental type, with repeated measurements, the pretest phase took place at the beginning of the academic year in October, and post-test at the end of the academic year in late June. The independent variable was the type of intervention that took three ways (Your-SELF program, teambuilding program and no intervention) and the dependent variable was the level of rationality / irrationality of participants.

Data analysis

Data were analyzed using SPSS statistical program. Regarding distribution data had a normal distribution in both pretest and post-test in all three groups, as indicated by Shapiro-Wilk test, especially since represents a sensitive test for all distributions and all sizes samples (Mendes & Pala, 2003; Keskin, 2006, Razali & al., 2011). Levene test for equality of error variances showed that there is homogeneity of variance in all three groups evaluated. In other words, the variability for the three experimental conditions (EXP, and CTRL LIST) is approximately the same in both phases of assessment (pretest and post-test). We selected this test because the data have a normal distribution and Levene is also currently the most appropriate test to measure homogeneity (Gastwirth & al., 2009) compared with other tests such as Brown-Forsythe or Hartley.

I continued statistical analysis with repeated measures univariate ANOVA test on three groups (EXP, and CTRL LIST) at two different times (pretest and post-test). We decided in favor of this analysis compared with a t test for independent samples repeatedly because it is more sensitive and unsystematic variance is much smaller. By this test we measured the differences between the two phases (pretest and post-test), based on membership of a particular

group (EXP, LIST or CTRL) and the type of intervention (Your-SELF program, team building program or no intervention).

Tabel 5.5
Univariate ANOVA with repeated measurements

Factor / subscale	gl	F	Sig.	Eta square
TOTAL	82	20.34	.000	.332
LFT	82	6.25	.003	.132
SD/GE	82	26.91	.000	.396
AWF	82	9.45	.000	.197
DEM	82	6.39	.003	.135

p < .05

We found a significant effect (Table 5.5) the independent variable (type of intervention) on the dependent variable (level of irrational beliefs), overall and four subscales: Total [F (2, 82) = 20.34, p <.000], LFT [F (2, 82) = 6.25, p <0.003]; SDGE [F (2, 82) = 26.91, p <.000], AWF [F (2, 82) = 9.45, p <0.000]; DEM [F (2, 82) = 6.39, p <0.003]. Clues effect size or power measure phenomenon (Preacher & Kelley, 2012), represents, in this case, the relationship between group membership as the independent variable and decreased levels of irrational beliefs as the dependent variable. Indices eta squared values are all above 0.13 at a threshold p <.05, which, according to Cohen's table (1988, p 283), shows a large effect relationship between the independent and dependent variable.

F values just informed us that the differences between the three groups (EXP, and CTRL LIST) are assumed threshold significant (p <.05) and post-hoc test us arătat Gabriel statistically significant differences between groups EXP environments and LIST EXP and CTRL respectively, differences were not significant between environments maintained lists and CTRL groups.

This data helps us to reject the null hypothesis, that would be differences between specific groups and confirms the hypothesis of the study, namely that the application program Your-SELF contribute significantly to decrease irrational beliefs of students enrolled in the program (EXP group) compared with other two groups (list and CTRL). Both the overall level of irrationality and the four subscales of the instrument ABS2 we obtained the same results, we confirm that there are significant differences between EXP group and other two groups, meaning

that the EXP group obtained from Your-SELF program, a considerable reduction of irrational beliefs. LIST CTRL groups and results were approximately similar, slightly higher in the CTRL group, which intervened in the form of a program to develop teamwork skills. The worst results were obtained from LIST group, a group who did not intervene in any way. These results therefore confirm the working hypothesis, that Your-SELF program may lower the level of irrational beliefs of students.

Discussions and conclusions

This study confirms specifies that Your-SELF implementation of socio-emotional development, based on principles of REBT, can lead to a significant reduction in the level of irrationality of participants. Specifically, we obtained statistically significant results downward overall level of irrationality, respectively ABS2 instrument subscales: demandingness (CA), tolerance for frustration (TSF), self-blame / global assessment (AB / EG) and catastrophizing (CAT). This means that participants in the experimental group have developed a more rational way of thinking, which can be translated in the form of emotions and behaviors and adaptive functioning. We chose to test the rationality / irrationality of participants for two reasons. The first reason concerns the fact that the program Your-SELF is based on the principles of REBT, so we expect to lead to a considerable reduction in the level of irrational beliefs EXP group participants compared to the other two groups. The second reason concerns the close link between cognition and emotion, that behavior (see Chapter 1 of this thesis) and that change has a direct influence on emotions cognitions and behaviors experiential. So, a change of style of thinking implicitly assumes a change of emotions (Ellis, 1979).

CHAPTER 6. STUDY NO 3
TRANSLATION AND ADAPTATION OF SOCIAL EMOTIONAL COMPETENCIES SCALE

Seal & al. (2011, 2012) have developed a tool for assessing the socio-emotional skills development, which I have tested both samples of students and young adults on young adult samples of non-students. The original version (Seal & al., 2011) was a self-assessment tool consists of 48 items, with responses on a Likert scale. In the revised version, 32 items remained, built around four main factors (Seal & al., 2011): AC - self-awareness (knowledge and understanding of their emotions and skills), RC - respect for others (taking into account other before acting), LC - Connect with others (development of good interaction and closeness to others) and OS - change orientation (propensity for seeking leadership opportunities for directing others to change). The main assumption of the model underlying this scale is that people develop the capacity to know and understand themselves themselves, which take account of those around them, build meaningful relationships and supporting change for the better will be advantaged in the well overcome challenges related to professional life (career and academia) and personal (relationships with others) (Kuh & al., 2010). For more details, see Chapter 3 of this thesis, which is presented in detail the concept of socio-emotional skills development.

As indices psychometric scale socio-emotional skills (CSE) presented in both the original (English variants), high internal consistency (r = .91), and exploratory factor analysis revealed four factors mentioned above (self-awareness, respect for others, in touch and orientation influence).

Methodology

Due to the needs of the existence of a scale to measure socio-emotional skills development to students and increased costs of other similar tools, we decided to translate and adapt the scale of socio-emotional skills (CSE).

Participants
We applied the translated version of the scale CSE to a number of 420 young adults, aged between 18 and 35 years and a mean age of 21.29 years, 74% women and 26% men. Participants

were young adult non-student employees in various companies (IT, medicine) or young adult students from several departments (psychology, sociology, philosophy, theology, engineering, physics and mathematics, political studies, economics and letters).

Procedure

We followed the steps recommended by the author of the scale in this study that validates this instrument (Seal & al., 2012). We presented descriptive statistics and realized following psychometric tests: screening data, exploratory factor analysis and calculation of internal consistency.

Discussions, conclusions and future directions

We conducted a factor analysis of the data, justified by the significant value of the Bartlett coefficient. We extracted the relevant factors by principal component analysis and obtained four factors (resulting from chart analysis scree plot, eigenvalue analysis and data values obtained by the authors of the scale). The results indicated that each of the 4 factors charge on one of the 8 items, thus confirming the conclusions obtained by Seal & al. (2012). We obtained a high internal consistency on the overall scale ($r = .89$) and the four factors of the scale ($r = .78$ AC, RC $r = .72$, $r = .76$ LC, r IB $= .87$), which indicates that the items of the scale correlated with the total score and measure the same attribute (in this case, socio-emotional skills).

The results obtained from the analysis (screening information, exploratory factor analysis and calculation of internal consistency) show all the same, namely that CSE scale is a valid instrument for assessing the socio-emotional skills to students. In the future, we intend to calculate other relevant indicators as well (test-retest reliability, congruent validity) and apply the scale to a larger and more different population.

CHAPTER 7. STUDY NO 4
TESTING THE EFFICIENCY OF YOUR-SELF PROGRAM IN DEVELOPING THE SOCIAL EMOTIONAL COMPETENCIES AND IMPROVING THE ACADEMIC RESULTS OF STUDENTS

The objectives of the study were : (1) measuring the effectiveness of the program Your-self by assessing socio-emotional skills development of students enrolled in the project, respectively (2) testING the effectiveness of the program by assessing academic performance. This study was an investigation of the emotional level of the participants and the sequel of study 2 (Chapter 5), where we investigated the cognitive level.

Research hypothesis postulated that the application of a personal development program based on the principles of REBT will have a noticeable impact on (a) socio-emotional skills development to students in the experimental group, namely the (b) their academic performance.

Objective 1
Evaluating the effectiveness of the program on socio-emotional competencies development

Participanţs

In this study we evaluated a total of 85 participants (same participants in study 2, Chapter 5), students from Babes-Bolyai University (UBB) and Technical University (TUCN), Cluj Napoca. Of the 85 participants, a total of 52 students were selected from the Faculty of Psychology (UBB) and the remaining 33 students from the Faculty of Engineering (TUCN). Selection later, they were divided into 3 groups as follows: 21 students from the faculty of psychology (experimental group EXP), 31 students everything from psychology (LIST group) and 33 students from the faculty of engineering (CTRL group).

Instruments

We used the CSE scale developed by Seal & al. (2011) and tradusă and adaptată (see study 3, Chapter 6), as a tool for assessing the socio-emotional skills in young adults.

Procedure

The three groups (EXP, and CTRL LIST) were assessed using CSE scale, as illustrated in Table 7.1:

Table 7.1

Evaluation using CSE scale

Group	CSE Scale	
	Pretest	**Post-test**
EXP	-	X
LIST	-	X
CTRL	-	X

Because the two groups mentioned were selected randomly, we believe that they are equivalent in terms of probability. This design (Figure 7.1), although no pretest phase, is a very good design, it includes two control groups and present a randomized selection of participants and distribution, which involves maintaining internal validity.

Data analysis

Data were analyzed using SPSS statistical program. Regarding the distribution of data, we had to do with a normal distribution, as indicated by the Shapiro-Wilk test. Levene test for equality of error variances showed that there is homogeneity of variance in all three groups evaluated. We conducted an analysis of variance (ANOVA) to examine the effect unifactorial intersubjective Your-SELF program on socio-emotional skills development in EXP group compared with the other two groups (listed and CTRL). The independent variable was the type of group to which they belonged participants that type of intervention (or teambuilding program Your-SELF) or no intervention. The dependent variable was the socio-emotional skills, as measured by the CSE scale. We found a significant effect of the independent variable (belonging to a particular group) on the dependent variable (socio-emotional skills) on all 4 factors (subscales): CA [$F_{(2, 82)} = 18.53$, $p = 0.000$] , RC [$F_{(2, 82)} = 7.57$, $p = 0.001$], LC [$F_{(2, 82)} = 5.14$, $p = 0.008$], OS [$F_{(2, 82)} = 6.40$, $p = 0.003$]. Gabriel post hoc test showed us that appear statistically significant differences between media groups and LIST EXP, EXP and CTRL respectively, but the differences did not remain significant between groups list and CTRL environments. These data reject the null hypothesis ajută să, that would be differences between specific groups and confirms the hypothesis of the study, namely that the application program

Your-SELF contribute significantly to socio-emotional skills of students enrolled in the program (EXP group) compared with other groups (list and CTRL).

Objective 2
Evaluation of program effectiveness by measuring academic performance

The second objective was to measure the effectiveness of Your-SELF program on improving students' academic performance. To this end, we analyzed comparatively EXP and CTRL groups, academic performance, as grades obtained in semesters 1 and 2 of the first academic year. The independent variable for this purpose was the type of group to which they belonged participants (EXP or LIST) and the dependent variable was academic results obtained, measured as quarterly averages. Specific hypothesis was that the application program Your-SELF in EXP group will result in higher academic results than LIST group (who did not receive any intervention). To test this hypothesis, we conducted an ANOVA with repeated measurements unifactorial in which we compared whether there are significant differences between the two groups, depending on group membership, or test phase (semester 1 or 2). We found that the averages were about the same in H1 (EXP group and 7.31 to 7.03 in the group list), and then increased in H2 (EXP group and 7.68 to 7.42 in the group list). Although there is change and growth, it is not significant either between semesters or between groups and certainly no interaction between them is not significant [$F_{(1, 46)} = .016$, $p = .899$].

CHAPTER 8. STUDY 5

TESTING THE EFFICIENCY OF YOUR-SELF PROGRAM IN DEVELOPING THE SOCIAL EMOTIONAL COMPETENCIES IN NONSTUDENT YOUNG ADULTS

We aimed to test the effectiveness of the program Your-SELF and outside academia, because we intend that the program can be used to develop social and emotional skills after graduation. Theoretical principles of the program remain the same, and work well. What is the extent of change in time of the program. If the university can implement personal development programs on medium or long, business-organizational environment, a realistic time period is from several hours to several days.

The objective of this study was therefore to measure the effectiveness of the program Your-SELF (a condensed version) on the development of socio-emotional skills to a group of young adult non-students (EXP group), employees of a company in Cluj Napoca.

Research hypothesis postulated that the application of a personal development program based on the principles of REBT will have a noticeable impact on the development of socio-emotional skills in young adult non-students EXP group compared with participants in the other two groups (listed and CTRL). For the CTRL group we applied a program of teamwork skills (teambuilding). This was done by trainer external to this research (the double-blind model). And the third group was the one without any intervention (the LIST group). Just as in the previous study, we evaluated the effectiveness of the program Your-SELF scale with socio-emotional skills (CSE) developed by Seal & al. (2011).

Methodology

Participants

In this study we evaluated a total of 72 participants, young adults engaged in three companies in Cluj Napoca. Of this, a total of 22 participants (aged 23-34 years, mean age = 28.63 years) were part of the EXP group, a total of 23 participants (aged 24-35 years, mean age = 30.39 years) and 27 participants comprising LIST group (aged 21-34 years, mean age = 27.48 years) were composed CTRL group.

The EXP group was the group that received the program Your-SELF. The CTRL group received a parallel program, which was aimed at developing teamwork skills (such as team-

building programs). LIST group was a group of "waiting list" and received no intervention. Similar to the clinical programs, participants knew that there is an ongoing program, but were told that due to limitations of time, they will be able to benefit from that program in the near future.

Instruments

We used scale socio-emotional skills (CSE) to test the effectiveness of the program Your-self on the development of socio-emotional skills in young adult non-students from three companies in Cluj Napoca. For details on the CSE scale, see Chapter 6, study 3.

Procedure

Because we tested the effectiveness of the program Your-self on a sample of young adult non-students, the time in which we applied was a small program. This was due solely to the time limit imposed by management firms whose employees have worked (both test phases in all three groups, but especially in the implementation phase of activities, EXP and CTRL groups).

Data analysis

Data were analyzed using SPSS statistical program. Regarding the distribution of data, we found a normal distribution, Shapiro-Wilk test obiectivată through. Levene test for equality of error variances showed us that there is homogeneity of variance in all three groups evaluated. We conducted an analysis of variance (ANOVA) to examine the effect unifactorial intersubjective Your-SELF program on socio-emotional skills development in EXP group compared with the other two groups (listed and CTRL).

EXP group received two weeks of restricted version of the program Your-SELF, while CTRL group received everything within 2 weeks of a program to develop teamwork skills, delivered by another trainer, Your project external -SELF, not to influence the results. LIST group did not receive any intervention and were put on a waiting list, similar groups in clinical trials, are informed that, in the near future will be able to enroll in a similar course, if they want.

The independent variable was the type of group to which they belonged participants that type of intervention or no intervention. The dependent variable was the socio-emotional skills, as measured by the CSE scale.

We found a significant effect (Table 8.5) the independent variable (belonging to a particular group, or type of program in which it occurred) on the dependent variable (socio-emotional skills) on all 4 factors (subscales): AC [F (2, 82) = 56.01, p <.000], RC [F (2, 82) = 36.75, p <.000], LC [F (2, 82) = 90.94, p <.000], OS [F (2, 82) = 131.03, p <.000].

These results reject the null hypothesis, that would be differences between specific groups and confirms the hypothesis of the study, namely that the application program Your-SELF contribute significantly to socio-emotional skills of young adult non-students EXP group compared with those the list and CTRL groups. We obtained significant results on all four subscales of CSE instrument, which confirms that there are significant differences between EXP group and the other two groups. In other words, we proved that the EXP group received a considerable improvement in socio-emotional skills. LIST CTRL groups and results were approximately similar, slightly higher in the CTRL group, which intervened in the form of a program to develop teamwork skills. As expected, the worst results were obtained from LIST group, a group that received no intervention.

Discussions, conclusions and future directions

We measured the four criteria of Kirkpatrick's model (participants' reaction, learning, behavior and emotions and emotional skills) and information and skills transferability and found the following:

(1) EXP group participants' reaction was positive, meaning that positively evaluated the training content (on a Likert scale from 0 to 10, were given scores between 8 and 10, where 10 is the maximum score and is assessing positive) also evaluated the performance points between 9 and 10 trainers in the delivery of training, and evaluated with points between 9 and 10 training atmosphere.

(2) in terms of learning, participants proved EXP group that gained new knowledge socio-emotional: the criterion of emotional literacy, and doubled and tripled the number of synonyms of emotions, were able to define more accurately and more detail various emotions, they learn to operationalize emotions and thoughts that used hitherto in very general terms;

(3) in terms of behaviors and emotions, learned the ABC model of REBT theory, have learned to differentiate emotions thoughts, they learned to correctly link between cognition and emotion (link BC) and not of situations and emotions (CA) , have learned that they can control their emotions and behavior through thoughts, they learned various emotional control strategies (relaxation techniques, mental imagery, etc.);

(4) the fourth criterion was represented in this study, socio-emotional skills, which we measured with the CSE scale.

Study results confirmed the hypothesis and proved that Your-SELF program has significant contributions to socio-emotional skills in young adult non-students EXP group, even after a short-term intervention (32 hours), thus confirming data literature (Nelis, 2011; Slaski & Cartwright, 2003).

In this case, it is recommended that a level of caution in generalizing the results, the reasons for the low number of participants, short period of time the program was implemented and other possible confounding variables. As future directions, we intend to work with several experimental groups and a longer period of time, 5-6 months, so that participants have time to understand all the concepts circulating information and practice skills and abilities developed. Also, future study design will include a follow-up phase to assess whether the results are maintained and a minimum of 6 months and 12 months.

CHAPTER 9.
GENERAL DISCUSSIONS, CONCLUSIONS AND FUTURE DIRECTIONS

The aim of this thesis was to design, develop and test a socio-emotional development program for young people called Your-SELF. The name is an acronym that translates from English, means "your program of socio-emotional" (Your Social Emotional Learning Facilitator). As theoretical foundation, we built the program principles and rational emotive behavioral theory (Ellis, 1955) and I applied to a group of young adults psychology students, a group of young adults that non-students. If the group of students, we implemented the program for one academic year (October to June). The program was divided into several themes, as recommended in the literature and experts in socio-emotional development programs (Durlak & al., 2010; Elias, 2003; Seal, 2010), while structuring the five major areas: self awareness, self management, social awareness, develop relationships and orientation change.

In the first three chapters of the thesis I developed the theoretical foundations of the thesis. We started with the definition of emotions, as has been discussed throughout history, from prescientific theories to cognitive approach of Ellis (1955), in which we have subscribed. Closely related to emotions, we introduced the concept of rational emotive and behavioral education, through its philosophical foundation, theoretical and therapeutic. We argue the necessity and usefulness of this form of education, while motivating reason for that is the theoretical basis of the program Your-SELF. We ended with the presentation of the theoretical foundations of socio-emotional concept, namely the structuring and design Your-SELF program.

In the first study (Chapter 4), we performed an analysis type review of studies discussing emotional intelligence, social intelligence, socio-emotional and socio-emotional skills in young adults (students and non-students) in order to unambiguously define and delimit the concept of socio-emotional skills development. Following selection based on inclusion and exclusion criteria, they were a total of 30 articles, which I based investigative approach in an attempt to define the concepts mentioned above. At the end of the study, we extracted several definitions for the concepts of emotional intelligence, social and working definition of socio-emotional skills, which we based investigations that followed this study.

In the second study (Chapter 5), we investigated Your-SELF program's effectiveness in reducing irrational beliefs to students in the experimental group compared with the results of

students from other two groups (control and list) on which to intervene with a program development of teamwork skills, ie not intervened. Values obtained by evaluation participants ABS2 scale (scale of attitudes and beliefs) showed us that Your-SELF program indeed led to a decrease irrational beliefs to students in the experimental group, both between stage 1 and stage 2 assessment (pretest and post-test) and compared with the other two groups. The reason we investigated the irrational belief is the fact that, as rational emotive behavioral theory (REBT), the development of a more rational way of thinking involves experiencing one of emotions and behaviors and adaptive functioning. And this is a first step in developing social and emotional skills.

In the third study (Chapter 6), we translated and adapted scale socio-emotional skills assessment (CSE), built by Seal & al. (2011). We have taken this step because, although there are scales that measure similar concepts (MSCE, EQ-i, ECI), in Romania there is but a specific tool to measure this concept. In addition, costs that would raise the application of these tools in academia are very high. The results obtained from the analysis (screening information, exploratory factor analysis and calculation of internal consistency) recommended scale as a valid instrument for measuring socio-emotional skills development to students.

In the fourth study (Chapter 7), we investigated, using CSE scale, socio-emotional skills of students in the experimental group compared to students in the other two groups. We obtained values indicating that the experimental group to which we applied the program showed higher levels of socio-emotional competences compared to the groups to which we applied a different program or have not occurred at all. Thus we confirmed the hypothesis that Your-SELF implementation will lead to socio-emotional skills to students in the experimental group.

In the fifth study (Chapter 8), we investigated all socio-emotional skills, but with a group of non-students young adults. We conducted a comparative analysis of the results assessed in two stages CSE scale (pretest and post-test) in three groups (experimental and control list). I applied the experimental group Your-SELF program in condensed version (a total of 32 hours over 2 weeks) in the control group have a program to develop teamwork skills, all a total of 32 hours, and the type list group did not intervene at all. The results showed that the experimental group we obtained an increase in socio-emotional skills both between pretest and post-test, and compared with the other two groups, confirming the working hypothesis.

Present thesis brings as novelty the integration of REBT in a program for the personal development of young people, program I've tested both with a group of students and young adults with a group of young adult non-students. Implemented program is complex, developed during an academic year (October to June), with weekly meetings of 3-4 hours. The topics were touched on socio-emotional development (self awareness, self management, social responsibility, developing relationships and making responsible decisions) and related fields (promoting mental and physical health, communication, teamwork, prevention of substance) .

In Romania, Your-SELF program is among the first of its kind to students, and its usefulness has been demonstrated both experimentally and that you continue with a group of participants formed part of students who were involved from the beginning and new students who have decided to participate in the recommendation of their peers. Recall that the program is conducted in parallel with courses in curriculum and not part of it, and students get involved in their spare time, the reward is their socio-emotional development. And tasks they receive from week to week are seen as challenges and are made 90% by all participants.

Another contribution made by this thesis is structured YOUR-SELF program as a training aimed at training participants on their real needs. Of course, it complies major areas of socio-emotional development programs and such theories considering the literature. In addition, the program is based on the principles of rational emotive behavioral theory, which is a plus and an innovative aspect because REBT is one of the best forms investigated scientifically and empirically grounded psychotherapy and education (David, 2006). And, most importantly, the program is structured and thought that the participants and beneficiaries not only active but also as developers. Thus, participants and trainers decide which their needs are and the direction the program is heading, according to the real needs which they discover.

The first limit is given by the relatively small number of participants in this program. The reason we decided to work with a smaller number of participants has been discussed at the beginning of the thesis. Briefly, we wanted to respect the good practices of trainings, which recommend an ideal number of 15-30 participants. We can overcome this limit by increasing the number of groups, while keeping the number of participants recommended, thus maintaining the quality of the program. This can be done by increasing the number of hours dedicated to this program or involving several trainers. They will be trained to turn in rational emotive and behavioral education, or socio-emotional skills.

Another issue concerns the diversification of participants, by selecting from several faculties so, that does not influence one way or the other metrics and diversity becomes a plus. Given the aforementioned changes (a higher number of trainers and a greater number of hours allocated to training), we are confident that this criterion can be achieved.

A second limit concerns the tools used to measure various aspects of socio-emotional development and profile of participants. Future studies will consider broadening the battery of tests to investigate compared several aspects of socio-emotional skills. However, we intend to develop a scale for assessing social and emotional skills that allow us concurrent validation.

Although universities offer various free tools and services to help students adapt to student life at present genuine involvement of educational institutions just about training. In this context, the results will not occur unless they are combined with personal development programs such as emotional and social development, whose effectiveness has been proven in several studies and meta-analysis (Durlak & al., 2010; Elias, 2003; Seal, 2010), with lasting effects on academic performance, academic adaptation and integration and networking with others in society.

So the need to implement personal development programs, the results obtained so far with socio-emotional development program Your-SELF and feedback received from the participants recommended continuing the program, ie its extension to a wider and more diverse population.

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