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DOCTORAL SCHOOL „EDUCATION, REFLECTION, DEVELOPMENT”

**ABSTRACT DOCTORAL THESIS EDUCATIONAL MANAGEMENT STRATEGIES
FOR SOCIO-EMOTIONAL DEVELOPMENT OF STUDENTS FROM PRIMARY
CYCLE WITH IMMIGRANT PARENTS**

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II. ARGUMENT

In the contemporary world, we are faced with significant changes that have become part of our daily lives. These transformations, sometimes startlingly fast, were gradually integrated into the mode of our lives and have become crucial to the progress of society. However, it is important let's recognize that along with their advantages, these changes can also have negative effects on individual and our communities.

In the context of these general observations, where we are faced with rapid developments and disruptive in society, a deeply worrying phenomenon appears: children's school maladjustment whose parents are immigrants. These children face significant difficulties in adjustment them in the school environment, which generates a central problem, both for the teachers who guide them, as well as for the directors of educational institutions trying to find effective solutions.

This issue is particularly complex and sensitive because it intersects with social, cultural and educational aspects. Children with immigrant parents face challenges unique to separation from their parents, adapting to new cultural and linguistic environments, and navigating in an education system that may be different from that of their parents' country of origin. Maladjustment at school can take various forms, including truancy, difficulty in concentrating and low academic performance.

As teachers and educational leaders, we are called to address this issue with sensitivity and dedication. Deep understanding of the needs and experiences of children with parents emigrants is essential to develop effective strategies and interventions to facilitate their adaptation in the school environment. It is an effort that involves close collaboration with the community, the development of personalized support programs and the creation of an inclusive school environment.

Thus, school maladjustment of children with emigrant parents represents a complex problem, but with well-directed efforts and commitment, we can give these children a better chance for a future of success and positive contribution to society. It is a problem that challenges us to put at the service of the community and develop effective solutions to help these children to integrate harmoniously into the school environment and society.

In our efforts to address this complex issue, we have developed a program of intervention called „Parents away, school close to children”. This program studies development socio-emotional of students with emigrant parents, contributing at the same time to the improvement of their reading and writing skills and strengthening school culture. Social development emotional development in the primary cycle is essential for the formation of balanced and well-adjusted individuals.

A crucial aspect of socio-emotional development is the development of emotional intelligence, which can be influenced by the level of literacy. Reading and writing skills can help understand and manage emotions, communicate effectively and build relationships healthy interpersonal relationships. Literacy can also support the development of self-esteem and a the ability to cope with stressful situations. Thus, socio-emotional development and literacy are closely related and play an important role in the lives of children with immigrant parents. By developing these skills, we can contribute to the creation of a conducive school environment and to the effective adaptation of these children at school and in society. It is essential that we continue to address this complex issue and develop effective programs and strategies to support children experiencing this difficult situation.

III. PRESENTATION OF CHAPTER I: THE CONTRIBUTION OF THE STRATEGIES OF EDUCATIONAL MANAGEMENT FOR „A DEVELOPING SCHOOL”

The developing school is an educational institution that adopts a dynamic approach and flexible in the process of learning and development of students. Thus, a school that develops its proposes to create an environment in which students develop their maximum potential, learn to learn and to prepare for the challenges of the future, while remaining sensitive to individual needs and changes in society.

In the contemporary era, society faces significant changes, both in the field technology, as well as in terms of social dynamics. These transformations occur at an amazing speed and have become an integral part of our everyday life. However, we cannot ignore the fact that, together with the advantages they bring, these changes also come with some negative effects, which they can directly or indirectly influence the way we live and interact in society.

One of the aspects with significant implications in contemporary society is school maladjustment of children whose parents are emigrants. This phenomenon represents a major problem for the education system and for teachers, but also for school principals, who strive to

find effective solutions to help these children adapt to the environment school and to be successful in education.

School maladjustment can be defined as the difficulty a student encounters in a integrate and function properly in a specific school environment. This phenomenon is often the result of a series of factors, one of the most significant of which is parental migration. Children whose families experience the migration of their parents may have difficulty adjusting to the new school environment, as they may feel isolated and insecure in the absence of emotional support and logistic of the parents.

In this context, educational management and its associated strategies become essential to address and solve problems related to school maladjustment. Educational management reffers to an educational institution to achieve educational objectives. In this process, educational management strategies are the key tools that contribute to efficiency and the effectiveness of the school institution.

These strategies include forecasting, coordinating, coaching, evaluating-controlling, and organization. Foresight refers to the ability to anticipate changes and plan in consequence. Coordination involves harmonizing the efforts of all parties involved to achieve common goals. Training is related to the development of skills and competencies 10 educational staff.

Evaluation-control refers to the constant monitoring and evaluation of performance to identify weaknesses and correct them. Organization refers to structuring efficiency of educational resources and processes. The educational policy on well-being in school institutions is becoming more and more relevant in the current context. Well-being is a complex concept, which involves aspects related to the mental, emotional and social health of students and teaching staff. Creating an environment school where wellness is promoted and supported is critical to student success and for the quality of the education process.

The role of the school manager in developing educational policies and providing an environment conducive to learning is crucial. The school manager must have a strong personality, adopt effective leadership styles and be actively involved in the management of the educational institution. Through through the performance of the managerial activity, an optimal educational climate can be created, in which students feel safe, supported and motivated to learn.

Assessing the educational climate in the school institution is an essential step for improving the quality of the education process. Different techniques, such as gamification, evaluation of literacy skills in the primary cycle and the teaching effectiveness evaluation model

Marzano, pot provide valuable information for identifying student needs and developing strategies effective educational.

In conclusion, this chapter highlights the importance of educational management and a his strategies in developing a successful school. In a constantly changing society, adaptation and addressing problems related to school maladjustment are essential to ensure children's educational future, regardless of their parents' family background or migration.

IV. PRESENTATION OF CHAPTER II: PARTICULARS OF SOCIO-EMOTIONAL DEVELOPMENT OF STUDENTS WITH IMMIGRANT PARENTS

In the contemporary era, socio-emotional learning is becoming more and more relevant in context current education. This chapter focuses on the particularities of socio- emotional problems of students with emigrant parents in the primary cycle.

Social and emotional education, in the current context, is essential for development the children. It involves developing the skills to recognize, understand and manage one's own emotions and of those around them, as well as developing the social skills needed to interact effectively with the others. This education has a significant impact on students' lives, helping them to develop healthy relationships, make well thought out decisions and adapt to various situations.

The socio-emotional development of primary school students presents particularities important. At this age, children begin to explore and understand emotions more deeply and their feelings. This is when they begin to develop empathy and basic social skills, such as communication and conflict resolution. These skills are essential to build healthy relationships with peers and adults.

There are also risk factors that can influence the socio-emotional development of students, in particular in the case of those with immigrant parents. Separation from parents, adaptation to a new culture and language, and negative effects on their socio-emotional state.

In the context of education, social-emotional learning becomes an essential component of the primary cycle education process, having a significant impact on development of children. The specific principles and competencies of social-emotional education are carefully integrated into the school curriculum, reflecting the recognition that success in life does not it is limited only to academic knowledge but also to socio-emotional skills.

This educational approach is based on several essential components: expression emotions, developing empathy, managing stress, resolving conflicts, promoting collaboration and communication and evaluating and monitoring progress.

Expressing emotions through social-emotional education teaches students to recognize and express emotions in a healthy and constructive way. This helps them understand that it is normal to have emotions and manage them in a positive way.

Developing empathy means that students learn to see the world through the eyes of others and to understand different perspectives. Developing empathy helps them develop healthy relationships and connect better with others.

Managing stress through social-emotional education includes strategies for coping stress and anxiety. Students learn relaxation techniques and ways to cope with school pressures or personal.

Resolving conflicts by developing conflict resolution skills is one part essential of socio-emotional education. Students learn how to communicate effectively in conflict situations and find solutions that satisfy both parties involved.

Promoting collaboration and communication through activities such as the game „Treasure Hunt” involves students in group activities that promote collaboration and effective communication. These skills they are essential in the real world, where collaboration is often the key to success.

Assessing and monitoring progress in social-emotional development are as well important as the assessment of academic results. Monitoring the progress of students in these domains allows the identification of individual needs and the adjustment of educational strategies in consequence.

For students with immigrant parents, socio-emotional development can be particularly difficult important because they can experience specific challenges related to separation and adjustment to change in family. A careful and well-structured approach to social-emotional education can help them children to adapt more easily to their personal and school situations.

In conclusion, socio-emotional development in the primary cycle is essential for preparation children for life. Addressing these issues in education gives students the tools necessary to cope with difficult situations, develop healthy relationships and reach one’s potential maximum. Socio-emotional education must remain a priority in education systems for to ensure the holistic development of children.

V. PRESENTATION OF CHAPTER III: THE ROLE OF FACTORS EDUCATIONAL PROCESS OF SOCIO-EMOTIONAL DEVELOPMENT A STUDENTS WITH IMMIGRANT PARENTS

The family represents a fundamental pillar in the socio-emotional development of children from the primary cycle, regardless of its specific circumstances. For children with immigrant parents, the family often becomes an essential element of stability and support. The quality of the relationship between parents and children, as well as the degree of emotional support provided in the family, play an essential role in development their. Open communication and acceptance of emotions are key because they help children to and express feelings and manage them in a healthy way. In addition, the family must provide a safe and loving environment to compensate for the absence of expatriate parents and reduce stress and the anxiety these children may feel due to separation.

Here, the relationship between students and teachers plays a key role. A relationship of trust and support between students and teachers can significantly influence emotional development of children. A positive school climate based on understanding and inclusiveness is essential for ca they feel safe and accepted. The school must provide an environment where students are encourage them to develop their social-emotional skills, learn to manage conflicts and develop empathy for others.

The local community and its socio-economic and cultural actors can contribute significant to the socio-emotional development of children with immigrant parents. These factors can provide additional resources, community support and a support network for these children by helping them so as to adapt to the new environment in which they find themselves. They can also organize activities or programs that promote the socio-emotional development and integration of these children into the community.

An appropriate regulatory framework is essential to regulate the collaboration between all of them educational factors for the benefit of children. It can provide guidelines and rules for insurance effective collaboration between family, school and community. By creating a collaborative framework well defined, it can be ensured that all parties involved work together for socio- emotional level of primary school students.

Partnerships between these educational factors are key to creating an environment conducive to the harmonious socio-emotional development of children with immigrant parents. Collaboration close family, school and community can provide ongoing support for these

children, helping to develop the social-emotional skills they need to cope challenges and to build a bright future.

It is important to recognize that parental migration can have significant effects on socio-emotional development of primary school students. Separation from parents, adaptation to a new one culture and language, as well as the stress of migration can have a strong impact on children. In the this context, the deep understanding of these effects and the development of appropriate strategies to them helping to meet these challenges becomes essential.

The involvement of immigrant parents in their children's school life is another crucial aspect. Through close collaboration and open communication between parents and teachers, it can be ensured that the necessary support is given to students for their socio-emotional development. This can includes counseling sessions for parents and specific educational activities to help them to better understand and support their children's development in this area. In conclusion, the socio-emotional development of children with immigrant parents is a process complex involving the interaction of numerous educational factors. Through collaboration, understanding and mutual support between family, school, community and socio-economic factors, we can ensure that these children have the necessary chances to develop their social-emotional skills and to build a successful future.

In conclusion, educational factors such as family, school and community, have a vital role in the socio-emotional development of students with immigrant parents from primary. Collaboration and communication between these factors, understanding the effects of migration and creating a supportive environment can significantly contribute to the harmonious development of these children in a context of parental migration.

VI. PRESENTATION OF CHAPTER IV: GENERAL COORDINATES OF RESEARCH

Currently, Romania is facing a serious demographic problem, characterized by population decline and negative natural growth. This issue was addressed in the Green Paper a Population (National Commission for Population and Development & UNFPA, 2006), which emphasizes fertility and population aging.

The increase in the phenomenon of migration contributes to this decline, because young people from Romania choose to go abroad for work. For example, migration to Spain particularly attracts nationals aged between 20 and 34, many of whom are parents who leave their children in the country in the care of other relatives. These children become vulnerable to

feelings of fear, anxiety and inferiority, and there is a risk that many of them will become citizens of other countries, thus contributing to the decline the young population in Romania.

Studies have shown that parental migration can have negative effects on couple relationships, often leading to divorce. For children, this migration can be extremely risky because it can lead to the abandonment of the departing parent. There is also the risk of damage or even breakage definitive of the bond between child and parent, as children develop attachment and affection for those who are physically present, often blaming their parents for their departure abroad.

Every child needs rules and boundaries to develop properly. Lack these rules can lead to deviant behavior or lower school performance. In the specialized literature, the importance of the role of parents in children's development is emphasized, with emphasis on the relationship with the mother in the transmission of self-care and socialization skills. Links close ties developed in the family have a significant impact on the psychosocial development of children.

Bowlby's attachment theory emphasizes the importance of interpersonal relationships, especially the bond between mother and child. In case of lack of a good relationship between the child and the family, they can negative behaviors such as rejection, blaming or feelings of guilt occur which can influence the child's development.

Studies such as the one by Ainsworth et al in 1978 have shown that children can resist quite well in the short absence of parents, but a percentage of 10% of them can manifest negative behaviors during this absence, as a result of the change in the usual environment.

In the United States, parental involvement in children's education is a priority and is included in national challenges. However, in Romania, the school is limited to the implementation of some strategies, projects and seminars, but the involvement of parents is undervalued.

Primary education is of crucial importance in children's development because it coincides with the period of transition and significant development. This period can be marked by important emotional changes that can influence behavior and school performance a the children. Therefore, social interactions and the educational environment have an essential role in development children at this stage.

In order to achieve good school results and a better adaptation at school and in society, theorists such as Ausubel and Robinson (1981) emphasize the importance of school motivation. This one can be stimulated by a combination of intrinsic and extrinsic motivation, adapting activities to each student's level, developing curiosity and stimulating cognitive motivation. At

the same time, it is important to avoid overmotivation, which can lead to a loss of interest in learning.

The „Values of Young Romanians” study (2016) highlighted the importance of family and education in the formation of young people’s values. However, it also revealed deficiencies in the education system, such as teachers not participating in student input and using outdated teaching methods.

To address this problem, we need to develop intervention and support programs for children with immigrant parents, including counseling and educational support. It is essential to we involve parents in the educational process, even remotely, to maintain contact and emotional support.

In conclusion, parental migration can have a significant impact on children. The development of intervention and support programs is essential to help these children do face challenges and have a healthy development.

The purpose of this research focuses on evaluating the influence of the educational program „Parents far away, school close to children” on the socio-emotional development of students in classes the 3rd and 4th who have emigrant parents. It also aims to measure the impact on literacy skills and promoting a positive attitude towards books and reading as well as formation of the culture of the school organization.

As part of the research, the following objectives are proposed:

- Evaluation of the impact of the educational program „Parents away, school close to children” on the socio-emotional development of students from the 3rd and 4th grades with immigrant parents. The purpose of this objective is to identify and quantify 17 the changes in children’s socio-emotional skills following implementation the program.

- Measuring the level of literacy skills and promoting a positive attitude towards books and reading in 3rd and 4th grade students. This objective aims assessing literacy progress and identifying potential differences between the group that participated in the program and the control group, using the Brio tests.

- Analyzing the impact of the program on the culture of the school organization. It is desired identifying and analyzing significant improvements in the strategies of educational management and teachers’ teaching approaches after application program, using the Marzano scale. The main research questions include:

- What is the effect of the implementation of the „Parents away, school close to” program children” on the socio-emotional development of students from the 3rd and 4th grades with immigrant parents?

- How literacy skills are influenced and how an attitude is promoted positive attitude towards books and reading in 3rd and 4th grade students with parents emigrants?

- What changes occur in the culture of the school organization following the application of the program „Parents far, school close to children”? Also, the main hypothesis of the research is that the implementation of the program „Parents away, the school close to the children” leads to the socio-emotional development of students, stimulation literacy skills and promoting a positive attitude towards books and reading as well as to improving the culture of the school organization. Secondary hypotheses include:

- The implementation of the „Parents away, school close to children” program has an effect positively on the socio-emotional development of students in the 3rd and 4th grades with immigrant parents.

- Implementation of the „Parents away, school close to children” program contributes to improving literacy skills and promoting a positive attitude towards of books and reading for students in the 3rd and 4th grades.

- Participation of teachers in the development and implementation of the program „Parents far away, school close to children” contributes to the formation of a culture improved organizational skills in the school.

The independent variable in the research is the intervention program „Parents away, school close to children”, while the dependent variables include the level of socio-emotional development a students, their literacy skills and attitudes towards reading, as well as culture school organization.

The research strategy represents the planned and strategic foundation of the investigation, which is give shape by organizing and applying the right methods, techniques and tools, in concordance with the objectives and nature of pedagogical research. Pedagogical research as a discipline scientific, aims to improve educational practices by rigorously analyzing a phenomena and processes in the field of education. It is based on theoretical foundations solid, using elaborate methodologies and collecting objective data, all for the purpose of generating.

Pedagogical research is characterized by its scientific rigor planned, implemented and reported so that the results are valid, credible and relevant for the academic community and for educational practitioners. His objective main purpose is to contribute to the advancement of knowledge and the improvement of educational practices, with the ultimate goal of creating a more effective and appropriate educational environment for students.

In this research, various methodological components are used, such as the method observation, assessment methods that focus on reading, writing and comprehension skills a texts, as well as the self-assessment and self-report method using the Marzano Scale. These methods and tools are carefully chosen to gather relevant data and respond to the previously formulated research questions. Through them, pedagogical research aims to to make significant contributions to the development of the educational field and its improvement quality of education.

- Observation method: This method involves implementing and conducting a treasure hunt type game with the children participating in the study. The game is designed as a team activity, where children work together to a solve challenges and discover hidden treasures. The main purpose of the game is to to stimulate interpersonal relationships and to develop individual skills in children, how 19 would be critical thinking, problem solving and language skills. The evaluation se achieve through direct observations of children’s behavior and interactions in game time.

- BRIO test method (Brigance Inventory of Early Development): This method consists of using BRIO tests, which are standardized question-based tests and exercises targeting children’s reading, writing and text comprehension skills from primary classes. The purpose of this method is to assess the level of competence in children’s literacy, before and after the ameliorative intervention, and to identify any significant differences between the experimental group and the control group.

- Marzano Scale (Effective Teaching and Learning Strategies – ETLs): This one method is an assessment tool developed by Robert J. Marzano and his team, which focuses on identifying and measuring effective teaching practices. The Marzano scale consists of a set of structured questions that explore different aspects of effective teaching. Evaluators give ratings on a scale of 1 to 5 for each question, and the scores are added together to calculate the total score of teaching effectiveness.

These research methods are used in the study investigating the influence of the game of type Treasure Hunt on the socio-emotional development and school performance of the children in the classes elementary school with immigrant parents. The study also examines the effectiveness of teaching practices in this context using the Marzano scale and the assessment of literacy skills with the help of tests BRILLIANT. The results of these research methods contribute to the understanding of socio- children’s emotional and academic performance and can provide important information for improvement educational practices in this specific population.

The study focused on the establishment of the sample of participants, with the purpose of investigation the influence of parents' migration on the development of primary school children. Two were established distinct groups of participants: an experimental group and a control group.

The experimental group included 70 students aged between 8 and 11 years, coming from the 3rd and 4th grades of the primary cycle, whose parents went to work abroad. This group represented the children who were subjected to the experimental intervention.

The control group also consisted of 70 students who performed the same represented children with similar situations in terms of parents' migration, but who do not participated in the Treasure Hunt type game.

The sampling was carried out at the level of 19 educational institutions in Hunedoara County, covering urban and rural environments. Sampling was done carefully to ensure a diverse representation of students from this region. An important selection criterion of of the samples was the age of the children, they being included in an age range between 8 and 11 years, to ensure homogeneity from this point of view in both groups. It was also had care to maintain a numerical balance between girls and boys in both samples to minimize possible gender differences that could influence the results of the study. The results were represented graphically, highlighting the percentage distribution of the samples according to the groups of control and experimental. This allowed a clear view of how they were made the two groups and how the balance between them was ensured. A breakdown was also presented by classes of the samples to show how the students were distributed within the institutions of education involved in the study. This aspect is important to have a detailed picture of how students were selected from various schools. The sample content used in the formative experiment was constructed to focus on the activities carried out within the „Intervention Program for the development of socio- emotional level of primary school students with emigrant parents”. The main purpose of these activities focused on the socio-emotional development of primary school students, as well as on stimulating literacy skills and promoting a positive attitude towards books and reading.. The program was developed in collaboration with the school units involved and took place outside during class hours, from Monday to Friday, between 12:00 and 14:00. Your parents or legal guardians students were informed and gave their consent for the children's participation in this program.

The content sample aimed to evaluate the impact of this program on the socio-emotional development of primary school students with emigrant parents, as well as the measurement their literacy skills. For this, BRIO tests were used for assessment of students' literacy skills,

and teaching effectiveness was assessed by through the Marzano – Effective Teaching and Learning Strategies (ETLS) scale.

The intervention program took place over nine months, starting in September 2021 and ending in June 2023. The calendar of activities included several stages such as identification of experimental and control sample, initial assessment of students through the game Treasure Hunt and BRIO tests, drawing up the „Parents away, school” intervention program close to the children,” the implementation of the program in the experimental sample and the final evaluation of the students.

To ensure the smooth running of the program, meetings were organized between the directors, teachers and parents, and the activities took place in a formal environment and included both activities of socio-emotional development, as well as activities to stimulate literacy skills. These activities took place weekly and involved the participation of 70 third grade students and the IV.

The results obtained from the students’ participation in this intervention program were evaluated in the pre-test and post-test stages and aimed at obtaining relevant conclusions for the further development of educational strategies and policies for students in the cycle mayor with immigrant parents. This experiment took place to contribute to the understanding of mai deep understanding of the needs and impact of socio-emotional interventions in the educational context.

VII.PRESENTATION OF CHAPTER V: PRE-EXPERIMENTAL STAGE

The objectives of the pre-experimental stage were defined to contribute to the achievement of the goal and general research objectives. These objectives included ascertaining the level of development socio-emotional of students with emigrant parents, identifying the level of literacy skills and the attitude towards books and their reading, as well as the design of an intervention program training adapted to the identified needs.

These pre-experimental objectives were essential to provide the necessary basis for further conduct of the research and to guide the initial data collection process. They have represented the preliminary stages aimed at obtaining initial data and information for to substantiate the research as a whole.

The research methodology used to collect the initial data involved an approach mixed, combining both qualitative and quantitative methods. This integrative approach allowed a more

complete and detailed understanding of the researched phenomenon, providing multidimensional data.

Qualitative methods were used to explore in depth the perceptions and the experiences of students with immigrant parents regarding the impact on socio-emotional. These focus group discussions and meetings provided rich and detailed data.

Quantitative methods were applied to obtain quantifiable data and to evaluate socio-emotional development, literacy level and attitude towards reading. The Brio tests were used to quantify students' literary skills.

To ensure the validity and fidelity of the data, piloting and pre-testing were carried out, and statistical analysis was applied to quantitative data.

The observation method was used in the pre-experimental stage to collect initial data regarding the socio-emotional development of primary school students with emigrant parents during Treasure Hunt type game. A game behavior observation sheet was used, structured to cover five key areas of social-emotional development:

Domain I – Self-awareness:

- Emotional self-perception: Children demonstrated the ability to identify and recognize your own emotions during the game.

- Behavioral awareness: Children were aware of how they behave within the game and have respected its rules.

- Self-confidence: Children believed in their own abilities and accepted with trust the tasks of the game.

- Intrinsic motivation: Children showed an internal motivation to participate active in the game and to solve its challenges.

- The ability to analyze personal thoughts and beliefs: Children were able to reflect on their own thoughts and beliefs within the game.

- These skills were developed and improved through type play Treasure Hunt, enabling children to better understand their emotions, behaviors and develop a solid confidence in their own abilities.

Domain II – Self-management:

- Adaptability: Children adapted flexibly to new demands and contexts in game framework.

- Empathy and perspective taking: Children showed empathy and understanding towards the experiences and perspectives of others.

- Managing time, resources and tasks: Children organized and managed efficient time and resources within the game.

- Maintaining engagement and enthusiasm: The children were engaged and enthusiastic in achieving the objectives of the game.

- Impulse control: Children were able to delay the gratification of desires immediate to achieve long-term goals.

- These self-management skills contributed to children's success in play and were essential for their socio-emotional development.

Domain III – Social awareness:

- People and to understand and feel their experiences.

- Respect for human diversity: Children learned to appreciate and respect differences between individuals, including cultural, gender and ability differences.

- This development of social awareness enabled children to develop relationships healthy interpersonal skills and connect better with others.

Domain IV – Relational skills:

- The ability to integrate harmoniously in a team: Children have adapted and have collaborated effectively within the game.

- Verbal and non-verbal communication skills: Children communicated effectively and have were able to actively listen to others.

- Empathy: Children showed empathy towards others and were sensitive to the states and their experiences.

- Recognizing the need for support and involvement: Children recognized the moments in which they needed help and requested the support of those around them.

- Constructive and effective collaboration: Children worked together, provided support each other and contributed to the group's success.

- These relational skills contributed to the establishment of interpersonal relationships healthy and satisfying.

Domain V – Responsible decision-making:

- Managing interpersonal conflicts in a constructive and effective way: Children managed conflicts in a constructive way, finding satisfactory solutions for everyone involved.

- Constructive decision making: Children made informed and well thought out decisions in regarding personal behavior and social interactions.

- Personal responsibility and respectful communication: Children have assumed responsibility for their actions and communicated respectfully with others.

- Critical thinking and identifying adapted solutions: Children analyzed critically information and identified appropriate solutions to the situations they faced.
- These skills promoted informed and responsible decision-making in different social contexts and interactions.

Through the observation method and the Treasure Hunt type game, the children had the opportunity to develop and improve these social-emotional skills, thereby contributing to their overall development and to their preparation for success in various life contexts.

In the pre-experimental stage of the research, to assess the skills of reading, writing and comprehension of texts in students from the 3rd and 4th grades, the BRIO test was used for the level of literacy. This test is a reliable assessment tool, developed on the basis of research in the field of education and psychology. The BRIO test was meant to measure students' linguistic and comprehension skills, thus providing an objective measure of their level of literacy before engaging with the proposed program.

This test was administered in a standardized manner and provided baseline data with regarding the level of development of the literacy skills of the children participating in the study. This 25 was particularly useful for identifying the strengths and individual difficulties of the children, thus providing a solid basis for planning personalized educational interventions in the stage experimental.

The BRIO Literacy Test, according to Chuang and Jamiat's 2023 research, used a multidimensional approach to the assessment of literacy skills, covering aspects such as oral and written comprehension, word decoding, vocabulary, composition and comprehension the texts. It provided a comprehensive view of students' literacy skills.

The Brio platform was developed in compliance with global standards, based on Theory Item Response Theory, a psychometric theory used in prestigious tests such as the SAT and GMAT. This ensured the difficulty balance of the tests and allowed objective assessment of each student's abilities, facilitating fair comparison between performances.

The self-assessment and self-report method using the Marzano Scale is a tool valuable in evaluating and improving the effectiveness of teaching in primary schools. In the past, ratings teachers mainly focused on aspects such as classroom management and did not measure correspondingly their impact on student learning. With the introduction of evaluation models a value addition, teachers' perceptions of their own abilities and effectiveness in teaching has become a key factor in achieving students' academic progress. EFFECTIVE teacher, defined as their confidence in their ability to support student learning and to achieve the desired results, has been recognized as having a significant impact on efforts and persistence of teachers in the

learning process. Teachers with confidence in their own effectiveness put in more effort and show more persistence in working with students, thus contributing to their progress. They also get more support from the culture school and school management.

The Marzano Scale (ETLS) has been the subject of extensive research that has demonstrated reliability and its relevance in evaluating and promoting effective teaching practices in primary schools. Studies have shown that implementing the practices identified by the Marzano scale has led to improvements significant in student performance, particularly in key areas such as content comprehension, problem solving and critical thinking. Also, the teachers who used the Marzano scale for self-assessment and professional development achieved superior results in student progress in reading and math. 26 The method of evaluating socio-emotional development in students from the 3rd and 4th grades, with immigrant parents, is based on the game „Bee Bot Robot Treasure Hunt”.

This method is designed to address the need to engage children in physical activities and social interactions, in contrast with the increasingly pronounced tendency to spend time in front of screens and gadgets. The game „Bee Bot Robot Treasure Hunt” is primarily aimed at stimulating the socio-emotional development of children and includes five areas of observation: self-awareness, self-management, social awareness, relational skills and responsible decision-making. This game is structured as a team competition, where students must work together to discover the place in which the educational robot Bee Bot and its many accessories are hidden. Through through this game, children have the opportunity to develop essential skills such as solving problems, stimulating creativity, developing social and communication skills, as well as promoting physical activity and exercise. The game also offers a fun way of strengthening academic knowledge and encourages collaboration and self-confidence. Scenario The game involves an engaging story where children become heroes who must save the robot Bee Bot from capturing an antagonist. During the game, students have to solve various tests and trials to reach the final treasure, which is the Bee Bot robot. Through these activities, children acquire communication, decision-making and emotional self-regulation skills.

The objectives of the game include promoting socialization, developing teamwork skills, stimulating critical thinking and problem solving, as well as developing key skills for everyday life such as assertive communication, conflict management and responsibility. The comparative study conducted between the control sample and the experimental sample had ca objective assessment of cognitive and socio-emotional skills in students before implementation an educational intervention using the game „Bee Bot Robot Treasure Hunt”. For this, they have

five specific skill areas were examined: self-awareness, self-management. Were evaluated in the pre-experimental stage to provide a baseline for the effects the intervention.

Self-awareness and responsible decision-making were the two areas in which both groups achieved good and similar results. However, the control sample a recorded lower performance in self-management and relational skills, while social awareness was the strength of this group. These findings provide insight important on the development of cognitive and socio-emotional skills in students and can serve as basis for the development of educational strategies and interventions to improve them skills in the school environment. They also emphasize the importance of continuing research to evaluate the effectiveness and long-term effects of similar educational programs in the context of early education.

Next, the study focuses on evaluating the effectiveness of teaching with the aid the Marzano instrument and analyzes the significant differences between the pretest and posttest stages, in following an intervention. The purpose of this research is to evaluate the impact of this intervention on the pedagogical skills of teaching staff and, implicitly, on the quality of the educational act.

The results of the study showed significant and positive correlations between all domains evaluated. First, a strong correlation was found between “Strategies and behaviors in class’ and ‘Planning and preparation’, indicating a close association between these two aspects of didactic competence. This suggests that teachers who display strategies and effective classroom behaviors tend to plan and prepare lessons in an appropriate way. A significant correlation was also observed between “Classroom Strategies and Behaviors” and “Reflection on the teaching process”, indicating that teachers who are actively involved in effective classroom strategies tend to reflect on their own teaching practices. In addition, it found a significant correlation between “Classroom Strategies and Behaviors” and “Collaboration and professionalism,” suggesting that teachers who demonstrate effective classroom management skills and interaction with students tend to be collaborative and professional in their interactions with peers. These correlations highlight the importance of the simultaneous development of skills in various fields to improve teaching performance. Understanding these relationships can help teachers create a more effective and stimulating educational environment for students, where appropriate planning and preparation, effective classroom strategies and behaviors, reflection on the teaching process and collaboration with colleagues can influence each other in a positive way.

VIII. PRESENTATION OF CHAPTER VI: THE EXPERIMENTAL STAGE

In Chapter VI, the experimental stage of the study is described, with emphasis on socio-emotional development of primary school students with emigrant parents, through 28 of the „Parents far away, school close to children” intervention program. This stage involves the implementation of the program in the school institution and aims to achieve specific objectives:

- Planning literacy activities and promoting a positive attitude towards books and reading: The program proposes activities that encourage interest and passion students for reading, thus contributing to the development of literacy skills and to promoting a positive attitude towards books.

- Planning intervention educational activities for socio- emotional: The program focuses on creating educational activities that to support the socio-emotional development of students in the 3rd and 4th grades. These activities have the role of improving students’ well-being and developing

- Assessing and monitoring student progress: During implementation program, there will be constant evaluation and monitoring of progress students in terms of social-emotional development and literacy skills. The goal is to identify the specific needs of each student and adapt intervention program accordingly.

This stage represents an essential part of the research, as it provides data and information with regarding the effectiveness of the program and how it influences the socio- emotional and school performance of the students involved in the study.

In Chapter VI.3, the educational intervention program entitled is presented „Parents far away, school close to children”. This program was designed to answer the needs of the community and had as its main objectives the development of literacy skills and promoting socio-emotional development in primary school students, especially those with parents emigrants. Here are some key points:

Implementation and duration: The program was implemented for a period of six months from October 2022 to March 2023. It took place in 19 educational institutions in that region.

Target groups: The program focused on 70 students from the 3rd and 4th grades, who they came from families with at least one immigrant parent. About 120 parents of these children they were also involved in parental counseling activities.

The key components of the program are the following: socio-emotional development the development of literacy skills and parental counseling Social-emotional development through this program included activities designed to support developing students’ socio-

emotional skills such as verbal communication, discussions and group games. The goal was to improve students' well-being and their social skills and emotional.

The development of literacy skills through this program promoted interest in reading and encouraged students to write and read aloud. Writing and reading activities have contributed to the development of literacy skills and vocabulary.

Parental counseling involved parents in activities designed to support them in their management the difficult situation generated by the absence of one of the parents in the country. These activities aimed developing appropriate parenting skills.

The impact on the school organization: The program had an impact at the level of the organization, involving 20 principals and deputy principals in supporting students and parents in a difficult situation, in the state of socio-emotional vulnerability generated by the absence of parents emigrants.

Attractive educational methods: The program used a variety of educational methods activities such as reading aloud, writing activities, word games, library visits, group activities, technology use and verbal communication. These methods were intended to motivate and involve students in the learning process.

Theoretical basis: The program was based on the LifeComp framework, which includes competencies personal, social and lifelong learning. This framework served as the foundation for personal development, social integration and success in the modern world.

Overall, the „Parents away, school close to children” program was an initiative significant for the socio-emotional development and literacy skills of students, as well as for supporting parents in managing the challenges of being absent from one of the parents from the country. This program had a positive impact on the school community and contributed to improving student well-being and school performance.

IX. PRESENTATION OF CHAPTER VII: THE POST-EXPERIMENTAL STAGE

In the post-experimental stage, the main objectives were to evaluate the effects training program and to analyze the results obtained following the previous intervention. Of School and developing recommendations for quality educational management. Here is a summary of the main aspects of this stage:

- Comparison of literacy skills and attitude towards books and reading: S a carried out a comparison between the students in the experimental group (those involved in the training

program) and those in the control group (who did not participate in the program) to assess its impact on literacy skills and attitude towards books and reading.

- Verification of the persistence of improvements: It was followed whether the improvements obtained in during the experimental intervention they persisted and remained stable over time.

- Development of recommendations for educational management: Based on the analysis of the comparisons and the results obtained, recommendations were developed for improving the quality of educational management, with a particular focus on the needs of students with immigrant parents.

- Evaluation of the impact on well-being: It was examined how the program influenced well-being in the school organization by taking feedback into account from students, teachers and parents.

- Evaluation of the efficiency and relevance of the training program: The efficiency and the relevance of the program based on the data and results obtained in the stage postexperimental. This evaluation was intended to improve and adapt educational strategies and policies for students with immigrant parents.

The research methodology used included an experimental group design and a group of control for valid comparisons. Standardized tests were used for evaluation students' literacy skills, as well as observation sheets to assess development socio-emotional. These tools allowed data to be collected in a scientifically rigorous manner and structured, ensuring obtaining relevant information for evaluating the impact of the program formative and student development.

X. PRESENTATION OF CHAPTER VIII: ANALYSIS OF THE RESULTS OBTAINED IN RELATION TO RESEARCH HYPOTHESES

As part of the analysis of the results obtained in relation to the research hypotheses, they were examined three main assumptions:

Hypothesis 1: Implementation of the intervention program „Parents away, school close to children” leads to the socio-emotional development of students with immigrant parents.

The obtained results confirmed that the intervention program had a significant impact on the socio-emotional development of 3rd and 4th grade students with immigrant parents. These students experienced significant improvements in their communication skills, awareness

emotional and responsible decision making. Thus, hypothesis 1 was supported by the data collected.

Hypothesis 2: Implementation of the intervention program „Parents away, school close to children” contributes to the stimulation of literacy skills and the promotion of a positive attitude towards books and reading.

The results obtained showed that the intervention program had a significant impact on students’ literacy skills and developed a positive attitude towards books and reading. These students made significant improvements in reading skills, comprehension text and vocabulary, as well as an increase in interest in reading. Thus, hypothesis 2 was supported by the data collected.

Hypothesis 3: The participation of teachers in the development and implementation of the program „Parents away, school close to children” intervention contributes to the formation of the organization’s culture school.

The results obtained showed that the intervention program had a significant impact on the culture of the school organization. Teaching efficiency, assessed with the Marzano scale, recorded significant improvements following the implementation of socio-emotional activities. This led to to improvements in students’ communication and collaboration skills, emotion management.

In conclusion, the analysis of the results confirmed that the intervention program „Parents away, the school close to the children” had a significant and positive impact on the socio- students’ emotions, literacy skills and the culture of the school organization within educational institutions analyzed. This program contributed to improving the well-being of students and increasing school performance, especially for children with immigrant parents.

The results obtained from the data analysis suggest that the intervention „Parents away, school close to children” had a positive and significant impact on socio-emotional development and a the literacy skills of students in the experimental group. These conclusions are supported by significant paired-samples t-test values in most domains assessed, as well as on the pretest-BRIO and posttest-BRIO tests.

Self-awareness, self-management, social awareness, relational skills and responsible decision-making showed significant improvements in the experimental group after the intervention. This indicates that the program contributed to the development of skills socio-emotional of these students, helping them to develop their self-awareness, the skills of self-management, social awareness, relational skills and decision-making ability responsible.

The pretest-BRIO and posttest-BRIO test results also show an improvement significant increase in literacy skills among students in the experimental group. This suggests that the program had a positive impact on the overall development of the literacy skills of students, including locating information, understanding and reflection.

In contrast, the control group showed no significant improvement in these areas after the intervention period, which highlights the significant differences between the group experimental and control group.

It is important to note that these conclusions are based on data collected within the framework to this specific study and cannot be automatically generalized to the entire school population. In order to obtain more generalizable results, similar studies should be conducted on larger samples and more diverse.

In conclusion, the obtained results suggest that the intervention „Parents away, school close of children” had a positive impact on the socio-emotional development and the skills of literacy of primary school students with emigrant parents. This intervention could be a resource valuable in supporting children in similar situations and could contribute to their development educational and socio-emotional.

XI. PRESENTATION OF CHAPTER IX: CONCLUSIONS

This research proves to be particularly revealing for all those involved in the process educational, regardless of whether it refers to students, teachers or parents. So much for perspective observers outside the educational process, as well as from the participants, this work can serve as a wake-up call regarding the education of students whose parents work in abroad. Since the education process takes place both in the school environment and in the family environment it must be grounded in reality and address concrete issues, every student needs support from both spheres of his life: family and school, both playing roles fundamental as guides, supporters and promoters of each child’s unique development.

The data that this research endeavors to identify is drawn from the reality of the field of education. A significant number of teachers face the challenge of a provide counseling and support to students whose parents work abroad, simultaneously with efforts to to maintain effective communication with these parents. However, teachers can meet they may be indifferent or socially marginalized and avoid facing reality, which can cause students to develop high-risk behaviors, which can negatively influence the course their lives.

Addressing this problem requires significant efforts on the part of teachers and of specialists from educational institutions. They must carry out counseling activities to explain to families that once students are involved in therapy or intervention programs, it is essential that all parties involved cooperate and actively engage so that the therapy is effective and lead to student success.

The results identified in relation to the topic under discussion will contribute to both the plan theoretically by identifying some aspects or realities that are related to psycho-socio-development emotional state of the primary school student, realities identified in school units, in the family environment and in the groups to which the student belongs. This practical application project can be a signal of alarm for all school units in the country, it can be an approach for several teaching staff and school counselors to have better communication with the parent to encourage participation its real effect on the entire educational process.

Application, processing and interpretation of the data collected through the observation sheet and the scale Marzano constitute essential steps in obtaining valid and relevant results in the assessment impact and formulating conclusions and recommendations in the field of socio-emotional development in primary education. The study by Moreira, P., Crusellas, L., Sá, I., Gomes, P., & Matias, C. (2010) highlights the importance of these processes in ensuring a comprehensive understanding of results and in improving socio-emotional development programs.

The behavior observation sheet is an essential tool in the collection objective and systematic data during socio-emotional development activities. Through through it, the relevant observations regarding children's behavior in a rigorous and systematic way.

To evaluate the effectiveness of teaching and the impact of the intervention, the Marzano scale is used as an evaluation tool. The study entitled „Evaluation of a manual-based program for the promotion of social and emotional skills in elementary school children: Results from a 4-year study in Portugal” (Moreira, P., Crusellas, L., Sá, I., Gomes, P., & Matias, C., 2010) analyzes the impact a manual program based on the development of social and emotional skills among students from primary education in Portugal.

The purpose of the study was to evaluate the effectiveness of the program in promoting skills social and emotional, as well as to identify possible changes in behavior and children's development after participating in this program over a period of four years. The dates were collected using several assessment tools, including observation sheets a behavior and standardized rating scales, such as the Marzano scale, to measure progress in the socio-emotional development of students.

The results obtained in this research bring to the fore the significant impact on which the implemented program had on the development of the social and emotional skills of participants compared to the control group. The children who took part in this program have made remarkable progress in multiple fields. First, there was an increase significant increase in the level of empathy shown by them, which indicates a greater understanding and sensitivity to the emotions and needs of others. There have also been improvements notable gains in conflict resolution skills, showing that students now have the necessary tools to handle tense situations in a constructive way. Moreover, a better was found effective impulses and intense emotions.

In parallel, a significant decrease in aggressive behaviors was observed and behavioral problems among children involved in the program. This indicates that The intervention had a positive effect on the management of negative emotions and behavior aggressive, which contributes to improving the school climate and increasing general well-being a the students.

The results obtained in this study emphasize the vital importance of programs focused on developing social and emotional skills in primary schools. These programs can help significant in improving interpersonal relationships, promoting well-being and optimizing the school performance of students. Also, the paper highlights the fact that the use The Marzano Scales in Outcome Assessment provide a clear and objective framework for data interpretation and for measuring the effectiveness of the intervention.

Another particularly important aspect in this research is the involvement of parents, who have actively participated in various activities, both online and in face-to-face meetings. They have were integrated into the counseling process and had free access to support resources related to the topics covered in the program. This practical and applicable aspect of the research shows that concern for the well-being of children does not stop at the school level, but also extends to the family environment. The parents who stay at home play a decisive role in the training and development of children, and providing counseling and adequate resources can have a significant impact in supporting children during the period of absence parents.

It is also important to emphasize that parental migration is a phenomenon complex, with multiple social and economic dimensions. These results show that we must grant attention to this phenomenon in all its aspects, especially in the near future, to manage potential negative influences on children and to provide them with the necessary support in the process of development.

The research proposed and carried out aimed to verify the general hypothesis that the systematic use of the „Parents away, school close to children” intervention program leads to the socio-emotional development of students with emigrant parents in the primary cycle,

contributes to increasing the level of literacy and positive attitude towards books and their reading and to the formation of the culture of the school organization.

In accordance with the general hypothesis, the following specific hypotheses were formulated:

Hypothesis 1 – Implementation of the intervention program „Parents far away, school close to”. Children” leads to the socio-emotional development of 3rd and 4th grade students with their parents emigrants.

Hypothesis 2 – Implementation of the intervention program „Parents far away, school close to children” contributes to the stimulation of literacy skills and the promotion of a positive attitude towards books and reading.

Hypothesis 3 – The participation of didactic students in the development and implementation of the program „Parents far away, school close to children” intervention contributes to the formation of the organization’s culture school.

In testing the first hypothesis, the use of the game as a method for evaluating domains social-emotional has proven to be not only effective but also engaging. This innovative approach a provided students with an interactive and fun platform to express and develop their socio- emotional. The results obtained through this process provided extremely data valuable regarding self-awareness, self-management, social awareness, students’ relational skills and responsible decision-making.

By using the treasure hunt game in socio-emotional assessment, I demonstrated how important and effective a non-formal and attractive approach can be in interventions. In their class, thus covering the five socio-emotional domains.

The results obtained revealed significant improvements in socio-emotional development of students involved in the intervention program. Self-awareness, self-management, social awareness, relational skills and responsible decision-making developed in positive way. This is consistent with research by Jalota, C., & Agrawal, R. (2019, February), which emphasizes the favorable impact of socio-emotional interventions on development socio-emotional of children.

In addition to the progress recorded in the socio-emotional domain, there was also an increase significant improvement of the level of literacy and the development of a positive attitude towards books and reading at students participating in the intervention program. These findings underscore the importance interventions to promote literacy and a positive attitude towards books in development reading and comprehension skills of students in the 3rd and 4th grades, with parents emigrants.

Overall, the results obtained in this research confirm that the program of „Parents away, school close to children” intervention had a significant impact on development socio-emotional and literacy skills in 3rd and 4th grade students with parents immigrants. These findings show how important the systematic use of such is programs to support children’s development and compensate for the absence of parents in their lives daily.

In addition, the implementation of literacy activities and the promotion of a positive attitude towards books and reading had a beneficial effect on literacy and interest in reading to these students. These results strongly support the importance of intervention programs that focuses on the specific needs of students with immigrant parents, contributing to development their socio-emotional and literacy skills in the school environment.

Assessment tools such as BRIO tests are valuable and valid resources in measuring the literacy level of primary school students with immigrant parents. These tests provides objective and detailed information about students’ literacy skills by providing thus a solid basis for developing a curriculum adapted to individual needs and for the development of personalized educational interventions.

Through these tools, aims to improve language skills and support the general development of students. The use of BRIO tests in educational practice significantly contributes to the optimization of the process of learning and ensuring a quality education, oriented towards the development of skills language skills essential for success in life.

Through the descriptive analysis carried out, it can be concluded that the implementation systematic intervention program „Parents away, school close to children” in the primary cycle had a significant impact on socio-emotional development, literacy level and attitude towards books and reading in students with immigrant parents. Activities focused on socio- emotional and literacy skills, as well as promoting a positive attitude towards reading, contributed significantly in improving the well-being and school performance of these students. These results emphasize the essential importance of educational interventions to support children who face the absence of parents due to migration.

Doctoral thesis entitled „Educational management strategies in socio- emotional of primary school students with emigrant parents” opens new directions for research. It is suggested the possibility of expanding the research at the level of the entire cycle of primary education. Within the educational process, addressed to all classes in the primary cycle, from the preparatory class in the 4th grade. This approach would also involve testing all students using BRIO assessment tools, because the results obtained through these tests provide detailed and specific information about students’ literacy and numeracy levels. TESTS BRIO identifies

both students' strengths and their development needs in the field the written language. This information can serve as a basis for adapting and personalizing training and educational interventions, consistent with the individual requirements of students, thus ensuring the continuous progress of their language skills.

We also emphasize the importance of the initial and continuous training of teaching staff, as it plays an essential role in the development of a relevant educational program. Formation continuous teacher training is essential to base the program on the initial results of tests and subsequently for targeting interventions in the five key areas: awareness phonology and phonemics, decoding and phonetics, vocabulary, fluency and text comprehension. This one approach focuses on the specific needs of each student and respects the principles of education differentiated. Moreover, due to the literacy competence acquired by the students, it is possible to understand, express and interpret some concepts, feelings, predictions, oral opinions or written, as well as making connections that manifest creatively. This fact demonstrates the impact of the activities on the holistic development of each student and, at the same time, on accelerated and significant improvement in school results.

Last but not least, we mention the beneficial results of the involvement of parents, as facilitators, in the direction of increasing the children's literacy level, their intervention at home being extremely valuable if they received support from teachers who guided them in selecting books suitable for the age of the children, setting up a reading space where there are always books at the reach of the child, the way of displaying and reading the book, supporting the conversation in which he has place the problematization of its content.

The fact that, through the educational intervention focused on the development of the level of literacy, digital skills are developed through students' access to books/textbooks in digital format, of tests on e-learning platforms, interactive games made through applications 2.0, leads us towards supporting the integration of this type of intervention in the educational program of school, as an updated, modernized way of supporting the teaching-learning-evaluation process. On de on the other hand, the in-depth study of literary texts, their analysis and interpretation, contributes greatly measure and to the development of the emotional intelligence of young readers.

Thus, understanding and evaluating the long-term impact of management strategies educational are basic elements for the effectiveness of interventions intended for development socio-emotional of students. This long-term perspective allows us to appreciate sustainability of the benefits of intervention programs and to identify ways to optimizing results in a larger framework. It is essential to consider the influence environmental factors, both from the school

and the family context, on the socio- emotional of these students. Analyzing aspects such as school climate, social support, the availability of educational resources and the involvement of parents gives us a more complete picture on the needs and opportunities students face. This deeper understanding of context can guide the development of more effective, targeted educational and intervention strategies.

Development and evaluation of intervention programs adapted to the specifics of students with parents emigrants: Identifying and implementing effective educational management strategies and adapted to the specific needs of students with emigrant parents can contribute to the socio- their emotional Evaluating and comparing the effectiveness of different intervention programs can provide important information for decision-making within the educational system.

Exploring the perspective of students with immigrant parents: Integrating the student perspective into research can provide a deeper understanding of their experiences and needs. The direct study of the opinions and perceptions of students with immigrant parents in relation to management strategies educational and socio-emotional development can contribute to the development of more approaches personalized and relevant.

Collaboration between education, family and community: Promoting an integrated approach to the socio-emotional development of students with immigrant parents involves active collaboration between school environment, family and community. Identifying and evaluating the collaboration model between these three entities can provide guidance in the development of educational management strategies efficient and sustainable.

These future directions can help to improve the understanding and approach to development socio-emotional of students with emigrant parents in the primary cycle, having a positive impact on their school success and well-being.

The research carried out within this doctoral thesis revealed various limitations which should be considered for a more complete understanding of the results and for targeting future investigations in the field of socio-emotional development of primary school students with immigrant parents.

One of the main limitations identified in this research was resistance shown by the teaching staff in using the BRIO platform for testing the literacy level. Although this platform is a valuable tool for assessing reading skills and writing of students, teachers' lack of familiarity with it can influence negatively the validity and fidelity of the results. This limitation emphasizes the importance of support appropriate and training teachers in the effective use of

this platform, with the aim of obtaining as accurate and relevant data as possible regarding the students' literacy level.

Another major limitation of this research lies in the specificity of the student sample selected for study. This sample included only 3rd and 4th grade students who had immigrant parents, in a specific educational context. Therefore, the results obtained are valid mainly for this specific category of students and in the particular context in which the research took place. Consequently, the generalization of these results to other groups of students or to other educational environments can be difficult and should be done with caution. Thus, future researchers would may consider extending these investigations to a more diverse sample to assess impact program in various contexts.

The evaluation of the socio-emotional level of the students was carried out by means of the sheets observation completed by the teaching staff. This method, although useful, has a limitation significant. The answers selected may be subjective and influenced by personal knowledge a teachers about students. This can lead to possible bias in the assessment and can affect the objectivity of the results obtained. Therefore, the interpretation of the results should be done carefully to possible subjective influences and alternatives must be considered for evaluation socio-emotional level, such as self-assessments or assessments made by specialists in field.

Another limitation identified in this research concerns the planning of activities can negatively influence the interest and effectiveness of the teaching staff involved in the organization and carrying out these activities. The post-lunch schedule can be perceived as demanding 41 additional in preparation, documentation and accountability. Also, it is important to mention that the involvement of teaching staff in this program is not remunerated additionally, which may compromise their motivation to participate. In this regard, research highlights the need for more flexible scheduling and compensation suitable for teachers involved in such projects.

In conclusion, this research has identified and scrutinized various limits that can influence the results and their interpretation. Future research in the field of socio- emotional needs of primary school students with immigrant parents should address these limits to get more accurate data and have a more meaningful impact on this group specific to students. It is also recommended that research be expanded to include more groups of students and diverse educational contexts, to gain a deeper understanding of socio-emotional development in these specific situations.

In light of the limitations and results of this research, there are several research directions promising that can contribute to a deeper understanding and the development of better strategies effective for the socio-emotional development of primary school students with emigrant parents. These research directions address various aspects of this complex problem and provide opportunities to expand our knowledge in the field.

One of the future directions could be a more in-depth analysis of the factors that influences teachers' resistance to using platforms like BRIO for testing literacy level. This is essential to effectively identify and address obstacles that can limit the adoption of technology in education. Further research can explore attitudes and teachers' perceptions, as well as the reasons why some may hesitate to use such instruments. Identifying these factors can lead to the development of training strategies and support for teachers so they can get the most out of technology in the teaching process.

Another important direction of research could be to generalize the results obtained in the framework of this research at national or international level. This would involve expansion study at several schools and communities, with diverse cultural, socio-economic and educational. Such an approach would provide a broader perspective on the problems faced students with immigrant parents face and could lead to the development of better adapted solutions to their specific needs. It could also help identify success factors that can be globally applicable to support the socio-emotional development of these students.

The impact of the online environment on the socio-emotional development of students is another important research direction. In the age of digital technology, children have access to a variety of online platforms and educational resources. Future studies can explore how the use of these online resources can influence students' social-emotional development, including development empathy, interpersonal relationships and emotion management. Also, these researches can investigate how parents and teachers can use the online environment to support socio-emotional development of children with immigrant parents.

Another important research direction is the assessment of the impact of socio-emotional effects on school results. Further studies can look at how the skills social-emotional skills such as empathy, self-control and conflict resolution skills. The importance of integrating social-emotional development into the school curriculum and can provide guidelines for the development of educational programs that improve both socio-emotional skills, as well as students' academic results.

Finally, an important direction for future research could consist in the development of alternative approaches to measuring the socio-emotional level of students. Although the

observation sheets completed by teachers are a common evaluation method, they can be subjective and influenced by teachers' personal knowledge of students. Therefore, future research can explore the development of more objective and standardized assessment tools such as questionnaires or standardized tests, which can provide more accurate and comparable data about the socio-emotional level of students.

XII. SELECTIVE BIBLIOGRAPHY

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