BABEŞ-BOLYAI UNIVERSITY, CLUJ-NAPOCA

FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

***EDUCATION, REFLECTION, DEVELOPMENT* DOCTORAL SCHOOL**

ABSTRACT - DOCTORAL THESIS

THE INFLUENCE OF TEACHING STYLES ON BUILDING STUDENTS' EMOTIONAL RESILIENCE.

Applications to primary education

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- ✓ emotional competencies; social competencies; undesirable behaviours; protective factors; risk factors; meditation and mindfulness techniques; emotion; resilience; emotional resilience; teaching style; Emotional Style.

Summary

PhD thesis entitled *The influence of teaching styles on building students' emotional resilience. Applications to primary education* comprises two main parts: theoretical grounding and experimental pedagogical research.

The first part of the present research is entitled ***Theoretical foundation*** and comprises three chapters in which we present theoretical aspects necessary to investigate the issue of emotional resilience and teaching styles addressed by teachers in school settings.

The topic of resilience has been addressed tangentially in various scientific works by numerous authors: Rutter (1985), Garmezy (1985) - resilience reflects a person's ability to thrive in less favourable conditions; Wang et. al (1994) - educational resilience seen as a possibility to achieve academic success despite problematic conditions caused by different experiences and environmental conditions; Masten & Coatsworth (1998) - resilience implies positive adaptation as well as competence in adverse situations; Masten (2001) - resilience is a process; Manciaux et al (2001) - resilience is the maintenance of integrity in the face of change; Cyrulnik (2005) - resilience involves survival, control, competence and capacity. Furthermore, Tisseron (2007) - attributes resilience to the concept of recovery, i.e. protection in the face of trauma; Ionescu (2013) - defines resilience as the resistance of individuals in the face of stressors, and Masten (2014) - considers resilience as the ability of a system or a person to easily adapt to conditions imposed by society.

Anghel (2016) associates emotional resilience with educational resilience, and „the way in which students cognitively and emotionally experience school reality has a significant impact on their level of adaptation" (p. 38). The school intervenes in the development and improvement of this process through the teacher. By redefining and rethinking the teaching style, the teacher focuses on transmitting and improving social-emotional competences, and the act of teaching must be adapted to the changes that occur in the educational act.

The development of a balanced classroom can only be achieved through the emotional involvement of all educational actors. Davidson & Begley (2020) are of the opinion that a good

teacher adapts his or her teaching and affective behaviour according to the needs of the students, i.e. the appropriation or approach of an Emotional Style.

Following the theoretical considerations stated above, we conclude that improving social-emotional competences, more specifically the specific dimensions of Emotional Style (self-awareness, context sensitivity, perspective, social intuition, attention and resilience) will facilitate the integration of students in the educational environment, and the adoption of an Emotional Style by the teacher is necessary to create an emotional balance. As this is the 'mirror' in which the pupil reflects him/herself, teaching and emotional behaviour must be worthy of imitation.

In accordance with all the theoretical considerations, in the second part of the present research, namely: *Experimental Pedagogical Research: The Influence of the Teacher's Emotional Style on the Acquisition of Emotional Resilience by Primary School Students (grades I-IV),* consisting of two chapters, we present the approach of designing and implementing the experimental research. As a result, we aim to design and implement the intervention program: *Teacher's Emotional Style - a main factor in the acquisition of students' emotional resilience,* through which we test its effectiveness in terms of acquiring emotional resilience quantified by three indicators: the level of students' Emotional Style, the frequency of students' coping and adaptation behaviors to stressful situations in the school environment and the quality of the socio-emotional climate of the classroom.

As a reference for the present theoretical and empirical research, we were supported by the convergence of research conducted in the fields of pedagogy, psychology and sociology, in different cultural spaces, on the psychological and emotional well-being of students, their resilience in the face of adversity, as well as their emotional stability in the school context.

Chapter I - Emotional resilience in the school environment. Conceptual Approaches includes relevant definitions and theories on the concept of emotional resilience, and operationalization with terms such as resilience, emotions, protective and risk factors is imperative to form a picture of the development and formation of emotional resilience in children in the basic acquisition cycle. The research approach was based on a systemic analysis, following the principle of integralism. In this sense, we consider that emotional resilience is based on a system of interdependent factors, and the interaction between them determines a strong or weak highlighting of the researched phenomenon. We analyse from the general to the individual (e.g. from the conceptualisation of resilience and theories to the characteristics of emotional resilience addressed

at an interdisciplinary level), as well as in reverse from the particular to the general (highlighting the protective and risk factors of emotional resilience, manifested in different contexts, then presenting the impact of interactions on the acquisition of emotional resilience).

The concept of resilience has been talked about in psychological research for 60 years, but the term appeared much earlier in other fields. The term originated in 1620 and means '*to bounce back*'. The word *resilience*, taken from the French word *résilience*, comes from the Latin „*salio, -ire*" and has the meaning of „*to leap*". To this verb is added the prefix „*re-*", which is of Latin origin, meaning „*back*" (Harper, 2012). Thus, from these words, we infer that resilience would imply an action, i.e. a movement of the individual in a specific situation.

One of the pioneers of French aetiology is Boris Cyrulnik (2005), whose main concern is the concept of resilience. He considers that resilience refers to those aspects that help us to survive adversity, trauma, tragedy, threats or other stressors and to continue our lives with a sense of control, competence and capability.

Social science researchers concerned with defining and clarifying this term have reorganised their thinking, refocused and sought an answer to the following question: What makes some individuals sustain and thrive despite stressful situations, and others succumb? An individual's resilience in the face of risk factors has been called *resilience*.

Resilience is defined by Masten (2014) „as the capacity of a dynamic system to successfully adapt to imbalances that threaten the functioning, viability and development of the system" (p. 6).

Today, the concept of resilience has undergone a major transformation, with the focus shifting from environmental conditions to a much broader context of everyday life events and concerns. This expansion is justified by the emergence of as many risk factors as possible. The increasingly difficult and frustrating demands of everyday life (relationship problems, adverse effects of natural disasters, pandemics, man-made disasters, etc.) have cumulative and significant effects on psychological health. Following the presentation of the main seminal studies, resilience could be studied in a wide variety of situations. Starting with situations of trauma, chronic adversity and continuing to less traumatic situations, but with negative effects on the harmonious development of children.

Thus, „a new way of intervention is gradually being structured, in which resilience building is accompanied by mental health professionals. This process is assisted by competent professionals who know the process leading to resilience and the factors involved in it" (Ionescu, 2013, p. 34).

We can see that a change is needed both in the way teachers teach and in the application of new strategies and methods to help us overcome this global situation. We believe that a different approach to children is needed, one that develops emotional resilience in two important ways:

1. Developing emotional competence: recognising, expressing and understanding emotions and emotional regulation.
2. Developing social skills: initiating, maintaining a relationship, integrating into a group and complying with rules.

Emotional resilience can be broadly defined as the ability to adapt to stressful situations and to cope with life's downs and ups. Resilience does not eliminate stress or erase life's difficulties, but it allows us to deal with or accept problems, live through adversity and move life forward in a positive direction. Theoretical considerations that have focused on emotional resilience have been oriented first towards identifying protective factors and mechanisms that influence adaptation in a positive way, and then towards defining the concept in a general and particular sense by referring to some specific domains such as: educational environment, social environment and family environment.

Goleman (2008) believes that in the emotional repertoire of each of us every emotion has a unique role, like the biological signature. Emotion is determined by a feeling and by the multitude of thoughts that are entrained in the form of psychological and biological states, as well as by the way we are driven to act.

Geetu Bhartwaney captures five key differences between resilience and emotional resilience (Bharwaney, 2020, p. 22-25):

1. *Emotional resilience is more than resilience.* It has convinced us that emotions arise in every interaction and the most important thing is how we know how to recognise these emotions and control them.
2. *Emotional resilience is essential for good learning outcomes.* It focuses on effectiveness in the workplace, and the skills and actions learned can be used, not just in stressful moments, but every day, leading to increased productivity and performance in the school environment.

3. *Emotional resilience helps us overcome the difficulties of everyday life.* Resilience is simply the ability to bounce back from a stressful situation without completely resolving the problem.

4. *Emotional resilience helps us understand and control our primary emotions.* As we noted in the subchapter on emotions, our brains have two main roles: the higher brain which is responsible for solving the problems we face and thinking rationally, and the lower brain or emotional center which is responsible for identifying dangers and arousing emotions to protect ourselves.

5. *Emotional resilience is both an individual and a team sport.* When we talk about resilience, we are only referring to personal skills, self-care and how you deal with the challenges and situations you face.

Cyrulnik (2005) tells us very explicitly that resilience is not a recipe for happiness. He agrees that resilience is not always related to the well-being of individuals. From a psychologizing perspective of attachment theory, the author considers that those children in whom the adaptation process was based on the fact that any information received was seen as a threat will feel powerless, will withdraw and will not progress in their educational path. This is the origin of behavioural reactions characterised by a confused attachment mixed with violence, being an adaptation to the frequent situations to which they have been subjected, rather than a resilience factor.

While risk factors are determined by any influence that increases the likelihood of being affected by a problem or maintaining a problem, ***protective factors*** are defined by Fraser & Terezian (2005) as „individual or environmental resources that have the power to minimize the impact of risk" (p. 12). They are the opposite of risk, helping individuals to achieve adaptive outcomes under risk. Resilience is precisely the presence of these protective factors, and the difference between those who succeed and those who fail under the same conditions is that the former have resources at their disposal that have cushioned the risk and interrupted the negative chain through which the risk factors exerted their effects and led to the avoidance of further risks.

Over time, there has been a shift from studying the individual, the self, qualities, personal and individual competences, to their interaction with others, to the social relationships established between them. While *attachment theory* has focused on the individual, his or her (secure or anxious) attachment to a close family member and the development of resilient mechanisms, *environmental theories* recognise these individual constructs and qualities, but consider the

external environment to be of central importance in the formation and development of emotional resilience. The focus also shifts from the individual to the social side, specifically how the social environment leads the child to some desirable behaviours or positive life paths. *The postmodern theory*, conceived by constructivists, recognises both theories, except that, in addition to the individual, the social environment in which he or she is involved also matters a great deal to the cultural level of the social system, stating that culture influences every aspect of social life, including emotional resilience and its components (risk, adversity, protective factors, outcomes).

We are witnessing an alarming increase in the number of students in the Romanian educational system who need to develop the emotional resilience necessary to successfully meet the new demands and expectations that family and society impose on them. There is also a need to increase the number of professionals who develop and improve the emotional resilience of pupils, and to develop strategies and ways of promoting it in the school environment. Previous research concerned with this area by Anghel (2016) has shown that students with „educational resilience are those who manage to maintain high learning motivation and school performance even when risk conditions are present that place them in a position of vulnerability and school failure" (p. 44).

We consider essential the ideas stated by these specialists for the present research, being in total agreement with them that the teacher must develop, now more than ever, a flexible mentality, and each student's path should develop at his own pace, differentiated and personalized to lead to overcoming failures and obviously to improving their own emotional abilities materialized by achieving school success.

Chapter II - Teaching Style and Teacher Emotional Resilience presents issues related to teaching styles and teacher emotional resilience, summarizing the most relevant current studies and theoretical models. It continued with the presentation of considerations related to the terminological and factual delimitation of teaching styles, their typologies, and the presentation of teaching styles that encourage and promote the development and improvement of children's emotional resilience. We also believe that the role of the mentor teacher should be extended to all pupils. Thus, the teacher becomes a *mentor of emotional resilience* for all students, helping them to rediscover themselves, to improve their self-esteem, to express their own feelings, to „reconnect" to normality, to establish harmonious relationships with peers in a safe, friendly and very well organized environment.

Due to the major changes produced by the current pandemic in the educational community, training and development of *emotional competence* of all educational actors is increasingly justified. The teacher's role is no longer focused only on classroom *management*, on classroom *organisation*, on systematic classroom *observation*, but we need to focus on *motivating* students, on forming harmonious educational relationships between them, on *identifying* and *recognising* students' *emotions* and feelings, on teaching based on students' discovery of the subject, so that students become their own teachers, developing a strong self-esteem and love for learning in a pleasant and safe environment.

As a vital element of the instructional-educational process Albulescu & Albulescu (2000) show that the relationship established between teacher and students permeates and influences everything. For this reason, the slightest deviation from the criterion of this relational competence can have a negative impact on the development of the learner's personality.

Style is defined by Postelnicu (2000) in a general and comprehensive form „as the expression of each person's personality, its objectification (manifestation) in a given actional, relational or group setting" (p. 63).

Țurcanu & Guțu (2019) consider that a number of concepts (*educational style, teaching style, teaching style*) are accepted in pedagogical language for different reasons. Most researchers mention the existence of different approaches to teaching styles and this notion, but they consider that there are similarities between its ability to relate to students, the realization and application of effective teaching strategies, and the approach of a causal role to the context in which learning takes place.

In this context, Cerghit (2002) defines „teaching style as a relatively stable pattern of behaviour that characterises the work of a teacher and is objectified in certain typical instructional and educational practices" (p. 312).

The first experimental studies that focused on teaching styles belong to Kurt Lewin in his work *Psychologie dynamique-les relations humaines.* This is the best *known and* most *evoked typology* and describes the relationship between teacher and pupil (apud Russu, 1993, p.161):

1. *Authoritative -* the teacher determines the activity of the group, he is the one who sets the objectives, strategies and teaching methods.
2. *Democratic -* the teacher is the one who involves students in identifying problems, making decisions, making objective judgements on the work done by students.

3. *Permissive or "laissez-faire"* - the teacher gives full freedom to the students to make decisions and act.

Theories referring to *character-based traits* of teachers gained momentum in the 1940s and 1950s and are highlighted by the fact that certain personality traits of teachers, general skills, managerial qualities, differentiate them, calling them successful managers or ineffective managers. The most important traits that lead to success are *intelligence, initiative, imagination* and *charisma*.

Blake & Maton's (apud Stanciu, 2003) behaviour-based models can lead teachers to achieve their goals in a number of ways, namely: by directing students' attention to educational tasks (*task orientation*) and by showing care for them (*people orientation*), i.e. *situational* and *contingent* leadership. These approaches to teaching styles are one-dimensional and limiting and focus on the relationship between teacher and students, without taking into account other important variables.

The usefulness and effectiveness of teaching styles depends on the particularities of the communication process with students. According to these, Potolea (1982) identified four teaching styles: *emotional-improvisatory, emotional-methodical, rational-improvisatory, rational-methodical* (apud Petre, 2014, pp. 202-203):

1. ***Emotional-improving style*** - focuses particularly on the learning process.
2. ***The rational-methodical style*** is exactly the opposite of the first teaching style, being oriented mainly on the results obtained by the students.
3. ***The emotional-methodical style and the rational-improving style***. These styles are analysed together and are only considered to be effective if they are applied at the same time, representing 'intermediate' variants. The emotional-methodical style associates the affective environment conducive to learning with the responsibility to achieve the objectives proposed in the teaching activity. The rational-improvisatory style takes into account pedagogical knowledge, but recognises that high control of human behaviour is neither desirable nor possible.

The most effective teaching styles are represented by the combination of a rational-centred style and an emotionally oriented one, as they would stimulate the learners' interest in learning and ensure the thorough acquisition of knowledge as well as the formation of stable skills, described by a balance of control, guidance and execution in the instructional-educational process (Petre, 2014, p. 203).

The current contexts in which education takes place have become increasingly unstable and numerous, as evidenced by the problematic events in the education system, when schools have moved from traditional classroom-based teaching to a modern teaching system, i.e. online teaching. These changes, if we are to look into the future of education, can produce positive results in teaching, if the teacher knows and is guided to interact with the students, to develop new strategies and techniques that will remove the problems that have arisen from these unpleasant events.

Ștefănuț (2020) highlights the role of mentoring in the current school context, namely that it would represent a permanent improvement, carried out with responsibility and coupled with a strong vision. It has the capacity to improve the educational pathway, to provide an opening and to resonate with the students of the present generations and, more ale, with the personal needs of each student in terms of his/her development.

Developing emotional resilience among teachers or mentors involves three main steps: **foundations** - focusing on the six aspects of emotional self-awareness (the first three are about self and the other three about teamwork), **skills** - focusing on the five emotional skills that help us to act appropriately when facing difficulties in the workplace, and **outcomes** - good performance delivered through four key aspects. Geetu Bharwaney believes that „emotional resilience is both a mindset and a set of skills, which lead to results", (Bharwaney, 2015, p. 27).

School is the main place where we can develop and shape students' emotional and social skills and also address or alleviate their behavioural problems and deficiencies. In the formation of an effective teaching style it is necessary to include emotional competence. Ioan Popa (2002) highlights essential aspects in the formation of an effective teaching style, including the affectivity and the state of mind of the teacher, as well as specific aspects of the teacher's vocation: affectivity, sensitivity, intensity of feelings towards the pupils, receptivity and variety of the emotional spectrum. The above-mentioned qualities are necessary for the creation of a state of well-being for all educational actors.

So it is not enough to communicate and get to know the students. A good teacher is characterised by the ability to perceive and understand the individual needs of the pupil, to identify with the pupil and to adapt his or her own emotional and teaching behaviour according to these needs, namely by adopting an *Emotional Style* in teaching communication. This is a stable way of responding to experiences in our lives. Following complex studies of the emotional life of the

brain, Davidson & Begley (2020) state that each of us is characterised by what they call Emotional Style. In order to develop a constructive relationship, the teacher must possess a number of qualities: interest and willingness to guide them in their educational endeavours, specialist and socio-emotional skills, and good management skills.

The Emotional Style of a teacher can be understood through six dimensions. Davidson & Begley (2020) through systematic studies on the neural basis of emotion describe these dimensions as follows:

„The major networks of emotion in the brain are now well known, and if we believe that the only aspects of emotion that have scientific validity are those whose origins can be identified in the brain, then six dimensions completely describe Emotional Style [...] and each of the six dimensions has an identifiable neural signature - a good indication that they are real, and not just a theoretical construct" (p. 7).

Emotional Style is composed of six dimensions: in relation to the following dimensions:

1. *Resilience*: how quickly we bounce back from adversity.
2. *Perspective:* the ability to sustain positive emotions over the long term.
3. *Social Intuition*: the ability to pick up social cues from others.
4. *Self-awareness*: how well you perceive bodily sensations that reflect emotions.
5. *Context Sensitivity*: the ability by which we regulate our emotional responses according to the context in which we find ourselves.
6. *Attention*: the ability to concentrate on school tasks (Davidson & Begley, 2020).

In the authors' view, each individual personality and temperament reflects a unique combination of the six dimensions of Emotional Style outlined above. Every person has elements of each of the Emotional Style dimensions, but the level of attainment of one or the other is different because we also respond differently to emotional stimuli and can be modified by our experiences and conscious efforts to cultivate and master emotional and social skills.

Chapter III - Addressing emotional resilience in educational practice. Strategies for primary school students refers to addressing emotional resilience in the school environment. First, we review the main policies for promoting emotional and social competences at international and national level, and then we focus on addressing these competences in the school curriculum and integrating them into the different school subjects specific to primary school. We also focus on the application of effective strategies and techniques, which directly address the methodical

application of the intervention programme on students' emotional resilience. Thus, by developing effective strategies we will encourage students to acquire the knowledge, skills and attitudes necessary to manage emotional states and maintain functional relationships with others. Social-emotional skills are essential for educators because they are the foundation upon which secure, positive learning is based, thus providing concrete ways for students to overcome crisis situations and achieve academic success.

A number of educational policies developed in recent decades and numerous educational programmes around the world support with scientifically verified data the necessity and usefulness of developing social-emotional skills among students.

At international level, the most important programmes include CASEL (1994) - reducing disparities between different categories of children, OECD (2015) - achievement and socio-vocational integration, UNICEF projects (2000 - 0-7 years old, 2016 - adolescents), and at national level there is no programme directly targeting the development of social-emotional skills during the school years, but in recent years a multitude of strategic documents refer to the development of this area.

In order to have a holistic view of competence-based learning, it is necessary to start with a comprehensive approach to the development of key competences established at European level, the socio-emotional skills found in primary school curricula, and the general and specific competences existing in school curricula.

According to the European Commission (2018), competences are defined in an integrative view of skills, knowledge and attitudes needed throughout life:

> „*Knowledge* consists of facts and figures, concepts, ideas and theories already established and supporting understanding in a particular field or subject; *skills* are defined as the ability and capacity to carry out processes and use existing knowledge to achieve results; *attitudes* describe the disposition and mindset to act or react to ideas, people or situations" (p. 7)

The key competences are explicitly presented and outlined in the National Education Law, from which we deduce that their integration portrays the maximum referential described at the level of educational goals.

Ardelean & Mândruț (2012) state that these competences „are interpreted as learning outcomes (outputs), as opposed to educational objectives (considered inputs) ... and structured sets of knowledge, skills and values that cannot be reduced or assimilated mutually" (p. 22).

But constructing a learning situation involves complex tasks for learners, and their role is to give meaning to what they learn. Starting from the premise that a competence does not develop by its nature, but only through a complex and dynamic process, the teacher designs and applies a series of learning situations through which he/she motivates and supports learners in their learning.

Albulescu & Albulescu (2002), conclude that „the mechanisms that serve learning become themselves the object of learning" (p. 71). Therefore, organising and carrying out appropriate situations for the use of knowledge and involving students in the process of developing socio-emotional skills is important and necessary. The formation and development of emotional skills in both children and adults is of similar importance to the formation of intellectual skills.

Emotional and social skills are necessary resources in the process of student development and ensure adaptation to crisis situations. By explicitly modelling and learning social-emotional skills under the guidance of educational specialists, pupils acquire stable and socially appropriate behaviours.

The entire educational community has gone through multiple teaching scenarios lately, and this has led to a multiplication of problems in terms of student behavior. The teacher, in this context, needs a coherent and valid system for managing undesirable emotional and social behaviour.

In Dârjan's (2010) view, students' inappropriate behaviours are no longer simple deviations from social norms, they become „an expression of learned modes of social behaviour and an expression of the particular way children express themselves" (p. 6). The teacher's duty is therefore not to punish misbehaviour and conflicts between pupils, but to become a much more complex teacher who considers new strategies and methods for dealing with these problems and reducing the causes that led to their occurrence, transforming problematic situations into situations of emotional and social learning, thus guiding the pupil who exhibits inappropriate behaviour.

We believe that the educational approach to these behavioural problems, whether emotional or social in nature, emphasises the importance of developing emotional and social skills, thus improving the student's emotional resilience, and in the absence of appropriate strategies, the student will react according to the skills learned to cope with the demands of the environment.

The strategies and techniques originally used in the therapy of emotional disorders have proven their effectiveness in the educational context as well, being adapted to educational settings. The involvement of teachers in a process with specific duties and competences of co-therapists is

an important feature in the development and positive adaptation of students in the school environment.

In this regard, we mention the main interventions and studies conducted on emotional and behavioural disorders (Dârjan, 2010, p. 56):

1. Cognitive behavioural therapy techniques (Kroese, Dagnan & Loumidis, 1997).
2. Rational-emotional and behavioural education (Ann Vernon, 2006).
3. Positive teaching (Wheldall & Merrett, 1989);
4. The S.T.A.R. approach (Zarkovska & Clements, 1994);
5. Classroom management (Emmer, Evertson, Clements & Worsham,1997; McLeod et al., 2003);
6. Addressing conflict in the natural context of life (Life Space Crisis Intervention, Long, Wood, Fecser, 1991, 2001).
7. Individualized Education Plan (Bailey, 1994).
8. Social skills and self-esteem development programs (Goldstein & Crawford, 2002; Lawrence, 1996).

Emotional resilience, associated with the two notions addressed in this research: protective factors and effective strategies for the development of social-emotional skills, are the key elements on which a new approach in educational settings is based. It is important to identify the main conditions and situations to ensure positive development, avoiding and eliminating risk factors, promoting and strengthening protective factors. Due to the paradigm shift and approaching in a new perspective the concept of emotional resilience we will focus our attention not only on remedying the emotional and social behavioural problems of students, but rather on identifying the causes that have led to such inappropriate behaviours and on cultivating the capacity for self-correction, self-regulation of negative emotions and feelings, control of negative impulses, development of mechanisms through which students are able to overcome stressful situations, as well as the valorisation of their lived experiences.

Chapter IV - **Research Design** presents the essential aspects of the experimental pedagogical research: *The influence of the teacher's emotional style on the acquisition of emotional resilience by primary school students (grades I-IV).* The theoretical approach is supported by the second part, in which we present the methodology used in the present research. The general hypothesis of the research, stated at the beginning, is verified in the context of an action research,

as well as the formative experiment by designing and implementing the intervention program - *Emotional Style of the teacher - main factor in the acquisition of emotional resilience of students*, designed by the researcher in a form adapted to primary school students, namely those included in classes: I, II, III and IV and based on methods and techniques of meditation and concentration of attention, on the development of dimensions of Emotional Style. We quantify the impact of the intervention programme, applied in a controlled and conscious way, by measuring and interpreting the values recorded for the dependent variables.

The need to design and implement an intervention programme for primary school students is justified because it is essential to develop and strengthen their emotional resilience, to provide resolution strategies that build on the development of emotional traits and dispositions, both in their own development and in the collective of students. Lantieri (2017) is also of the opinion that the skills that develop inner emotional resilience are built in childhood, among these we list: self-awareness, emotion management skills, increased sensitivity to others and appropriate management of relationships established in school.

The aim of the present research is to investigate the formative impact of an experimental intervention program **oriented towards the acquisition of students' emotional resilience, through the development of an Emotional Style specific to each student and through the practice of meditation and attention concentration techniques specific to the teacher's Emotional Style, with applicability among primary school students (grades I-IV).**

The general objective of the experimental research on „*The Influence of the Teacher's Emotional Style on the Acquisition of Emotional Resilience by Primary School Students (Grades I-IV)"* is to design, develop, implement and test the effectiveness of an intervention program among students, leading to the acquisition of good emotional resilience through the Emotional Style approached by the teacher during educational activities, in the lessons for the subjects: *Personal Development* (Grades I-II) and *Civic Education* (Grades III-IV).

We expect that through formative intervention at the students' proximal level, in the context of teaching activities, the development of students' emotional resilience will be significantly influenced, based on the systematic application of meditation and attention focusing techniques specific to the Teacher Emotional Style. Taking into account the above aspects, we proposed the following specific objectives for the experimental research:

O1. Development and implementation of an experimental intervention programme to foster the development of emotional resilience in primary school students (grades I-IV).

O2. Analysis of the changes obtained after the implementation of the intervention program on the level of development of emotional resilience of the students who are part of the experimental group, by comparing the results of the pre-experimental stage and the post-experimental stage of both groups.

O3. To assess the impact of the intervention programme focused on building emotional resilience in primary school students on the quality of the socio-emotional climate in the classroom.

O4. To use the results of research in school practice by presenting models of good practice for teaching activity in the subjects of *Personal Development* (grades I-II) and *Civic Education* (grades III-IV).

In line with the present research, the investigative approaches are guided by the following research questions:

1. How can we intervene at primary school class level (grades I-IV) to improve the Emotional Style of each pupil?
2. What are the formative values of the intervention programme aimed at the acquisition of emotional resilience by primary school students, thanks to the practice of specific Emotional Style techniques in the teaching activity?
3. To what extent does the systematic application of an intervention programme focused on the acquisition of emotional resilience by primary school students influence the quality of the socio-emotional climate in the classroom?

Seen in a synthetic form, the general hypothesis and the specific hypotheses of the present formative experiment could be concretised as follows:

General Hypothesis (Ig) - The systematic design and implementation of the intervention program called *Teacher's Emotional Style - a key factor in building students' emotional resilience* in the lessons for the subjects *Personal Development* (grades I-II) and *Civic Education* (grades III-IV) will lead to building students' emotional resilience, as well as positively influencing the socio-emotional climate of the classroom.

Specific hypotheses (*Is*) were formulated through the direct relationship between the intervention programme and the dependent variables. The phenomenon of students' emotional

resilience is measured in terms of three indicators, namely the level of development of the Emotional Style dimensions, the frequency of specific coping and adaptation behaviours to stressful situations and the quality of the classroom socio-affective climate. Based on this information we formulated the following specific hypotheses:

Is1 - The implementation of the intervention programme will contribute to the *development of the specific dimensions of Emotional Style (self-awareness, social intuition, context sensitivity, perspective, attention, resilience)* in students in grades I-IV.

Is2 - The implementation of the intervention programme with students in grades I-IV will lead to a *significant increase in the frequency of specific coping and coping behaviours* in the school context.

Is3 - The implementation of the intervention programme impacting on students' emotional resilience *will positively influence the quality of the socio-emotional climate of the experimental classes (I-IV).*

The independent variable of the present research consists in the systematic implementation of the experimental intervention program *Teacher's Emotional Style - a main factor in the acquisition of students' emotional resilience*, applied to grades I-IV of primary education, within the classes dedicated to the school subjects: *Personal Development* and *Civic Education*.

The dependent variable of the research is students' **emotional resilience**. During the course of the present research, we aim to measure the values that the dependent variables formulated in the following terms take:

V.D.1. - *the level of development of the specific dimensions of Emotional Style: self-awareness, social intuition, context sensitivity, perspective, attention, resilience* in students in grades I-IV;

V.D.2. - *frequency of specific coping and coping behaviours of students* in a school context;

V.D.3. - the *quality of the socio-emotional climate* in the classroom.

The intervention programme ran for two school years, 2021-2022 and 2022-2023. From the total population existing at the unit of the National College "George Barițiu", Cluj-Napoca, 118 students were included for the experimental group and 110 students for the control group. A percentage of 52% represents the experimental group and 48% the control group of the total number of students included in this research (Figure IV.1.).

Table IV.1. Samples of participants

Sample of participants	Students included in the research	Fete	Guys
Experimental sample	94	49	69
Control sample	86	58	52
Total	180	107	121

In the case of the present research the work was carried out over a period of five school years of research and application of the educational phenomenon studied, excluding one year when the research was interrupted for medical reasons. During the five school years (2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, excluding the second semester of the school year 2019-2020 and the first semester of the school year 2020-2021 when the research activity was interrupted due to medical reasons) the research activity was organized in two main directions of achievement: *the diagnostic internship* carried out in the pre-experimental stage and the applied *interventional internship* in the experimental and post-experimental stages, so as to encompass all the steps necessary to study the phenomenon of emotional resilience in the school environment, namely: documentation and investigation, diagnosis and design, as well as improvement, analysis and reflection steps.

1. The first direction of action is represented by *the diagnostic stage* in which we focused our attention on the study of the literature, the identification in the educational reality, based on personal professional experience, of the phenomenon of emotional resilience as well as the way in which we can develop and improve it in the current educational context. In the pre-experimental stage the actional approaches were carried out in collaboration with some educational institutions *(Doctoral School of Education Reflection, Development,* Faculty of Psychology and Educational Sciences, Babeș-Bolyai University, Cluj-Napoca and "George Barițiu" National College, Cluj-Napoca) during the school years 2018-2019 and 2020-2021, 2021-2022.

2. The second line of action is the *interventional stage*. This involves implementing the intervention programme of the present scientific research. Thus, in the experimental stage, the 12 learning activities were carried out in the experimental classes at the "George Barițiu" National High School, Cluj-Napoca, in the school year 2021-2022.

The aim of the intervention programme *Teacher's Emotional Style - the main factor in the acquisition of students' emotional resilience* is primarily to *develop emotional traits and*

dispositions among students, which will lead to the *acquisition of their emotional resilience*, as a result of the teacher's acquisition of an Emotional Style manifested through the approach of meditation techniques and concentration of attention in primary school students.

- **Objectives of the intervention programme:**

O_1 - Optimizing the teacher's teaching style to improve students' behavioral problems and mild emotional disturbances;

O_2 - Development of specific Emotional Style dimensions of primary school pupils involved in the intervention programme;

O_3 - Application of methods and techniques based on meditation and concentration of attention according to the context;

O_4 - Developing the repertoire of knowledge about the components of emotional resilience;

O_5 - Organisation of an affective environment in the classes of pupils included in the research;

During the experimental phase the implementation of the intervention programme for primary school pupils is carried out according to the following steps:

Table IV.2. Stages of the intervention programme

Steps	Actions taken during the intervention programme	Details of content tracked
Stage I	Getting initial support from partners involved in the research	➢ organisation of meetings by the researcher with the managers of the "George Barițiu" National College Cluj-Napoca where the intervention programme is implemented; ➢ after obtaining the written agreement of the parties involved, the researcher initiates workshop meetings with the primary school teachers, giving them the status of coordinators for the classes that make up the experimental group; ➢ presentation of the intervention programme during meetings organised at school level and during meetings with the parents of the pupils involved in the formative experiment; ➢ promotion of the intervention programme in the school community through information materials: leaflets, posters, ppt presentations;
Stage II	Training for Teachers on Emotional Style in the Programme	➢ Allocation of a period of time (February 2022) to inform and present the contents of the programme to the teachers involved in the formative experiment;

		➢ providing and presenting the necessary materials for the 12 lessons included in the programme;
		➢ familiarisation of primary school teachers with the six dimensions that make up Emotional Style;
		➢ applying and practising meditation and mindfulness techniques;
		➢ the establishment of the team of intervention programme coordinators;
		➢ signing the partnership agreement with the teachers taking part in the experimental research;
		➢ communication of the confidentiality protocol to the teachers involved;
		➢ providing the material resources necessary for the smooth running of the 12 learning activities included in the intervention programme.
Stage third	The actual planning and implementation of the intervention programme	➢ after the pre-experimental phase, the teachers of the classes that make up the experimental group carry out the 12 learning activities taking into account the characteristics of the six dimensions of Emotional Style;
		➢ the researcher/principal coordinator monitors, at a set interval, the dynamics and effects of the implementation of the intervention programme by assessing and measuring the strength of the manifestation of the students' emotional traits and dispositions;
		➢ the teachers involved complete an observation sheet designed to track the frequency of behavioural problems and mild emotional disturbances in the experimental group, and also to measure the extent to which the intervention programme will have a positive influence on the socio-emotional climate of the class;
		➢ the researcher monitors the students' behavioural development, collects, organises and interprets the data and information obtained during the course of the intervention programme;

From a methodological point of view, we aim to use and integrate a variety of research methods and tools in a coherent and complex system that are part of both the general methodology and the specific methodology in the field of educational sciences, which is customised for the present scientific research. The research methods identified and selected, as well as all the specific instruments on which we rely in our research, have been adapted and customised to enable us to document and collect relevant data for the targeted sample of participants and to facilitate a researcher-friendly approach

Table IV.7. Research methods and instruments applied to measure the dependent variables of this research

DEPENDENT VARIABLES	RESEARCH METHODS	RESEARCH TOOLS
V.D.1. - the level of development of specific dimensions of Emotional Style (self-awareness, social intuition, context sensitivity, perspective, attention, resilience) **in students in grades I-IV;**	The pedagogical experiment	Research project
	Questionnaire survey method	***Emotional** *Style Questionnaire (30 items for students)* Davidson. R. J., Begley, S. (2012), translated into Romanian by V. Vidu (2020) - questionnaire adapted for primary school students

	Methods of measurement, synthesis, organization, presentation, processing and statistical interpretation of the research data	IBM SPSS® Statistics 29.0 software
		Statistical groupings: summary tables
		Statistical graphs:
		    structure diagrams
		    comparison charts
		    histograms and frequency distribution curves
		Indicators and statistical coefficients
		Independent samples t-test
		Levene's Test, Cohen's Effect

V.D.2. - frequency of specific coping and coping behaviours of students **in a school context;**	The pedagogical experiment	Research project
	Questionnaire survey method	***Brief** *Resilience Scale* - Smith, Dalen, Wiggins, Erin Tooley, Christopher and Bernard (2008) - questionnaire adapted and translated for primary school students
	Methods of measurement, synthesis, organization, presentation, processing and statistical interpretation of the research data	IBM SPSS® 29.0 statistical software Statistical groupings: summary tables Statistical graphs: comparison charts, histograms Indicators and statistical coefficients Independent samples t-test Levene's Test, Cohen's Effect
	The pedagogical experiment	Research project

***V.D.3.* - the *quality of the socio-emotional climate* in the classroom.**	Observation method	Observation sheet: *Teacher-mentor for improving classroom socio-emotional climate* - own design - in order to identify the positive aspects of the intervention programme on classroom socio-emotional climate from the perspective of the teachers involved in the research
	Methods of measurement, organization and statistical processing of research data	Statistical groupings: summary tables statistical graph

Starting from the premises and objectives of the present research, concerning the essential aspects of the studied issues, we can outline the situation characteristic of the style of approaching these constructs, specific to the educational reality in primary education. Table IV.7. shows the variables of the present experimental research subject to intentional and controlled verification by means of the associated research instruments.

The experimental research on the acquisition of emotional resilience by primary school students due to the adoption of a Teacher Emotional Style is carried out, at the practical-applied level, from a longitudinal perspective and comprises four essential stages: pre-experimental, experimental, post-experimental and retest.

The pre-experimental phase is the first action step to diagnose the phenomenon of emotional resilience in primary school students. The implementation of the intervention programme is preceded by a research phase, carried out during the school year 2020-2021, during which the research team's actions focus on collecting information and data on behavioural problems and emotional disorders of primary school students.

Once this phase is completed, the ***experimental phase will start***. This is designed to test the impact of the intervention programme on the experimental group of primary school pupils. The essential element of the formative experiment in the present research is the intervention program *Emotional Style of the Teacher - main factor in the acquisition of emotional resilience of students*, which includes 180 students (experimental group and control group) out of a total of 218 students in primary education, at the moment in the National High School „George Barițiu" Cluj-Napoca.

The experimental research continues with the ***post-experimental stage***. Both the experimental and control groups are re-administered the same instruments used in the first stage

of the research in order to measure the values recorded for the dependent variables of the present research. In this stage we carry out evaluative, conclusive and prospective approaches on the educational phenomenon under investigation, namely the improvement of the emotional resilience of primary school students. To this end, we aim to carry out comparative analyses of the values obtained for each class.

In the first part of the first semester of the school year 2022-2023, the **re-testing phase** takes place in order to validate the results obtained from our experimental intervention in the school year 2021-2022. The research instruments used in the other stages of the present research were applied, namely the questionnaires applied in pretest and posttest, considering that in this way we will be able to ascertain that our intervention at student level on the development of emotional resilience had a positive and long-term effect, and in this way we obtain a certification of the formative value of the intervention program.

Chapter V - Research Results presents the impact of the intervention programme, applied in a controlled and conscious manner, measuring and interpreting the values recorded for the dependent variables. The results obtained for the three variables listed in our study allow us to identify eloquent answers to the research questions formulated in the experimental approach.

The researcher intervenes at the level of the students, included in the two groups (experimental and control) in order to measure and verify the variables integrated in the research. Therefore, *at the level of the groups of subjects involved, subjected to the pretest, posttest and retest, we aim to achieve the following goals*:

    a. ***The degree of development of students' Emotional Style centered on the acquisition of emotional resilience*** is the central objective pursued in this research. To measure this variable we apply the *Emotional Style Questionnaire (30 items - student version)*, presented in detail in subchapter IV.7. The Emotional Style Questionnaire has been adapted for the students involved in the pedagogical experiment and allows us to measure their Emotional Style according to six major dimensions, relevant for the formation and development of social-emotional competences. This tool gives us detailed information about a person's emotions and the extent to which they are present.

    b. We also use the ***Brief resilience scale*** to measure students' resilience manifested in specific coping and adaptive behaviours to stressful situations in the school context.

This is a valuable questionnaire in our research that we apply in pretest, posttest and retest, with which we measure and verify the dependent variables of the research, namely students' emotional resilience. The questionnaire-based survey allows us to study the behaviours manifested in the surveyed students, in particular how they react in certain problematic situations, and creates a scientifically valid framework with practical applicability for identifying the level of manifestation of these behaviours among students.

c. In order to measure the last proposed objective, i.e. to **assess the social and emotional climate of the class of students** following the development of an Emotional Style based on the six dimensions that define emotional traits and dispositions, we use an observation sheet. The items are formulated in the form of statements describing the behaviour of students in terms of the following aspects: positive student-student relationships, respect for class rules, collaboration and intra-help, conflict management and resolution.

Following the administration of the pretest, due to the difficulties encountered by the subjects involved in misunderstanding the items (in the case of students), some expressions were rephrased, removed and replaced without changing the original meaning, and additional explanations were introduced. It was also decided that the participation of pupils in preparatory classes was not relevant (our initial aim was to include them in the research), because the items formulated in the questionnaires administered showed a higher level of comprehension, as the pupils did not have the ability to read fluently, coherently or interpret a text, and because of the complexity of the issue studied the pupils' answers were incomplete, inconsistent or the wording of the items was missing.

The first stage of the research, i.e. the **pre-experimental stage,** aims to achieve the following objectives: a) selection of the experimental and control groups of students included in the research; b) quantification of the level of each dimension of Emotional Style (self-awareness, social intuition, context sensitivity, perspective, attention and resilience) in the students included in the two groups; c) identification of the frequency of the behaviours of rebound and adaptation to stressful situations in the school reality in the students included in the research; d) to evaluate the quality of the socio-emotional climate in the classes involved in the research; e) to design an intervention programme to improve the dimensions of emotional style and resilience of the

students, in line with the socio-emotional competences specific to the subjects *Personal Development* and *Civic Education*. The objectives of the pre-experimental phase were achieved and allowed us to undertake a coherent pre-experimental approach, establishing clear directions for action.

To generate statistical interpretations we operate with two statistical hypotheses noted with:

(H1) - the specific hypothesis according to which „The implementation of the intervention program *Teacher's Emotional Style - main factor in the acquisition of students' emotional resilience* produces statistically significant differences between the level of frequencies of manifestation of the dimensions of Emotional Style between the two groups";

(H0) - the null hypothesis by which we demonstrate that „The implementation of the intervention program *Teacher's Emotional Style - main factor in the acquisition of emotional resilience of students* does not produce statistically significant differences on the level of manifestation of the dimensions of Emotional Style of students between the experimental group and the control group".

Table V.3. Mean values of the scores obtained on the Emotional Style dimensions in both groups

Pre-test results					
DIMENSIONS OF EMOTIONAL STYLE	Experimental batch - 1 Control batch - 0	N	Average (m)	Standard deviation (σ)	Standard error of the mean (E)
Column I Self-awareness	1	94	3.52	1.034	.107
	0	86	3.19	1.046	.113
Column II Context sensitivity	1	94	3.22	.819	.084
	0	86	3.22	1.089	.117
Column III Perspective	1	94	3.10	1.219	.126
	0	86	3.47	1.124	.121
Column IV Social intuition	1	94	3.33	.988	.102
	0	86	3.20	.980	.106
Fifth column Attention	1	94	2.45	.990	.102
	0	86	2.59	.963	.104
Column VI Resilience	1	94	2.87	1.018	.105
	0	86	2.92	1.031	.111
I+II+III+IV+V+VI	1	94		3.08	
	0	86		3,09	

The operational core in the pre-experimental phase is the administration of the pretest to students in both groups included in the research. The *Emotional Style Questionnaire (30 items -*

adapted for students) is applied to investigate **the level of each dimension of the** students' **Emotional Style**. Based on the results recorded, we find the predominance of the Self-Awareness dimension. Within this dimension, the highest mean of the answers given by the students in the experimental group m=3.52 is recorded compared to the mean of the answers given by the students in the control group where m=3.19. At the opposite end of the Emotional Style spectrum is the Attention dimension, with the lowest mean score of students' responses (m=2.45 for the experimental group and m=2.59 for the control group).

Table V.4. Results of the t-test applied to the experimental and control groups

					Independent samples t-test							
Dimensions of Emotional Style	Levene's test			T-test for equality of means								
		F	Mr	T	Df	Threshold of significance		Difference between averages	Mean standard error	95% Confidence interval		Cohen`s effect
						One-sided p	Two-sided p			Minim	Maxim	
Self-awareness	Assumed equal variances	.478	.490	2.160	178	.016	.032	.335	.155	.029	.641	.322
Context sensitivity		10.95	.001	.017	178	.493	.986	.002	.143	-.279	.284	.320
Perspective		1.06	.304	-2.10	178	.018	.036	-.369	.175	-.715	-.024	-.314
Social intuition		.113	.737	.900	178	.185	.370	.132	.147	-.158	.422	.134
Attention		.328	.568	-1.00	178	.159	.317	-.146	.146	-.434	.142	-.150
Resilience		.267	.606	-.303	178	.381	.763	-.046	.153	-.348	.255	-.045

The experimental approach continues with the application of the research instrument *Brief Resilience Scale (BRS)* to investigate the **level of resilience** of the students included in the two groups, reflected at the level of specific behaviours of recovery and adaptation to stressful situations arising in the school reality. We find that the majority of students in both batches record average scores (18►25) of the resilience level, more precisely a percentage of 58.8% of the surveyed students, and a percentage of 35.6% of the students record low scores (0►17), which

means that these students have a very hard time recovering after some negative events experienced in the school context. The highest scores (26►30) are found in only 5.6% of students. In order to cultivate better resilience and faster recovery from setbacks, Davidson (2020) recommends us to practice focusing attention, which is also rendered in the objectives set for the following experimental approaches through designed learning activities.

Levene's test allowed us to assess the equality of variances for the two sets of data obtained from the pretest administration. For the six dimensions of Emotional Style, the results do not show statistically significant differences, so there is homogeneity in the groups included in the research. The mean scores for four dimensions show a high level of homogeneity (context sensitivity - $p=.473$, social intuition - $p=.185$, attention - $p=.156$ and resilience - $p=.381$), $P>.01$, while the other two dimensions show a low level of homogeneity (self-awareness - $p=.016$ and perspective - $p=.018$) so that the differences are significant at the $P<.05$ threshold

Table V.6. Statistical data on the frequency of students' level of resilience

Level of student resilience - pretest				
Scores recorded		Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentages (p)	Cumulative ascending frequencies (fc)
	8	2	1.1%	1.1%	1.1%
	9	4	2.2%	2.2%	3.3%
	10	1	.6%	.6%	3.9%
	11	7	3.9%	3.9%	7.8%
	12	3	1.7%	1.7%	9.4%
	13	3	1.7%	1.7%	11.1%
	14	4	2.2%	2.2%	13.3%
	15	11	6.1%	6.1%	19.4%
	16	12	6.7%	6.7%	26.1%
	17	17	9.4%	9.4%	35.6%
	18	12	6.7%	6.7%	42.2%
	19	18	10.0%	10.0%	52.2%
	20	7	3.9%	3.9%	56.1%
	21	31	17.2%	17.2%	73.3%
	22	14	7.8%	7.8%	81.1%
	23	12	6.7%	6.7%	87.8%
	24	2	1.1%	1.1%	88.9%
Valid Scores	25	10	5.6%	5.6%	94.4%
	26	7	3.9%	3.9%	98.3%
	27	2	1.1%	1.1%	99.4%
	28	1	.6%	.6%	100%
	Total	180	100%	100%	

By applying the *t-test* for independent samples, we can accept the idea that the differences in the mean resilience levels of the two groups in the study are statistically insignificant. In the case of the experimental group the mean values are equal to m=19.14, standard deviation (σ)=4.428, standard error of the mean (E)=.457, and for the control group the mean is equal to m=18.74, with a large degree of dispersion of the values around the mean, rendered by standard deviation (σ)=4.159 and a standard error of the mean (E)=.448. The null hypothesis of Levene's test (that the recorded means do not show significant differences between the two groups subjected to statistical analysis) is accepted, since p=.540, therefore p>0.01 and we can conclude that the level of resilience found in the students of the two groups is statistically insignificant.

*Table V.8. Values of Levene's test for equality of variances and **t-test** for equality of means*

	Levene's test		T-test for equality of means							
	F	Mr	t	df	Threshold of significance		Diff. between averages	Std. error.	95% Confidence interval	
					One-Sided p	Two-Sided p			Min	Max
Assumed equal variances	.008	.928	.614	178	.270	.540	.394	.642	-.873	1.661
Unassumed equal variances			.616	177.871	.269	.539	.394	.640	-.869	1.657

The pre-experimental phase is completed with the implementation of some observational steps regarding the assessment of **the socio-emotional climate of the class** by completing an Observation Sheet - *Teacher - mentor for the improvement of the socio-emotional climate at class level*, by the teachers involved in the pedagogical research in collaboration with the researcher.

Following the completion of the observation sheet, the interpretation that for all the classes involved in the research, the four categories specific to the socio-emotional climate at class level, the values recorded do not show statistically significant differences is valid. The arithmetic means for the two groups are very close.

Table V.10. Mean values of the scores obtained for the quality of the socio-emotional climate - pretest

Pre-test results					
Class		Positive relationship	Compliance with the rules	Collaboration	Conflict management
Class I	Media	10.00	11.00	9.00	10.00
	Standard deviation	1.414	1.414	.000	.000
Class II	Media	8.50	9.00	9.50	10.50
	Standard deviation	.707	.000	2.121	.707
Class third	Media	12.00	9.00	10.50	8.50
	Standard deviation	.000	.000	.707	.707
Class fourth	Media	9.50	10.50	9.50	10.50
	Standard deviation	.707	.707	.707	.707
Total	Media	10.00	9.88	9.63	9.88
	Standard deviation	1.512	1.126	1.061	.991

Next, in order to nuance the aggregated results we constructed the comparison diagram, illustrated in Figure V.11., in order to present the numerical correspondences recorded for each of the four dimensions for both the control and experimental groups.
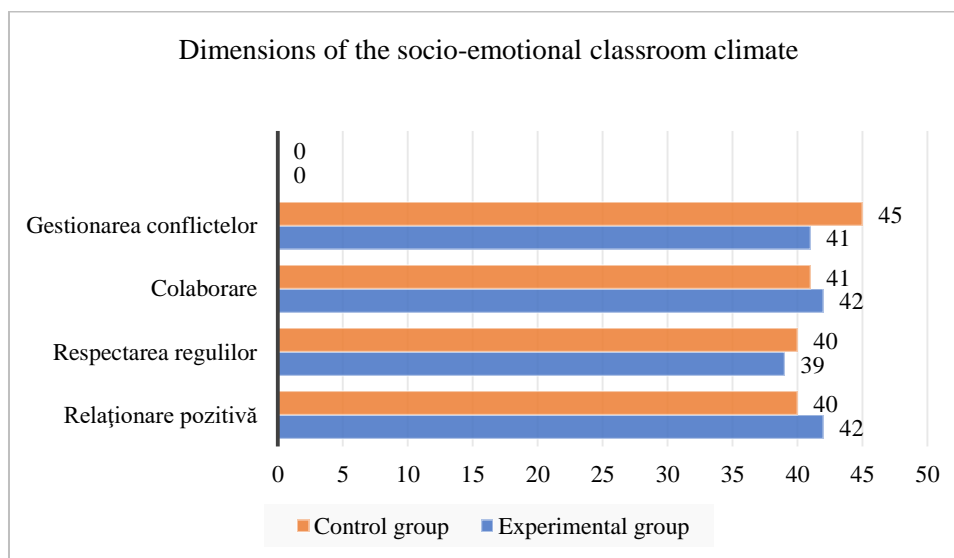
Figure V.11. Numerical values obtained for the two batches - pretest

The answers given by the teachers who teach both batches to the items related to the observation sheet constitute an important and valuable source of knowledge, explored in the design of the intervention program and in finding solutions that will lead to a positive influence on the quality of the socio-emotional climate in the classroom.

The statistical centralization of the obtained data allowed us to extract some essential information that are used in the design of the intervention program, respectively in the formative

approaches that follow this stage and that help us to act in remedial directions, by developing the Emotional Style dimensions specific to each student in the experimental group, strengthening their resilience and positively influencing the socio-emotional climate of the class. The results obtained in the pre-experimental stage showed that there were no statistically significant differences between the mean values obtained by the students in the experimental group and the values obtained by the control group on the three dependent variables established in the research.

In the second semester of the 2021-2022 school year, the **experimental phase** is being carried out, and the researcher's approaches were oriented towards the implementation of the intervention program *Teacher's Emotional Style - the main factor in the acquisition of students' emotional resilience*, at the level of the students included in the experimental group.

The learners in the experimental classes benefited from 12 learning activities, having the opportunity to practice certain methods and techniques of meditation and concentration of attention, exploration and development of socio-emotional skills specific to improving Emotional Style in particular, and emotional resilience in general. During the experimental phase, 12 learning activities were carried out in the experimental group, making a significant contribution to the students' ability to explore different emotional experiences, to react appropriately and to control their emotional impulses effectively and constructively, thus strengthening their emotional resilience.

In the **post-experimental stage** we calculated the general trends in the groups included in the research, specifying the standard errors and the mean errors. Furthermore, we showed that the differences recorded for the values obtained by the experimental group were statistically significant compared to those recorded for the control group, following the introduction of the independent variable (IV). Also, through the values that the dependent variables of the research take, we demonstrate the shaping influence of the research intervention through the implementation of the intervention program on the quality of the socio-affective classroom climate.

The re-administration of the *Emotional Style Questionnaire (30 items - student version)* helps us to get an overview of the level of each dimension of Emotional Style. The formative influence of the intervention programme, embodied in the independent variable described in the research, is reflected in the significantly improved values recorded in the post-test for all the dependent variables previously established.

Table V.11.Mean values of Emotional Style dimensions - posttest

Dimensions of Emotional Style	Lots	Media	t	p
Self-awareness	E - C	4.01 - 3.52	4.484	<.001
Context sensitivity	E - C	3.79 - 3.50	2.660	.004
Perspective	E - C	3.78 - 3.62	1.363	.087
Social intuition	E - C	3.88 - 3.51	3.237	<.001
Attention	E - C	3.41 - 2.95	3.922	<.001
Resilience	E - C	2.03 - 2.47	-3.502	<.001
Emotional Style	E - C	3.48 - 3.26		

We condense the mean values for the six dimensions of Emotional Style and obtain a statistically significant difference in five of the six between the experimental and control groups. The largest increase is in the Self-Awareness dimension with a mean score of m=4.01 for the experimental group compared to m=3.52 for the control group, followed by the Attention dimension with a mean value for the experimental group of m=3.41 compared to a mean of m=2.47 for the control group. It is important to note that the Attention Dimension had the lowest mean values for both groups after the pretest administration, i.e. m=2.45 for the experimental group and m=2.59 for the control group.
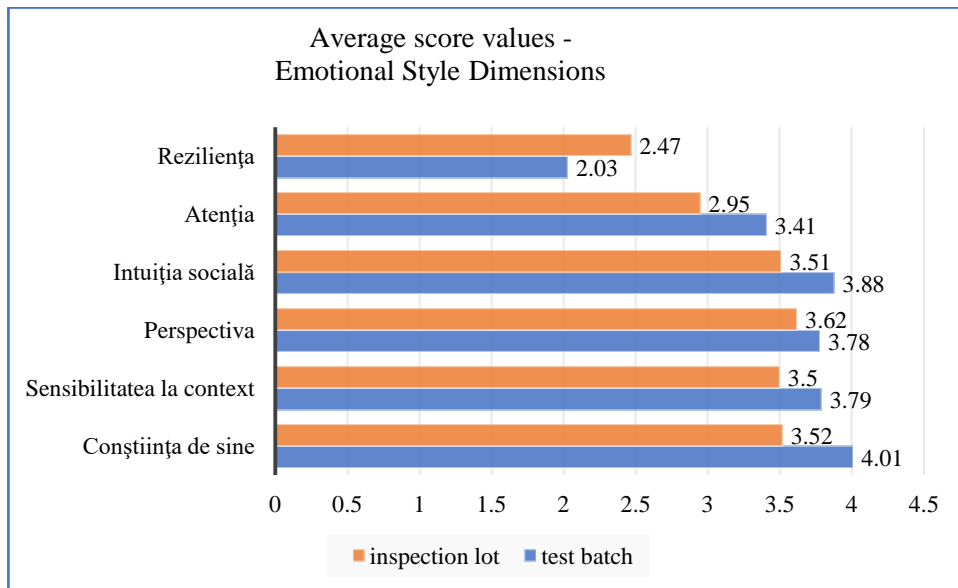
Figure V.18. Mean values of scores obtained for Emotional Style dimensions - posttest

Comparing the means obtained by the two groups for the Context Sensitivity dimension we obtain t=2.660, P=.004, P<0.05, (df) n=178 (degrees of freedom). We infer that the difference between the two groups is statistically significant but to a lesser extent. For the Perspective dimension, the results obtained after the post-test administration in the experimental and control

groups do not show statistically significant differences, but a slight increase in the mean is observed, i.e. m=3.78 for students in the experimental group and m=3.62 for students included in the control group. By running Levene's test we obtain t=1.363 (equal variances assumed), at the threshold of P=0.87, so P>0.05, so the differences recorded for the two sets of data are statistically insignificant.
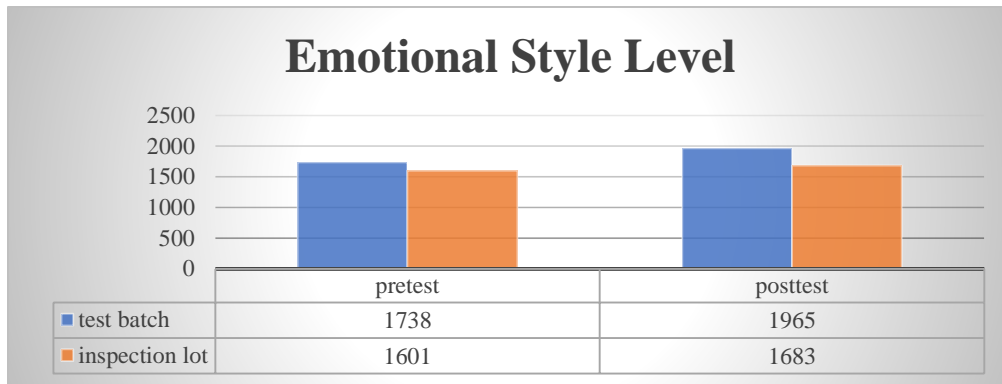
Figure V.21. Comparative graphical representation of the Emotional Style level in the pretest and posttest phase

The re-administration of the Brief *Resilience Scale* (*BRS*) allows us to carry out comparative approaches between the two groups on the **level of resilience of** the students.

On the frequency of coping and coping behaviours in the school environment we observe a significant increase in the percentages recorded for the students in the experimental group compared to the percentages obtained by the students in the control group. Thus, a cumulative percentage of 80.9% of students achieve a medium level of resilience (18►25), which means a significant increase compared to the pretest time when only 58.8% scored a medium level. Students scoring low (0►17) drops considerably from 35.6% in the first stage to 11.7% in the third stage. The percentage of students who scored high (26►30) also increases from 5.6% in the pretest to 9.1% in the posttest.

Table V.14.Mean values of resilience scores - posttest

Group Statistics					
	EXPERIMENTAL-1 CONTROL- 0	N	Media	Standard deviation	Standard error of the mean
Level of resilience of the learner - pretest	Experimental batch	94	19.14	4.428	.457
	Control batch	86	18.74	4.159	.448
Student's resilience level - post-test	Experimental batch	94	22.45	2.993	.309
	Control batch	86	20.23	3.317	.358

Taking into account all the data obtained in the post-experimental stage regarding the level of students' resilience, we find that the results between the two groups show statistically significant differences. The mean value of the students in the experimental group increased significantly m=22.45 compared to the mean value of the students in the control group where m=20.23 on which no intervention was made and learning activities were carried out normally.

The obtained values of the *t-test* for independent samples are: t=4.708, at the significance threshold P<0.01, (df) n=178 (degrees of freedom), which confirms the positive effect of the introduction of the independent variable on the experimental group and we can conclude that the difference between the two sets of data is statistically significant. This is also confirmed by calculating Cohen's effect which increased from .095 (pretest) to .702 (posttest), and the effect following the application of the intervention program is high.

*Table V.15. Results of the **t-test** applied to the experimental group and the control cell - posttest*

		Independent Samples Test								
		Levene's test		T-test for equality of means							
		F	Mr	t	df	Threshold of significance		Difference between averages	Standard error difference	95% Confidence interval	
						One-Sided p	Two-Sided p			Minim	Maxim
Resilience pretest	Assumed equal variances	.008	.928	.614	178	.270	.540	.394	.642	-.873	1.661
Post-test resilience		.258	.612	4.708	178	<.001	<.001	2.214	.470	1.286	3.142

Looking at the configuration of the results according to the class to which each pupil belongs, we observe an increase in the mean for each of them for the experimental group. Thus, the greatest increase in mean values is recorded in class II with m=22.35 (posttest) compared to m=19.59 (pretest), followed by classes: III, IV, with approximately equal mean values m=21.02 and m=21.67 (posttest) compared to m=19.21 and m=19.94 (pretest).
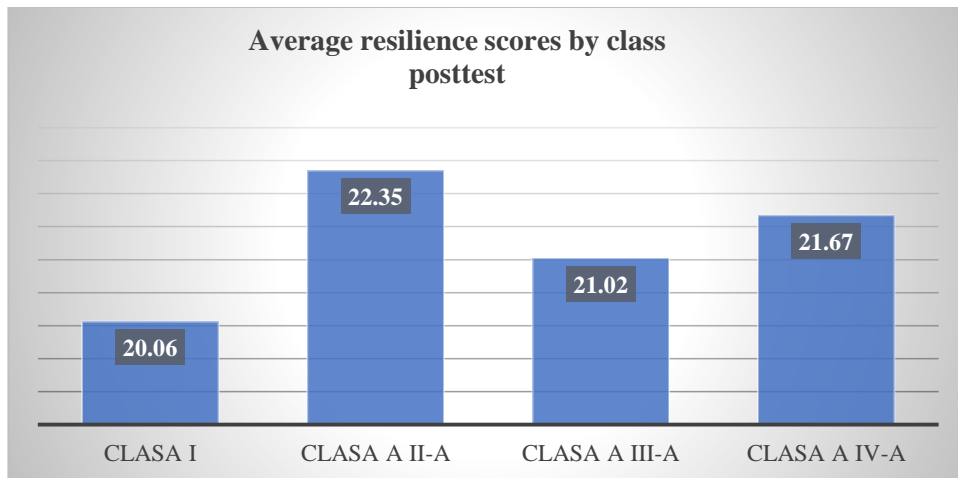
***Figure V.23.** Mean scores of resilience level values recorded by class - posttest*

The post-experimental phase ends with the completion of an **observation sheet** - *Teacher-Mentor for the improvement of the socio-emotional climate in the classroom* - by the classroom teacher in collaboration with the researcher in each class included in the research. The same set of questions administered in the post-test phase are used in the composition of the observation sheet.

***Table V.20.** Mean values obtained by the two groups on the socio-emotional climate of the class - posttest*

Group Statistics		N	Media	Standard deviation	Standard error of the mean
Experimental batch -1 control batch -0		N	Media	Standard deviation	Standard error of the mean
Positive relationship - posttest	Experimental batch	4	14.75	.500	.250
	Control batch	4	11.25	.957	.479
Compliance - post-test	Experimental batch	4	13.25	.957	.479
	Control batch	4	12.00	1.155	.577
Collaboration - posttest	Experimental batch	4	13.50	1.291	.645
	Control batch	4	11.50	1.291	.645
Conflict management - posttest	Experimental batch	4	13.75	.957	.479
	Control batch	4	11.25	2.062	1.031

We find that for three of the four dimensions analysed there are significant differences in mean values between the two sets of data. The mean value of the answers recorded by the students in the experimental group for the items related to positive relationship is equal to m=14.75, compared to the mean value of the answers given by the students in the control group where

m=11.25, and t=6.481, P >0.01, confirms that the difference between the means of the two groups is statistically significant.

Table V.21. T-test values on the influence of the socio-emotional classroom climate - posttest

		Levene's test		T-test for equality of means				Mean Difference	Std. Error Diff.	95% Confidence interval	
		F	Mr	t	df	Significance					
						One-Sided p	Two-Sided p	nce		Minim	Maxim
Positive relationship - posttest	Equal variances assumed	2.455	.168	6.481	6	<.001	<.001	3.500	.540	2.179	4.821
				6.481	4.523	<.001	.002	3.500	.540	2.067	4.933
Compliance - post-test		1.500	.267	1.667	6	.073	.147	1.250	.750	-.585	3.085
				1.667	5.801	.074	.148	1.250	.750	-.601	3.101
Collaboration - posttest		.000	1.00	2.191	6	.035	.071	2.000	.913	-.234	4.234
				2.191	6.000	.035	.071	2.000	.913	-.234	4.234
Conflict management - posttest		12.000	.013	2.200	6	.035	.070	2.500	1.137	-.281	5.281
				2.200	4.237	.044	.089	2.500	1.137	-.587	5.587

The last analytical step is the re-administration of the research instruments in the **retest phase** for both groups included in the research (experimental and control). The administration of the retest and the statistical analysis of the recorded data allow the verification of relevant information regarding the effectiveness of the intervention program *Teacher's Emotional Style - a main factor in the acquisition of students' emotional resilience* designed and implemented in the students included in the research.

Table V.24. Comparative data recorded by the two groups for the level of the Emotional Style dimensions - retest

Dimensions		LOT	Class I	Class II	Class III	Fourth grade
Self-awareness	PRETEST	E	3.39	3.48	3.65	3.54
		C	2.88	3.23	3.21	3.32
	POSTTEST	E	3.94	4.00	4.09	4.00
		C	3.29	3.45	3.53	3.71
	RETEST	E	3.56	3.70	3.70	
		C	3.06	3.09	3.11	
Context sensitivity	PRETEST	E	3.28	3.22	3.22	3.19
		C	3.06	3.14	3.21	3.39
	POSTTEST	E	3.89	3.78	3.74	3.77
		C	3.59	3.27	3.42	3.68
	RETEST	E	3.50	3.48	3.43	-
		C	3.24	2.91	2.95	

Perspective	PRETEST	E	2.56	3.22	3.17	3.27
		C	3.41	3.41	3.58	3.46
	POSTTEST	E	3.61	3.85	3.78	3.81
		C	3.53	3.68	3.68	3.57
	RETEST	E	3.33	3.37	3.43	-
		C	3.18	3.32	3.32	
Social intuition	PRETEST	E	3.17	3.26	3.35	3.50
		C	3.41	3.00	3.16	3.25
	POSTTEST	E	3.83	3.81	3.87	4.00
		C	3.53	3.41	3.47	3.61
	RETEST	E	3.67	3.44	3.61	-
		C	3.24	3.05	3.26	
Attention	PRETEST	E	1.50	2.56	2.74	2.73
		C	2.35	2.50	2.68	2.75
	POSTTEST	E	3.06	3.41	3.48	3.62
		C	2.71	2.86	3.05	3.11
	RETEST	E	2.89	3.00	3.09	-
		C	2.53	2.45	2.89	
Resilience	PRETEST	E	1.72	3.15	3.13	3.15
		C	1.82	3.27	3.26	3.07
	POSTTEST	E	1.44	2.15	2.00	2.35
		C	1.82	2.86	2.84	2.29
	RETEST	E	1.78	2.33	2.35	-
		C	2.29	3.14	2.89	

During the retesting phase, information databases are built and processed on the situation of the first, second and third grade pupils included in the two batches, with the exception that the fourth grade pupils were not retested because they moved to the fifth grade, were re-enrolled in other schools or there was a change in class composition. The effectiveness of the intervention program designed and implemented at the experimental group level is evaluated according to the values that the dependent variables of our research take.

Thus, the retesting of the subjects included in the research (students in grades I-III) facilitates the creation of an overall picture of the frequency of manifestation of the Emotional Style dimensions, the level of resilience in the students included in the research, as well as the quality of the socio-emotional climate of the class. From the perspective of the comparative analysis in the retest stage, it was found that the results obtained in the posttest are maintained three months after the end of the formative experiment.
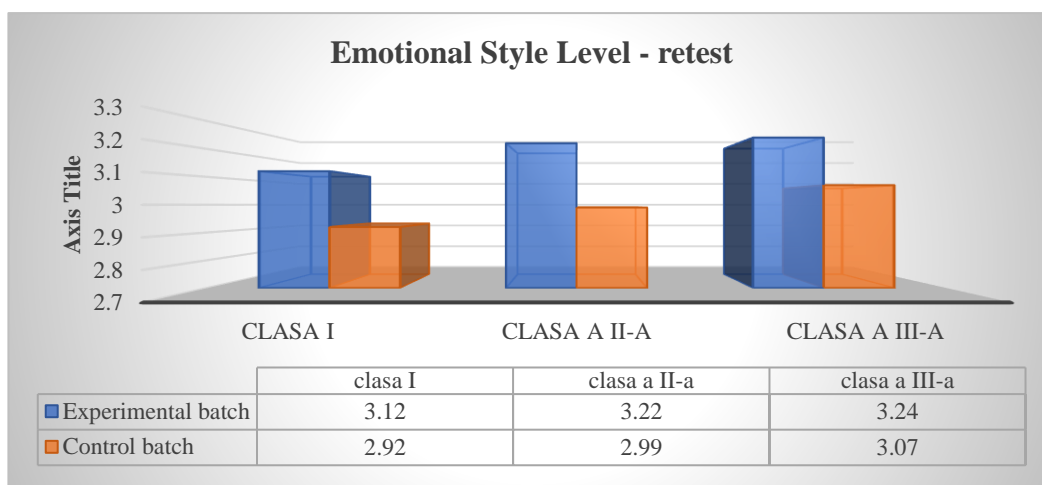
Figure V.39. Mean values recorded by the two groups for the Emotional Style level, by class - retest

The differences between the mean values obtained for the level of Emotional Style by the two groups of students remain statistically significant, which confirms the general hypothesis of the present research, and the changes that occurred after the introduction of the independent variable (V.D.) on the students of the experimental group are maintained over time, so the knowledge acquired as a result of the formative intervention is lasting.

An essential step included in the retesting stage consists in carrying out some analyses regarding the level of resilience of each student included in the pedagogical experiment, more precisely the level of manifestation of the behaviours of recovery following adverse, stressful situations in the school environment. In this regard, we re-administer the *Brief Resilience* Scale (*BRS*) with the aim of measuring resilience as a student's ability to bounce back from stressful situations.

Table V.25. Comparative data recorded by the two groups for the level of manifestation of rebound behaviours following adverse situations - retest

		LOT	Class I	Class II	Class III	Fourth grade
Level of resilience	pretest	E	15.78	19.78	19.83	20.19
		C	16.65	19.36	18.47	19.71
	posttest	E	20.83	23.37	22.26	22.77
		C	19.24	21.09	19.53	20.64
	retest	E	20.11	23.00	21.57	-
		C	18.76	20.36	19.16	

The above table shows the mean values recorded for the experimental and control groups at the three stages of the research, i.e. pre-experimental, post-experimental and retest. From the table we observe that the differences between the means recorded for the experimental

group from the posttest to the retest are insignificant, which means that the effects of the intervention programme are maintained even after a longer period of time, i.e. 3 months after the end of the formative intervention.
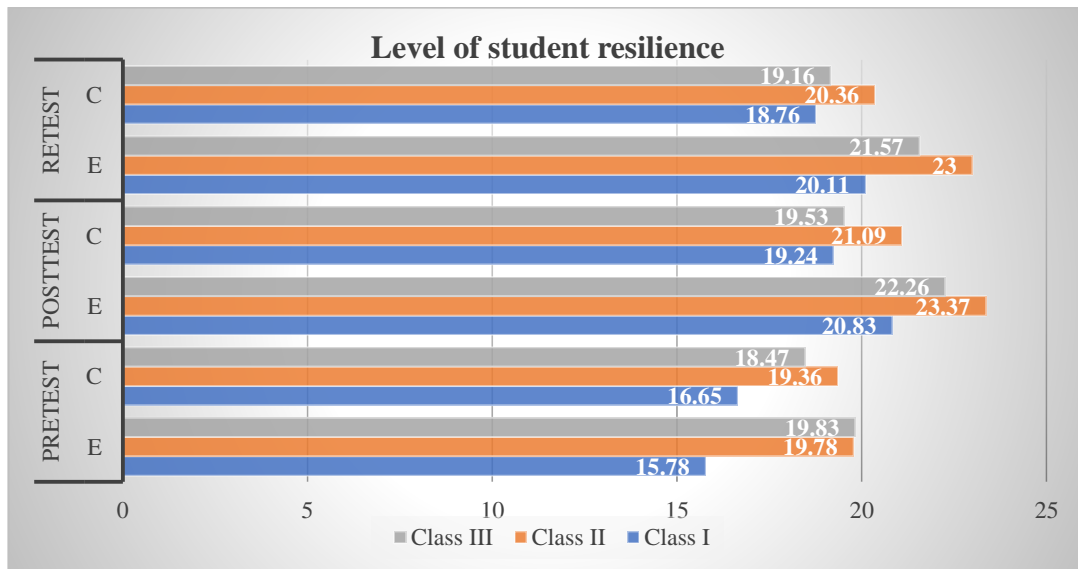

Figure V.41. Comparative data on the resilience level of students in the experimental and control groups - pretest-posttest-retest

The values obtained in the *t-test* for independent samples (see Appendix 6), in the case of class I are: t=1.638 - retest, t=1.672 - posttest and t=-.797 - pretest, at the significance threshold P=.05: p=.055 - retest, p=.052 - posttest and p=.215 - pretest, for a degree of freedom (df)=33 which confirms the positive effect of the introduction of the independent variable (V.I.) on the experimental group due to the increased mean, but the difference between the two groups remains statistically insignificant even after retesting.

Table V.26. Comparative data on the quality of the socio-emotional climate at class level - pretest-posttest-retest

		LOT	Mean	Std. Deviation	Std. Error Mean
Statistical data - the socio-emotional climate of the class					
POSITIVE RELATIONSHIP	PRETEST	E	10.50	1.291	.645
		C	9.50	1.732	.866
	POSTTEST	E	14.75	.500	.250
		C	11.25	.957	.479
	RETEST	E	13.00	.816	.408
		C	10.75	1.500	.750
COMPLIANCE WITH THE RULES	PRETEST	E	10.00	1.414	.707
		C	9.75	.957	.479
	POSTTEST	E	13.25	.957	.479
		C	12.00	1.155	.577
	RETEST	E	13.00	.816	.408
		C	11.50	1.291	.645

COLLABORATE	PRETEST	E	9.75	.957	.479
		C	9.50	1.291	.645
	POSTTEST	E	13.50	1.291	.645
		C	11.50	1.291	.645
	RETEST	E	12.75	1.258	.629
		C	11.25	.957	.479
CONFLICT MANAGEMENT	PRETEST	E	10.00	1.414	.707
		C	9.75	.500	.250
	POSTTEST	E	13.75	.957	.479
		C	11.25	2.062	1.031
	RETEST	E	12.75	.957	.479
		C	10.50	1.732	.866

With regard to the third dependent variable of the research, i.e. the quality of the socio-affective climate of the class of pupils, the mean values recorded at the time of retesting for the two groups: experimental and control, can be seen in Table V.26.

The re-testing phase ends with the administration of an observation sheet to each class of students involved in the research. The class teacher completes the observation sheet: *Teacher - mentor for the improvement of the socio-emotional climate at class level*, with the aim of reassessing the quality of the socio-emotional climate at class level after a period of time following the completion of the formative intervention.

In order to complete the observation sheet, the researcher uses the same set of questions divided into the four categories: positive relationship, rule-following, collaboration and conflict management, which was applied in the pretest and posttest stage. From the data obtained it can be seen the major influence that the intervention program *Emotional Style of the Teacher - the main factor in the acquisition of emotional resilience of students,* had on the socio-emotional climate of the experimental classes.

Socio-affective classroom climate

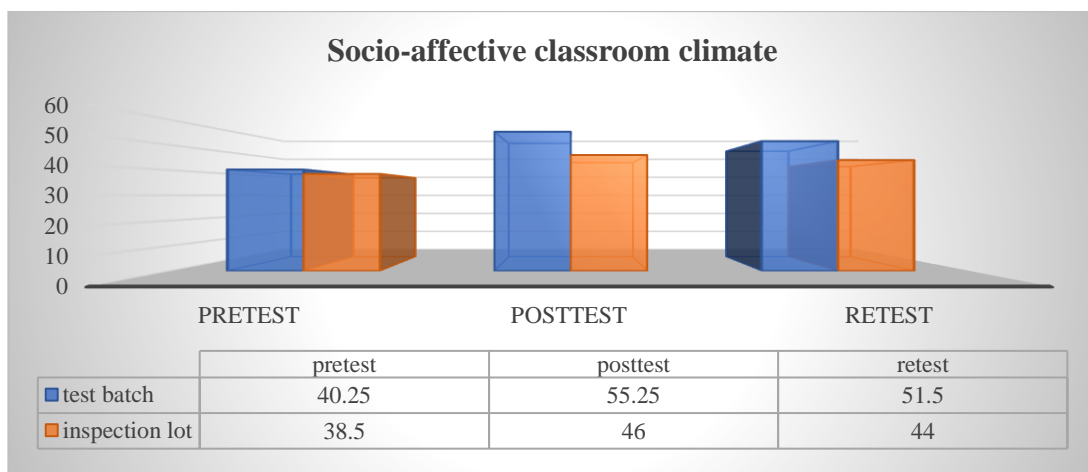|	pretest	posttest	retest
test batch	40.25	55.25	51.5
inspection lot	38.5	46	44

Figure V.43. Mean values recorded by the two groups for the socio-affective climate of the class - pretest-posttest - retest

The statistically significant differences recorded for all the mean values of the dependent variables of the research following the administration of the post-test to the students in the experimental group compared to the values obtained by the students in the control group bring about suggestions of a prospective nature for future research. The positive results and the statistically significant increases in the mean scores recorded, justify us to state that the three specific hypotheses described in the experimental research are confirmed:

Is1 - The implementation of the intervention programme contributes to the *development of specific dimensions of emotional style (self-awareness, social intuition, context sensitivity, perspective, attention, resilience)* of students in grades I-IV.

Is2 - *The* application of the intervention programme to students in grades I-IV leads to a *significant increase in the frequency of specific coping and coping behaviours* in the school context.

Is3 - The implementation of the intervention program with impact on the emotional resilience of students *positively influences the quality of the socio-emotional climate of the classroom.*

Thanks to the results obtained in the post-experimental stage, we can conclude that the general hypothesis from which this research approach started, namely the systematic application of the intervention program called *"Teacher's Emotional Style - main factor in the acquisition of students' emotional resilience",* within the classes for the subjects: *Personal Development* (grades I-II) and *Civic Education* (grades III-IV), led to the acquisition of students' emotional resilience. A relevant observation worthy of consideration is the involvement and receptiveness of students to the intervention programme on the acquisition of emotional resilience.

All the data collected and analysed in this research are obtained from the processing of 368 items in the pretest stage, 368 in the posttest stage and 312 items in the retest stage from the three research instruments applied (*Emotional Style Questionnaire (30 items - adapted for students, Brief Resilience Scale (BRS)* and the Observation Sheet called *Teacher - mentor for improving the socio-emotional climate at the classroom level*, at the level of students in the two groups included in the research.

Research conclusions - presents conclusive ideas of the experimental research and highlights relevant aspects for possible directions of investigation, through which the issues raised could be further explored and pursued.

The present pedagogical research focuses on the emotional resilience of students, a dynamic and topical social phenomenon that allows us to have at our disposal all the resources

(personal, social and psychological) necessary to achieve superior academic performance and personal well-being. As the family finds it increasingly difficult to provide support for pupils, school becomes the main place where they can deal with their behavioural and emotional problems.

The topic of the present research was based on the idea that the acquisition of emotional resilience implies a responsibility for the school, and through effective strategies to improve what the family has failed, namely the adaptation of children to social life. This mission of the school, as we have demonstrated in our research, requires major changes: teachers to restructure and readapt their social-emotional competences by addressing an Emotional Style in teaching instructional activities, and students to develop new social-emotional skills (Emotional Style dimensions - *self-awareness, social intuition, context sensitivity, perspective, attention, resilience*) through methods and techniques of meditation and concentration of attention necessary for acquiring good emotional resilience.

The first part of the research concentrates a set of theoretical considerations related to the research topic through which we explore some theoretical perspectives of the studied phenomenon, namely emotional resilience and teacher's teaching style. The theoretical approach is supported by the second part, in which we present the methodology used in the present research.

The results obtained for the three variables listed in our study allow us to identify eloquent answers to the research questions formulated in the experimental approach. Therefore, we conclude that the present research contributes to the design of a coherent theoretical and formative model that can be used by teachers as a protective factor in their educational approaches, with the aim of improving social-emotional competences, while supporting students to acquire good emotional resilience. The intervention program designed and implemented by the researcher, at the level of the students included in the experimental group, confirms its usefulness in educational practice and is characterized by novelty and originality.

In accordance with the results presented, we formulate the following final conclusions of the present research:

1. The designed and implemented intervention program proved its effectiveness in terms of improving the specific dimensions of Emotional Style (in the case of five dimensions of Emotional Style there is a statistically significant increase in the means recorded by the experimental group, and the introduction of the independent variable (V.I.) produced positive changes with a favorable impact on improving the emotional resilience of the students included in the experimental group, and in the case of the Perspective

dimension, the results between the two groups are statistically insignificant, and the impact of the program on improving this dimension was not as expected at the beginning).

2. In the post-experimental stage, an improvement in the scores recorded for the students included in the experimental group for the level of resilience is observed (the values obtained from the *t-test* for independent samples are: t=4.708, at the significance threshold P<0.01, (df) n=178 (degrees of freedom), which confirms the positive effect of the introduction of the independent variable on the experimental group and we can conclude that the difference recorded between the two sets of data is significant at the threshold set P=0.05. This is also confirmed by the calculation of Cohen's effect which increased from .095 (pretest) to .702 (posttest), and the effect following the application of the intervention program is high.

3. The quality of the socio-emotional climate in the classroom can be positively shaped and influenced by the adoption of an Emotional Style in the teaching of learning activities, by positive relationships, collaboration, respect for rules and effective management of conflicts between students (three of the four dimensions analysed show significant differences in mean values between the two sets of data at the P > 0 significance level.01, and confirms that the difference between the means of the two groups is statistically significant, while in the case of the items related to the respect of classroom rules the differences recorded between the means of the two groups are statistically insignificant. The value of t=1.667, P=0.73, where P>0.05, confirms that the experimental intervention in the experimental group was not reflected in the teachers' opinions as having a positive effect on the quality of the socio-affective classroom climate.

In conclusion, we are entitled to state that the general hypothesis - Systematic application of the intervention program called *"Teacher's Emotional Style - a main factor in the acquisition of students' emotional resilience",* in the lessons for the subjects *Personal Development* (grades I-II) and *Civic Education* (grades III-IV), will lead to the acquisition of students' emotional resilience - is valid and we confirm the effectiveness of the intervention program.

In the investigative approach of the present research we encountered certain limitations, of which we mention the most relevant. Since the beginning of the research we have been confronted with the lack of validated theoretical and statistical considerations to support the research in the educational reality in our country. Programmes aimed at strengthening students'

emotional resilience are found in international educational systems. In Romania there are only a few attempts to apply such interventions, but they are not related to the primary school population.

An important limitation in our research is the lack of research instruments to help us measure the dimensions of Emotional Style, thus calling for translations and adaptations of research instruments designed and validated in the international literature, as well as institutional endorsement of their use.

The ethical implications underlying the implementation of the intervention programme, which we have taken into account, relate to the protection of the personal data of the students and teachers involved in the research, the respect of the principle of confidentiality and anonymity, as well as obtaining the consent of the institutions involved in the research.

An important aspect with regard to the application of our intervention programme in other schools is to gain access to the legislative framework that will help us to promote it in other schools, as well as to develop the necessary research tools and curricular supports to be addressed in Romanian schools. From this perspective, we aim to deepen the topic of mentoring teachers towards the acquisition of an Emotional Style in their teaching activity, from the form in which it was conceived in the present research, to the proposal of training courses for teachers who intend to implement such an intervention program in the educational institutions where they work.

We conclude that the present research is significantly relevant to the acquisition of emotional resilience among students, confirmed by the intervention program - *Emotional Style of the Teacher - a main factor in the acquisition of emotional resilience of students*, because it has been successfully integrated into the contents of the subjects *Personal Development* and *Civic Education*.

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