MAXIMIZATION OF PROTECTIVE FACTORS FOR WELL-BEING THROUGH THE PEBEPSI-A PROGRAM

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ABSTRACT

The Agenda for 2030 is a plan of action centered on people, the planet, prosperity, peace and partnerships (5P) in sustainable development. The OECD also argues that emotional education should be measured. Under the theme of Education for Development, programs in the integrated approach to children's rights also aim to promote child participation in community life through the development of competencies and values. Central objective of the study: Promoting protective factors (academic success, self-esteem and motivation). Type of exploratory study (n=25 adolescents 15-16 aged) Instrument PEBEPSI-A. Locus in Lisbon. The data obtained in the sessions allow us to observe the increase in the evaluation scores of students from the 1st to the 2nd school period through indicators of participation and effectiveness in solving individual written exercises (academic success) as well as the level of motivation for learning and valuing oneself and its abilities. Studies carried out also point to the need to evaluate young people's self-esteem and motivation towards academic success. We concluded through this study that the bet on the maximization of protective factors should be part of the interventions in this age group by the value that the positive psychological well-being assumes for the education and healthy life of the subjects.

Keywords: PEBEPSI-A program; welfare; community; adolescents.

INTRODUCTION

The term Competencies for the 21st Century is often used to refer to certain key competencies that schools need to train to help students thrive in the world of globalization. A learning process for the 21st century means empowering students in the field of content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with understanding and respect for different cultures. The main issues to be addressed should not only include specific areas but also learning and innovation skills that prepare students for a life and increasingly complex work environments. These skills are not only for creativity, critical thinking and problem solving, communication and collaboration, but also for socio-emotional capacities, including flexibility and adaptability, initiative, intercultural skills, productivity, responsibility and leadership, 2016). These competences are not new to the teaching and learning processes, they have long been associated with academic perfor-

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91

mance. The novelty is related to the need to have these competences to achieve individual and collective success, according to the socioeconomic changes that occur worldwide (Faria, Rodrigues, Perdigão & Ferreira, 2017).

UNESCO also promotes an education for citizenship and for global development, which Esteves, Barbosa, Barbosa, Oliveira, Cardoso and Gonçalves (2018, p.6) sees education as "a transforming action whose roots are rooted in ethical and political values, not only focusing on knowledge, but also on action. " These authors emphasize the importance of the development of social competences as a facilitator of international cooperation, intercultural understanding and promoter of social transformation (Esteves, Barbosa, Madeira, Barbosa, Oliveira, Cardoso & Gonçalves, 2018).

According to the OECD, the Global Competency For An Inclusive World of 2016 states that global competence is the ability to critically analyze global and cross-cultural issues from multiple perspectives, to understand how differences affect perceptions, judgments and ideas of self and others and to engage in open, appropriate, and effective interactions with others from different backgrounds based on shared respect for human dignity. Also, Delors (1996), Galinha (2018) and Fullan (Faria, Rodrigues, Perdigão & Ferreira, 2017) consider education for the understanding and reflection and learning of fundamental solidarity and collaboration for the future of humanity in a cognitive society allowing people acquire the ability to learn and deal with the change and uncertainty inherent in a technological and global world. Project management is also located in this pro-activity dimension (Barbosa, Ibraimo & Laita, 2019).

PROTECTIVE FACTORS AND POSITIVE PSYCHOLOGY

Grotberg (1993, 1995) conceives a model that characterizes resilient individuals through 4 characteristics namely: 1) I have - the individual feels that he has around him people whom he trusts and who like him unconditionally; people who set limits for you to learn to avoid problems and help you when you need them. 2) I am - the individual considers himself a person for whom others feel affection and consideration; You feel happy when you do good deeds; is respectful of himself and the other; can learn what they teach; is pleasant and communicative. 3) I am - the individual is willing to take responsibility for their actions; you feel confident about the effectiveness of what you do; when you are sad you feel confident that you will find support; and is surrounded by companions who appreciate him. 4) I can - the individual feels that he can talk about things that frighten him, and worry; he is convinced that he will find the solution to his problems; about being able to control yourself when you are about to face something dangerous or that you are not well; as to the ability to decipher the appropriate time to talk to someone and to act; about finding someone to help you when you need them, and about your ability to feel affection and express yourself.

The various characteristics of a resilient individual are thus described; however, they stand out among them the cognitive superiority, the locus of internal control, autonomy and social ability.

In situations of risk, sources of support outside the immediate family circle can play a key role in protecting children from risk. These sources can be neighbors, friends, among others. It is added that in the Rutter model many of the protection processes: reduce the impact of the risk (for example the importance of supervising parents in their children's activities); reduce the likelihood of negative chain reactions (eg, good mood); promote self-esteem (for example: being successful in performing tasks); open opportunities (for example: geographic change).

We can also refer in the case of the domain of satisfaction with life that this is the cognitive evaluation of life as a whole, while positive affect is related to the frequency of positive emotions that the person experiences. The results of scientific research in this area have revealed that some variables such as demographic characteristics, personality traits, coping styles, goal pursuit and interpersonal relationships show moderate or non-significant correlations with subjective well-being, not having a central contribution to the perception of life satisfaction (Freire, Zenhas, Tavares & Iglésias, 2013).

In this sense, one distinguishes between factors top-base (top down) and base-topo (bottom up). The basis-top theories advocate that by the sum of well-being in specific domains such as marriage, work, and family, a glo-

bal sense of subjective well-being is developed. Top-base theories argue that individuals have a predisposition to positively or negatively interpret life experiences (Freire, Zenhas, Tavares & Iglésias, 2013).

It is the Positive Psychology studies that suggest that the individual (s) can feel satisfied with life and happy, in various plenitudes of time in a continuous construction of a better realization in the concept of flow. Instead of homeostasis, which advocates the idea of a steady state, it advocates constant flow and change in a dynamic view, implicit in the idea that the human organism is in entropy, open, through the proper properties of living systems, which tend to organize themselves and to reconstituir itself: Rhéo means flow. The human being is an integrated totality where the optimal flow is the fruit of the interrelationship between the body and the rational and emotional components of the brain that results from the production of pleasure-inducing chemicals.

Positive Psychology defends a potential relevance to the indexes of optimism learned as an explanatory model of the emotional life of individuals. This assumption points in this perspective of Education to the learned optimism, to the valorization of the experience of intrinsic reinforcement in the lifestyle and to the optimization of the subjective experience of the subjects even in organizational contexts (Galinha, 2019).

According to Seligman, Steen, Park and Peterson (2005) Positive Psychology affirms itself as the study of positive experiences, personalities and positive institutions that allow the flowering of individuals, organizations and communities.

For Marujo and Neto (2019, p.656) it will be relevant to consider "virtuosity as a relational process, community, ethical, and therefore contributory to the common good and to public happiness."

In the Peterson and Seligman (2004) model the classification system for positive aspects emphasizes strengths and character called Values in Action (VIA) - Classification of Strengths and Virtues. In this manual the forces were divided into emotional, cognitive, relational, and civic characteristics and into six groups of virtues: wisdom, courage, humanity, justice, temperament, and transcendence. As for the twenty-four signature forces of Seligman's theory, they are considered to be valuable in almost every culture; they are valuable in their own right and not only as a means to other ends; are malleable, the forces and virtues serve us in bad and good times, the difficult moments are an opportunity for the demonstration and discovery of many forces within us.

According to Positive Psychology the studies on happiness highlight the hedonic perspective and the eudaimonic perspective. The Greek word hedonê means "pleasure" and from it comes the term hedonism. This philosophical current defends "Good Life", by the experience of maximizing pleasure and minimizing pain, and happiness as the totality of the hedonic moments experienced by the person (Freire, Zenhas, Tavares, & Iglésias, 2013). Respectively, associated to this concept of hedonia arises in the 70's the concept of subjective well-being, which encompasses a cognitive dimension, satisfaction with life, and an emotional dimension, constituted by positive affection and reduced negative affection. Later, in the 80's, anchored in the eudaimonic perspective, the concept of psychological well-being arises. In general terms, this concept refers to human development in overcoming existential life challenges, contemplating various dimensions of psychological functioning (Freire, Zenhas, Tavares & Iglésias, 2013).

However, Ryff and Keyes (1995) present in their multidimensional model of well-being six components of positive psychological functioning: self-evaluation and self-acceptance, a sense of continuous growth and development as one person (personal growth), belief that life has an objective (meaning) and meaning (meaning of life), quality relations with others (positive relationships with others), adaptive capacity with life and the world around) and sense of self-determination (autonomy).

ADOLESCENCE AND THE PEBEPSI-A PROGRAM

Although there is a compulsory mass education for all until the age of 18 in Portugal, the school can not promote a true equality of opportunities (Mendonça, 2009). The school should be able to diagnose the specificities of each student, such as their pace and obviously endowed with the necessary scientific knowledge (Belo, 2008). Faced with failure to prevent and promote health, researchers and teachers seek to introduce the model of learning socio-emotional skills as a way to reinforce positive development and promote the acquisition of social skills and

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93

emotional intelligence. Until then, the programs that addressed a specific problem prevailed, but it was with the programs of development of socio-emotional competences that are based on theories of emotional intelligence and the promotion of social and emotional competences that the process of sustained promotion of school success begins (Espelage, 2013).

According to Lopes, Galinha and Loureiro (2010) and Dias (2019) it is increasingly necessary to discover strategies that allow self-knowledge and the development of personal and social skills and project-based learning. Young people need to know each other to put themselves in the other's shoes and develop empathy for them. Knowledge is the basis of competence creation (Belo, 2008). Programs that build on social and emotional competencies help children cope more effectively with the challenges of everyday life and thrive in both academic and real life contexts". (Espelage, 2013, p.18) line we argue so that one of the primary objectives of an intervention program is to lead to positive development, promoting positive experiences in order to stimulate confidence and optimism.

Programs based on learning and social and emotional skills help students manage their emotions, acquire skills, empathy, the ability to perceive different perspectives, to become more aware and mainly to make the right decisions, resulting in in the creation of work habits and in the strengthening of student-teacher relations. Schools applying these programs check not only behavioral improvements, but also improvements in the success of their students (Espelage, 2013). It is thus essential to promote and equip young people with skills to deal with the problems they encounter on a daily basis. The studies point to the importance of the elaboration and application of programs that promote this development, which in turn will lead to the desired changes. According to Espelage (2013), the effectiveness of these programs varies according to the country and the context in which it is applied, and the results obtained may be modest or very successful. These successful programs also include situations that allow students to put into practice the social and emotional skills that help them manage conflict.

Thus, intervention programs are needed that, in addition to focusing on providing students with skills in various fields of emotional intelligence such as managing emotions, recognizing their motivations, knowing their own emotions, allowing them to control their decisions, communicate effectively, to have positive thinking, and these will be better accepted than simple disclosure (Gomes, 2010).

We emphasize that programs based on socio-emotional learning offer the school the possibility of minimizing factors associated with school failure by promoting pro-social behaviors and consequently increasing school success since the studies reveal that students who feel emotionally attached to the school are happier and more productive.

The development of socio-emotional competences through programs of development of competences has proven itself as a way forward in several educational areas and for the promotion of school success and associated factors. For Fernandes (2000), emotions should be considered as an important contribution to the teaching and learning process and also include the emotional dimension in the curriculum goal to be achieved by the students. This principle involves rethinking the role of the school.

METHODOLOGY

Aim of the study: To promote protective factors (academic success, self-esteem and motivation). Type of exploratory study, sample of 25 adolescents 3ºCEB (15-16 years, male: 44%, female: 56%) applied PEBEPSI-A (Galinha & Loureiro, 2007) in leisure activities of an institution of the district of Lisbon, with the authorization of the family being the participation of the participants voluntary and anonymous.

The PEBEPSI-A program was developed and operationalized experimentally to develop socio-emotional skills of adolescent students. For a healthy school, well-being must be valued. PEBEPSI-A is based on an emotional intelligence approach where training is understood as a condition of competence development where integrated and integrated socio-educational interventions can contribute to gains in education and health.

The PEBEPSI-A (Galinha & Loureiro, 2007; Galinha, Dias, Haydée-Viegas, Cavadas, 2016) contains in its pedagogical construction and in a specific cut the modules: Self-Concept (s); Self esteem; Intrapersonal Well-

94

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INFAD Revista de Psicología, Nº2, Monográfico 1, 2019. ISSN: 0214-9877. pp:91-98

Being, Interpersonal Welfare, Self-Regulation; Optimism; Motivation; Academic Success; Self-Efficiency; Social Support, axes of cognition and affectivity. PEBEPSI-A aims to promote quality of life and success in the learning of adolescents by stimulating the reflection and change of attitudes necessary for the acquisition and optimization of personal and relational skills.

Ethical principles and evaluation (self-assessment, internal evaluation and external evaluation). In a characterization, at the end of the PEBEPSI-A application the participants should be able to: 1. Identify the areas of self-concept (s); 2. To value the areas in which they are best perceived in order to increase global self-esteem; 3. Deal assertively with emotions; 4. Collaborate in the tasks of a group, in a dynamic participation; 5. Maintain tranquility in more stressful situations; 6. Seek to achieve the goals for the future life with optimism. 7. Be interested in the elaboration of tasks; 8. To continue the studies according to the objective of life and career; 9. Strengthen self-confidence and 10: Recognize meaningful social supports.

RESULTS

With the application of sessions 2, 7 and 8 of PEBEPSI-A, we observed the increase in students' grades from 1st to 2nd grade through participation and capacity indicators in the individual resolution of written exercises (academic success) as well as the level of motivation for learning and valuing himself and his abilities 25 adolescents 3ºCEB (15-16 years male: 44%, female: 56%). We verified that all 25 subjects of the sample value after the session 2 the areas in which they are better perceived in the sense of increasing the global self-esteem. We verified after session 7 that the subjects elaborate the tasks with more motivation. Lastly, with the application of session 8 we verified the increase of grades of 8/11 students boys and 12/14 girls students.

With the option of an internal and external evaluation in on-going and ex-post moments, we intend to improve the effectiveness of the developed program and to highlight the positive evaluation by the stakeholders and reiterate the need to develop a theoretical and methodological body of knowledge about the evaluation. We observe a high level of satisfaction. This analysis was subject to a panel of 3 judges and there was a coincidence in the classification of 32 context units of the 38 distinguished, which is equivalent to 84.21% according to the judges - Bellack Index. The calculation was made comparing the categorization of each of the 3 judges. In the units where there was no agreement between judges we proceeded to interpret in the sense of agreement.

DISCUSSION AND CONCLUSION

We observed an increase in students' grades from 1st to 2nd grade through participation and capacity indicators in the individual resolution of written exercises (academic success) as well as the level of motivation for learning and valuing oneself and their abilities. Studies that have been carried out (Tagarro & Galinha, 2016; Galinha & São-João, 2019) also point to the need to evaluate young people's self-esteem and motivation for academic success.

We conclude through this study that the commitment to maximize the protection factors should be part of the interventions in this age group (Glees, Pedro, 2003).

The value that positive psychological well-being assumes for the education and healthy life of the subjects as well as the development of competences in Education and in a sustainable society (Freire, Zenhas, Tavares & Iglésias, 2013, GENE, 2014, OECD, 2019, UN , 2014) should focus on mental health intervention (Branco, 2016, Bronfennbrenner, 1979, DGE, 2010, DGE, 2013, DGE, 2018 and DGS, 2017). Non-formal intervention may constitute a favorable context for attaining human development goals (Caride-Gomez, 2018).

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