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**PEDAGOGICAL FUNDAMENTALS
OF BUILDING SELF-EFFICACY
IN ADULT FAMILY MEMBERS**

531.01 – General Theory of Education

**ABSTRACT
of the PhD thesis in education sciences**

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The abstract of the paper and the PhD thesis is available on the website of “Ion Creanga” State Pedagogical University in Chisinau (www.upsc.md) and on the website of the National Agency for Quality Assurance in Education and Research (www.cnaa.md)

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CONCEPTUAL ASPECTS OF THE RESEARCH

Relevance of the research topic and importance of the approached problem. Family has a strategic, tactical and instrumental role in the psychosocial maturation of the child, in shaping his/her conception of the world and of him/herself. The influence of parents on the child is beneficial provided they are competent and efficient in family management and children's education. The concept of *self-efficacy* is the basis of the *Theory of Social Learning*, developed by Albert Bandura. According to this theory, social learning and experience are the key factors of personality development [3]. The person's representations of him/herself (body, reason, skills, character traits, etc.), the person's subjective attitude towards him/herself, the actions and reactions that the individual considers to be the expression of his/her personality, in the researcher's opinion, shape the *concept of him/herself*, which is essential in assessing existential situations and adopting effective behaviour. The feeling of self-efficacy can be defined as an anticipation of positive results in actions taken due to knowledge and skills. People's reflection on skills, abilities, effort, motivation, about performance analysis is related to self-efficacy [Ibidem]. In terms of pedagogy, self-efficacy implies successful performance of an activity that depends, to a large extent, on certain pedagogical resources, including social factors. Human existence is determined by the unity and interaction of biological, educational and social factors, while the latter are fundamental ones. Psychological and sociological theories [17; 26; 44 etc.] approach the individual in the context of the society, and the family is its key and the basic element in building and developing the personality. Researchers in the field of both pedagogy [2; 7; 8; 9 etc.] and anthropology [14; 24 etc.] note that family is the core of society, and the value system of the family decisively influences the individual, stimulating or distorting his/her development. Namely, this institution determines and gears all efforts of the individual, offers meaning, decides, designs his/her future. Family offers children valuable experiences that influence their perception and building of self-efficacy. Unfortunately, parental behaviour, family events are often detrimental and traumatic. The aspect concerned made us to address in our research the problem of self-efficacy of adults in the family.

The research was also driven by the awareness of the fact that social, economic and cultural changes en tailed a series of transformations of the family both positive (democratization of family relationships) and negative (adults leaving to work abroad, declining birth rates, child abandonment, rising rates of divorces, disintegrated families, etc.) ones, which entail many difficulties related to the self-efficacy of family members, parents. Obviously, self-efficacy of adults in their functions as spouses and parents is closely related to their general culture, intelligence, skill and self-efficacy.

The harmful effects are also caused by many tacky TV programs, which devalue love, emphasizing mercantilism, sex, etc.; the lack of skills to properly select information, the moral crisis, which does not contribute to attaching the young generation to the sustainable values of humanity. Therefore, we note the decisive role of the healthy family environment and of the educational practices focused on building self-efficacy of the individual. Parents have always been blamed by teachers and even by their children for mistakes made in family education and for the damage caused to themselves and society by harmful, immoral actions of children. Deviant behaviours, alcohol addiction, drugs, gambling, etc. or development of a nihilistic attitude are blamed on parents' skills. Often teachers, school managers and other authorities of different levels accuse parents of shortcomings in education and upbringing of the young generation. Of course, a lot depends on the family, but it should be supported by the state, special education and training policies for families in general and for parents in particular should be systematically thought out, developed and implemented. Thus, the National Strategy and the National Plan for the implementation of the *Intersectoral Strategy for the Development of Parent Abilities and Skills 2016-2022* supplement and strengthen the efforts of educational institutions (kindergartens, school, high school, etc.) on parental education.

Examining the potential of the family from this perspective, and approaching the parental skills through guidance towards self-knowledge, efficacy of self-identification and self-improvement, we find that the educational action of parents within the family requires a redefinition and pedagogical substantiation for the following reasons:

- socio-economic transformations in the world and in our country, democratization of social relations cause rapid changes in the consciousness and conduct of family members;
- the traditional patriarchal society gives way to a society focused on mobility, activism, competition, self-development throughout life;
- a good management of one's own resources and strengthening of family management are required, which would ensure enhanced self-efficacy of adults, quality increase of the life satisfaction and optimization of the growth-education of the child;
- there is a perceived need for pedagogical substantiation of the praxiology of building self-efficacy in adult family members.

Description of the situation covered by the research and identification of the research problem. Self-efficacy, as a cognitive-emotional factor in achieving one's performance, was investigated by A. Bandura [3], P. Iluț [23], I. Neacșu [28], A. Maslow [27], D. Sălăvăstru [41], A. Gavreliuc [18], T. Bradberry [4], B. Леви [48]. Some aspects of the building of *maternal and paternal settings* as well as the ways we can get rid of the negative impact of these

settings that undermine the efficacy of adults, have been addressed in the works of the researchers: V. Kast [26], K. Horney [22], A. Schutzenberger [43], A. Курпатов [47]. Valuable ideas on the importance of emotional intelligence as a factor influencing parental efficacy, the level of self-knowledge, self-control, social awareness and family relationship management coupled with adaptation to social change have been found in the investigations of these researchers: D. Goleman, A. McKee, R. Boyatzis [19], D. Sălăvăștru [41], J. Salome [40], R. Davidson [13], P. Ekman [16], N. Gueguen [21], M. Cojocaru-Borozan [5]. A series of praxiological strategies for establishing and maintaining effective parent-child relationships, coupled by forms and methods of developing parental skills are covered in the works of the researchers: T. Gordon [20], Z. Ziglar [46], Larisa Cuznețov [9; 10; 11]. Parental influence in shaping the child's personality, family counselling by exploring existential issues and problems of the person, as well as various aspects of the building of self-efficacy in adults have been thoroughly investigated and addressed in the works of the researchers: Larisa Cuznețov [10; 11], J. Salome [40], M. Segalen [44], R. Norwood [29], В. Леви [48], etc. Various methods of pedagogical and psychological counselling, the types of integrative therapies focused on strengthening the self-efficacy of family members are found in the works of the researchers: I. Yalom [45], L. Schmitt [42], J. Salome [40], I. Dafinoiu [12], I.A. Dumitru [15], Larisa Cuznețov [10; 11], I. Neacșu [28], K. Horney [22].

The identified and described situation outlines **the research problem** that lies in the need to determine and develop the pedagogical foundations of the building of self-efficacy in adult family members.

The **purpose of the research** is to conceptualize, determine, elaborate and validate the pedagogical foundations of the building of self-efficacy in adult family members as parents through psycho-pedagogical counselling.

The **hypothesis of the research**. Self-efficacy of adult family members will increase the family adaptability, cohesion, relationship and education of children, if the pedagogical foundations of the building of self-efficacy in adult family members, addressed in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, are investigated, developed and validated.

The **objectives of the research**:

1. Examination and epistemological interpretation of the evolution of the concept and phenomenon of *self-efficacy*.
2. Determination of the components and defining features of self-efficacy.
3. Identification of the psycho-pedagogical conditions for the building and promotion of SE in adults in the family.
4. Establishment of the criteria and indicators of SE in adult family members.
5. Elaboration of the theoretical and application foundations and their structuring in the *Pedagogical Model of the Building of SE in Adult Family Members*.

6. Elaboration of the *Family Counselling Programme focused on the building of SE in adults*.
7. Experimentation and validation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The **epistemological benchmarks** are presented by a series of theories, concepts and ideas in the field of pedagogy, psychology, sociology of education, philosophy of education and communication sciences. In particular, the concept of *self-efficacy* (A. Bandura); *Theory of social learning* (A. Bandura); family approach, parenting skills; principles and criteria for streamlining education in and for the family (Larisa Cuznetov, T. Gordon, Z. Ziglar, A. Adler, I. Mitrofan); technologies for stimulating emotional intelligence (D. Goleman); the spiral of change of the person in psycho-pedagogical counselling (I. Al. Dumitru); elements of integrative therapy (I. Dafinoiu, I. Yalom, L. Schmitt) and the model of comprehensive ontological counselling of the family (Larisa Cuznetov) served as theoretical benchmarks of the research. Likewise, the research was based on certain positions, theses and articles of some regulatory documents such as: *Education Code of the Republic of Moldova* [53]; *Family Code of the Republic of Moldova* [52]; *Convention on the Rights of the Child* [54]; *National Strategy and National Plan for the Implementation of the Intersectoral Strategy for the Development of Parent Abilities and Skills 2016-2022* [51] etc.

The **research methodology** consisted in:

- *theoretical methods*: analysis and synthesis, comparison, systematization, prediction, generalization and interpretation;
- *experimental methods*: pedagogical experiment, questioning, interview;
- *methods of statistical analysis and data processing*, including graphical representation of research results.

The **novelty and scientific originality of the investigation** consists in offering the possibility of awareness and creative use, from a pedagogical point of view, of the *Self-Efficacy Theory* (A. Bandura) and of developing the pedagogical foundations of the building of self-efficacy in adult family members; examining and describing the evolution of the concept of *self-efficacy*; determining the defining features of SE in the context of family life and children's education; identifying the psycho-pedagogical conditions for the building and promotion of SE within the family; elaboration and scientific substantiation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The **theoretical significance of the research** is supported by the analysis of the evolution of the concept of *self-efficacy*, determination of the defining aspects and components of self-efficacy of adults within the family; identification of the fields of reference for the building of parental skills of social, personal and family type; conceptualization and theoretical substantiation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The **applicative value of the work** lies in the elaboration and validation of the pedagogical foundations of the building of self-efficacy, structured in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, which can be used in the practice of parents' education. Development and validation of the *Parental Counselling Programme for the Development of SE* and of the *Mechanism of Interaction of Functions, their Perspectives, Family Goals and Psycho-Pedagogical conditions for the Building of SE in Adults* contribute to the completion of training practices and ongoing education of family/parents.

The **implementation of the scientific results** was carried out within the pedagogical experiment by applying the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* and by implementing family counselling strategies. The activities were carried out with the parents of pupils enrolled in primary education from *N. Sulac* Theoretical High School with Arts Profile from Chisinau.

Approval of the research results. The research results were approved at the meetings of the Department of *Education and Management Sciences* of 'Ion Creanga' State Pedagogical University in Chisinau and at the meetings with parents from 'N. Sulac' Theoretical High School with Arts Profile in Chisinau municipality. The basic research ideas and the research results obtained within the pedagogical experiment were addressed and presented through communications at national and international conferences, seminars, trainings held at 'N. Sulac' Theoretical High School with Arts Profile in Chisinau, at methodical meetings with teachers and school managers of Centru sector, Chisinau municipality.

Publications of the topic of the thesis. The research carried out is part of the research directions of the country and of the Department of *Education and Management Sciences* of 'Ion Creanga' State Pedagogical University in Chisinau. The conceptual and praxiological benchmarks regarding the building of self-efficacy in adult family members were covered in the 11 scientific publications.

Volume and structure of the thesis. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography, 12 annexes. In total, it contains 123 pages of basic text, 20 figures and 5 tables.

Keywords: self-efficacy, family, adult, mother, father, parental skill, pedagogical foundations, counselling, conflicts, psycho-pedagogical conditions, interpersonal relationships.

CONTENT OF THE THESIS

In the **Introduction**, the importance of the pedagogical substantiation of the building of self-efficacy in adult family members is argued. The situation in the field of research is described. The hypothesis and the objectives of the research are formulated. The introduction contains a review of conceptual benchmarks and research methods.

Chapter 1, **Epistemological benchmarks of self-efficacy in adult family members**, contains the conceptual delimitations, the historical excursion of the concept of *self-efficacy*, the theoretical application approaches of self-efficacy and the specifics of its manifestation in adults within the family. Based on the study of a series of papers of researchers in the field of education and psychological sciences: A. Bandura [3], A. Maslow [27], K. Homey [22], M. Segalen [44], Larisa Cuzneţov [9; 10; 11], P. Iluţ [23], D. Goleman [19], M. Чиксент-михайй [50], it was found out that self-efficacy can be defined as a complex action of anticipating positive results in actions taken due to the knowledge and skills of the individual. The epistemological study enabled us to conclude that there is a connection between self-efficacy and communication, a positive relationship with peers, as well as an increase in the social behavioural standard. The analysis of psychological, socio-psychological and pedagogical factors, based on the works of the researchers A. Bandura [3], K. Horney [22], V. Kast [26], A. Курпатов [47] ensured the determination of the SE resources (personal experience, social experience, findings and appreciations of others, emotions and moods), components and specifics of self-efficacy of adults in the family. To specify the essence of the concept of self-efficacy, the definitions, the preconditions for the building of self-efficacy, its components were analyzed. The synthesis of the analytical approach is presented in Figure 1.1. The theoretical study of the concept of self-efficacy enabled us to observe that there are benchmarks, solid, lasting investigations in social psychology and positive psychology, which led us to the idea of developing the pedagogical foundations of the building of self-efficacy in adult family members, because the most significant life experiences are family related ones. Intra-family relationships, their quality, determine the psychological climate in the family and are a fairly fluctuating factor. A positive relationship within the family ensures the increase of own resources, the settlement of internal conflicts, thus enhancing self-efficacy and self-image of each family member.

The study of the history, genesis, philosophical, psychological, pedagogical, sociological and theoretical approaches of the concept of self-efficacy, in the family context, offered the possibility to deepen this concept, to develop its scheme and to formulate its own definition of self-efficacy of adults in the family. **In our opinion, self-efficacy of adult family members is their ability to plan, achieve, monitor and maintain the overall well-being of the family, including to anticipate and/or solve possible difficulties, which undermine functionality, cohesion and adaptability of the family.** Family, as an educational factor, in essence, prepares the ground for the building of self-efficacy in children, based on: a) *personal skill*: self-awareness, optimal development and self-management of one's own resources, and b) *social skill*: social awareness, collaboration and cooperation in managing relationships and solving existential difficulties.

Summarizing the theoretical study and essentializing the epistemological investigation, we can conclude that self-efficacy of adult family members consists in the ability to adopt a proactive position and to establish a relationship between the result and the possibility of achieving this result, with obvious positive impact. In conclusion, the theoretical study enabled **defining the problem, the main scientific results obtained by the research, which consist in elaborating the (theoretical and praxiological) pedagogical foundations for the building of self-efficacy in adult family members, which led to strengthened parental skills, better quality of education, enhanced communication and relationships, and contributed to optimizing family management functions and increasing family adaptability.**

Chapter 2, **Psycho-pedagogical conditions for building and promoting self-efficacy of adults in the family**, presents the conditions for the development and functioning of the family, as well as family relationships in the context of self-efficacy of adults. At present, the *National Intersectoral Strategy for the Development of Parental Abilities and Skills 2016-2022*[51], which complements and strengthens the efforts of educational institutions (kindergartens, school, high school, etc.) on parent's education, has been developed and is being successfully implemented in the Republic of Moldova.

We can say that the family institution is gradually adapting to the inherent changes in society. Now, the family is built on a much more mature relationship with a chosen, rather than an imposed partner, it is approached and valued as a resource for self-actualization and self-fulfilment of people who have decided to build a harmonious family, helps to provide quality education of children.

The preliminary investigation, which we conducted in order to establish whether young people are aware of the self-efficacy of adults who want a harmonious family, enabled us to diagnose the following:

- 88%/180 respondents out of 210 reported that adults in the family should be quite competent in two positions: as a husband-partner and as a parent.
- 67.6%/142 subjects said that it would be good to study a special subject in the educational institution – high school and university – about the creation and maintenance of a happy family.
- Another part of the respondents, 53%/111 respondents, are aware that the family of origin matters a lot for young family members. This serves as an example/pattern of behaviour for them.
- 63%/132 respondents would like a family like theirs, i.e. they said that they have something valuable to take over from their family of origin.
- 32%/68 respondents consider that if young people get married being aged 25-30, they will be much more prepared both psychologically and economically for the family life.
- 82.4%/173 respondents choose to search for and read useful information to build beautiful relationships within the family.

Conversations with young people about the efficacy of adult family members were reduced to the role of parents, rather than spouses (88%). The theoretical studies and the preliminary investigation carried out helped us to establish the aspects/areas that need to be known and are necessary to improve the efficacy of adult family members, regardless of how old they are (young, average age, old). Therefore, in order to be an efficient family member, the conjugal partners are required:

- to know the family functions and the criteria for sharing family responsibilities;
- to know the particularities and crises of age and family life;
- to have skills of non-conflictual communication and relationship;
- to know the strategies and methods of children's education;
- to be open to new, learning and self-improvement;
- to be focused on the observance of moral and ethical rules;
- to know him/herself and his/her partner well;
- to be able to make a lasting effort in supporting the family.

Therefore, the establishment, development and optimal functioning of the family depends on the psychophysical and social maturity of partners, the desire and aspiration to build and maintain a harmonious and happy family, decent economic conditions, which shall exist from the very beginning and, of course, personal and social skills, the ability to perform optimal family functions.

A harmonious family is characterized by the creation of favorable conditions for the personal development of each of its members. Such family shows openness, its foundation is a positive affective climate, which enables a constant and effective contact between children and parents, between husband and wife. Awareness of the obligations of roles and responsibilities in the conjugal couple contributes to building a positive psychological climate, ensures the mental and physical health of partners and stability of the family. Most specialists of family psychology and pedagogy [6; 8; 9; 11; 44] define three important family roles: *the conjugal role*, *the parental role*, *the fraternal role*. Family roles shall be known and clear to each individual who wants to develop his/herself-efficacy as an adult family member. Fulfilling the **conjugal role** supposes self-knowledge and knowledge of the other, meeting the needs of the partner, providing support in fulfilling family functions, ensuring the harmonious functioning of the couple. The fulfilment of the **parental role** is related to the parental skill and aims at upbringing and educating children. **Fraternal role** means behaviours related to the development of feelings of solidarity, collaboration, cooperation, management of rivalry between equals. Obviously, exaggerations and/or minimizations in fulfilling these roles are extremes that should be avoided, because they have negative consequences in manifesting self-efficacy within the family.

Based on the analysis of theoretical benchmarks, family functions, mechanisms and parameters, including, starting from establishing the specifics of family relationships, the skills needed to build SE (self-efficacy) in adult family members, we determined personal and social skills of parents. Personal and social skills enabled deducting the family ones. The skills are formed gradually, being practiced from childhood, adolescence; they diversify and strengthen in young and adult life. To systematize and clearly structure the *conditions of building and strengthening of SE* in adult family members and make a synthesis of the theoretical study and the preliminary experiment, we decided to develop the *Mechanism of interaction of functions, perspectives, family goals and psycho-pedagogical conditions of the building of SE in adults* (Figure 2.2). Of course, this mechanism is not a simple illustration of the above-mentioned conditions, but, in fact, an operational and indicative pedagogical tool to guide the family in understanding and creating the interaction of family functions, perspectives and goals, including the correlation with the set of psycho-pedagogical conditions of the building of SE in adults. The psycho-pedagogical conditions for the building and strengthening of SE in adult family members are the core elements of the mechanism concerned (Figure 2.2). Knowing and respecting them determines the functionality of the whole construction.

The study of the conditions for the establishment, development and functioning of the family enabled us to establish the reference areas of self-efficacy of adults within the family. The family is a social group that offers its members favourable conditions for development. The changes in society have caused family transformations, which at present are based on an assumed relationship, rather than on an imposed one, as the family is approached as a resource of self-actualization. Family is a living system and subject to the laws of development, and crises are inherent and require proper management to guide the family towards a new level. Theoretical studies and preliminary experimental investigation, performed among an independent group of young people (210 subjects), enabled:

- determining, describing and interpreting marriage indicators; the specifics of the functions, subsystems and parameters of the family; delimitation of family types in correlation with the analysis and specification of the stages of family life, of crises, their content and strategies for overcoming them.
- establishing the particularities and features of communication and relationship within the family in the dyads of husband-wife and parents-children;
- determining and analyzing the functionality and efficacy of children's communication, relationship and education styles within the family helped us to highlight the role of both parents, mother and father, the specifics, efficacy and quality of mother-son, father-son; mother-daughter and father-daughter relationships;

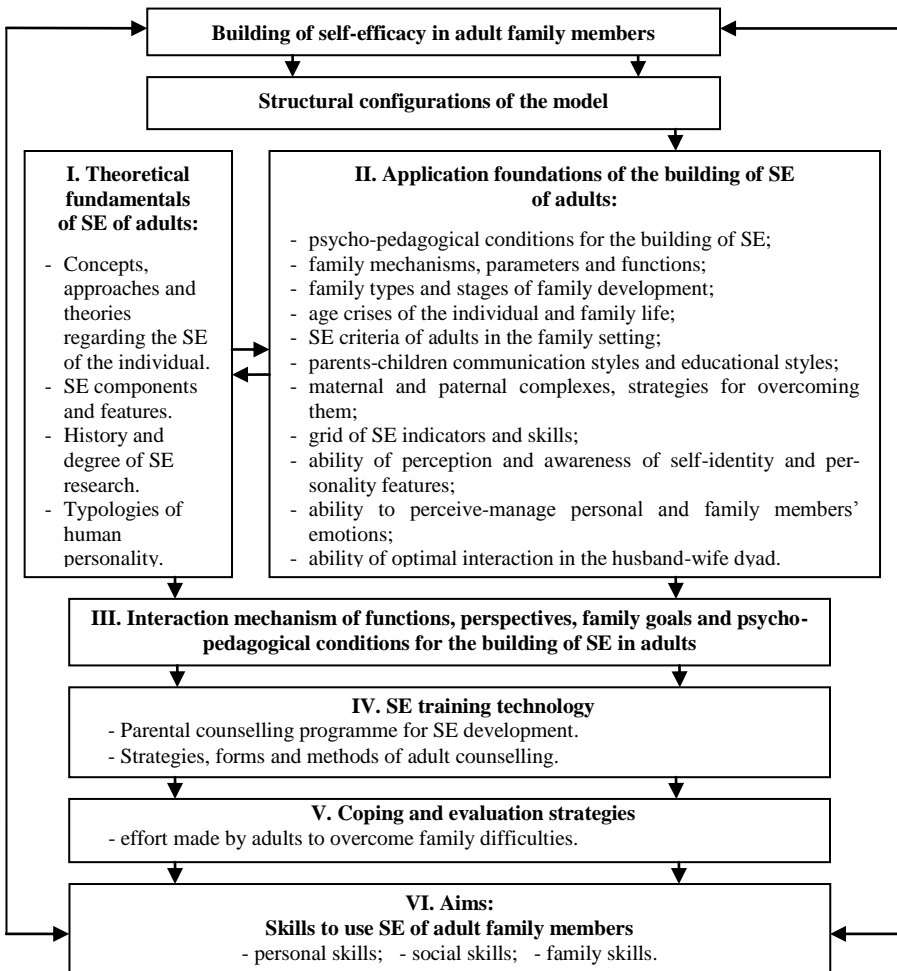


Figure 2.2. Interaction mechanism of functions, perspectives, family goals and psycho-pedagogical conditions for the building of SE in adults

- identification, determination of internal and external factors, specifics of self-efficacy skills contributed to the establishment and formulation of conditions for the building of self-efficacy in adults within the family;
- explaining the essence of mathematical complexes and paternal complexes, proving their influence on children's education and the possibility to overcome them by means of counselling based on the exploration of fairy tales and stories.

The description of parental skills and modelling impact of the parent-child relationship enabled determining the *blockages in manifesting self-efficacy of adult* and contributed to establishing and identifying the essence of effective parent-child relationship, focused on dialogue, active listening, ethical messages and negotiation for settlement of conflicts, which is an essential condition for effective parenting.

The chapter was ended with the development of the ***Grid of criteria and indicators of self-efficacy of adults in the family*** (Table 2.3), which lists its reference areas by specifying 6 criteria (PDPP – perception and definition of peculiarities of personality; PDMOE – perception, definition and management of own emotions, AMEFB – adoption and management of effective family behaviour, AMPFI – adoption and management of positive family interaction, DMSDSEA– development and management of strategies for the development of self-efficacy of adults, DESC – development of self-efficacy in children) and 24 indicators of self-efficacy of family adults. It will serve as an investigation tool at the ascertaining and verification stages of the pedagogical experiment.

Table 2.3. Grid of SE indicators and descriptors of adult skills

No.	Indicators of self-efficacy of adults	Description of skills to use self-efficacy
1	2	3
I. PDPP	<p><i>The adult shows:</i></p> <ul style="list-style-type: none"> • abilities to perceive self-identity; • abilities to perceive and understand self-image; • abilities to perceive and understand personality features; • self-confidence. 	<p><i>The adult is able to:</i></p> <ol style="list-style-type: none"> 1) identify the components of self-identity 2) present the components of self-image; 3) shortly characterize key personality traits; 4) describe/characterize the manifestation of self-confidence.
II. PDMOE	<ul style="list-style-type: none"> • abilities to perceive and understand self-image; • abilities to perceive and understand emotions of family members; • skills to manage his/her own emotions; • skills to manage family members' emotions. 	<ol style="list-style-type: none"> 5) name the most frequently experienced emotions; 6) name the emotions most frequently experienced by members of his/her family; 7) explain how he/she manages his/her own (negative) emotions; 8) explain how he/she manages negative emotions of family members.

1	2	3
III. AMEFB	<ul style="list-style-type: none"> • optimistic behaviour, • positive/moral behaviour; • creative behaviour; • initiative and confidence in making decisions. 	9) identify/characterize the optimistic behaviour; 10) describe the positive/moral behaviour; 11) describe creative behaviour; 12) present the manifestation of initiative and confidence in making decisions.
IV. AMPFI	<ul style="list-style-type: none"> • abilities to guide/orient family members towards an optimal collaboration; • abilities to stimulate/motivate family members to have an effective communication and relationship; • skills to manage internal conflicts; • skills to manage interpersonal family conflicts. 	13) develop optimal collaboration strategies with family members; 14) develop strategies to stimulate effective communication and relationships within the family; 15) characterize the ways of managing internal conflicts; 16) characterize the ways of managing interpersonal family conflicts.
V. DMSDSEA	<ul style="list-style-type: none"> • ability to manage his/her own age crises; 	
VI. DESC	<ul style="list-style-type: none"> • abilities to develop and use self-improvement/personal development strategies; • abilities to use his/her own <i>strengths</i>. 	17) develop children's age crises management strategies; 18) develop self-improvement, personal development strategies; 19) propose ways to use his/her own <i>strengths</i> .
	<ul style="list-style-type: none"> • skills to build self-efficacy in children; • abilities of optimal use of educational methods and strategies; • abilities to build responsibility in children; • abilities to guide/train self-education skills in children. 	20) develop a programme for the building of self-efficacy in children; 21) develop strategies, schemes, models of optimal family education; 22) propose ways to build responsibility in children; 23) draw up a (strategic and operational) programme for the building of self-education skills in children.

Chapter 3, **Praxiological coordinate for the building of self-efficacy in family members**, describes the pedagogical experiment whereby the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* was implemented and validated (Figure 3.1), which contains the theoretical-application foundations of this process. Likewise, the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* is presented and its application is explained.

The implementation of the model through adult counselling proved a rather significant increase in the level of self-efficacy of the investigated subjects, facilitating the evolutionary changes in the attitude and behaviour of parents and children who directly benefited from the optimization of parental skills.

The **finding experiment** was carried out in accordance with the theoretical benchmarks analyzed and interpreted in the previous chapters and included a group of 110 subjects, parents/mothers/fathers of students from the PIN. *Sulac* Theoretical High School with Arts Profile from Chisinau municipality. The group was investigated by the *before and after method* technique, because it not only ensures the accurate determination of the degree of final increase in the self-efficacy level, but also enables us to organize sequential investigations in order to observe gradual changes and monitor the correctness of our intermediate actions/during the formation of the subjects. The *questionnaire of opinions on the self-efficacy of adults* and the application test questionnaire for adults *Self-efficacy within the family* served as a research tool for the experimental group. Following the application of the questionnaires, the representations and skills of the subjects about the self-efficacy of adult family members were identified.

The analysis of the answers made us to conclude that we are representatives of a collectivist culture. The influence of the type of culture, in which the person socializes, is felt in the adoption of the values inherited and transmitted from generation to generation. We certainly do not see anything negative in this situation, but it would be desirable for contemporary families to attach to other values, such as: democracy – respect for human rights, children, gender equality, tolerance, self-esteem, adequate sharing of responsibilities, gratitude, healthy lifestyle, etc.

The **experiment of training** was aimed at implementing and validating the theoretical and application aspects of SE of adults, structured in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* (Figure 3.1). They were addressed in the *Parental Counselling Programme for the Development of Self-Efficacy*, the Experiment itself, i.e. the building-evaluation approach of the building of self-efficacy in adults in the family took place during a year and a half (16 months) of studies of a group of parents of pupils of grades III and IV (4 classes).

The activities carried out were organized in various forms: *information sessions-workshops, training/exercising sessions-workshops, round tables, workshops, practical conferences, etc.* The basic methods used during the experiment are: observation, conversation, portfolio, analysis and synthesis, case study, metaphor, modelling, exercise, interpretation, re-signification, explanation, demonstration, PPT presentation, summarizing and development of new behavioural strategies and scenarios.

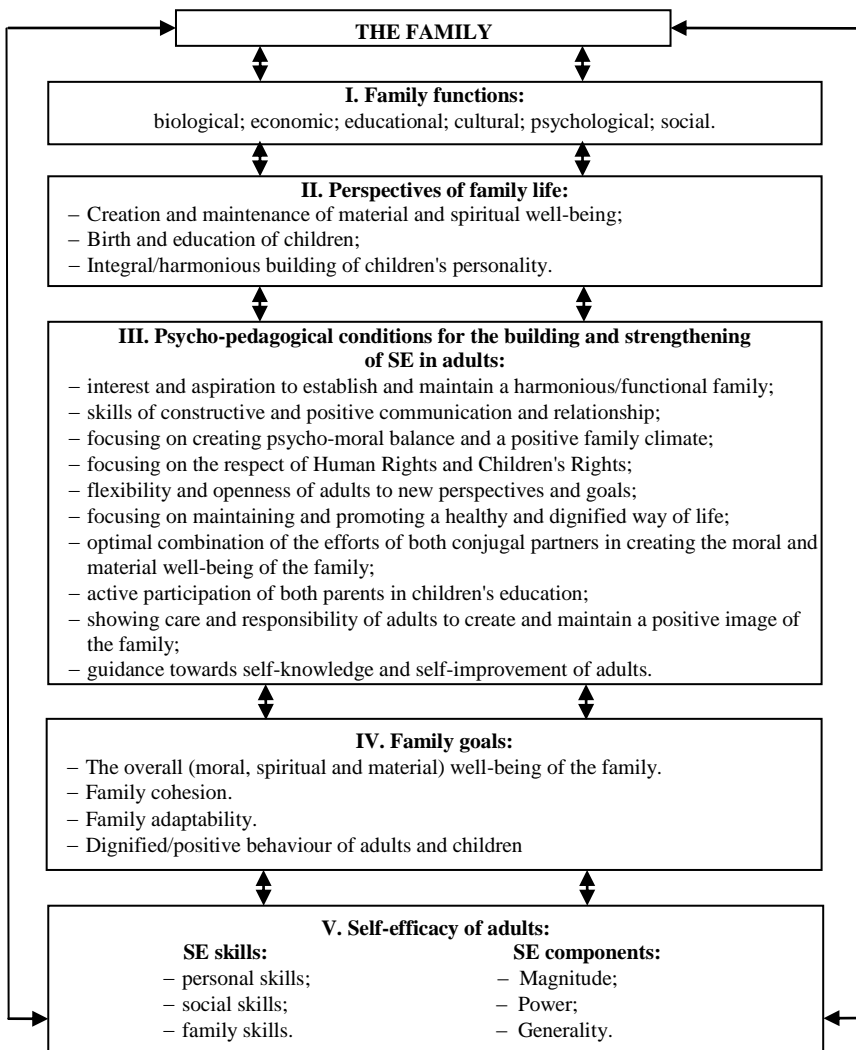


Figure 3.1. Pedagogical Model of Building Self-Efficacy in Adult Family Members

First, we will address the metamorphoses obtained at the level of SE skills of adults (24 positions) by simply evaluating the fulfilment of tasks-applications. We decided at the first investigation not to delimit several levels, so as not to confuse adults, but to analyze how many parents coped with the task (well and very well) and how many of them failed or obtained a vague

result in fulfilling the task; and the second investigation covered the 6 indicators, we accepted a scale with four positions by scoring. Therefore, at the first indicator, **PDPP** and the concrete study of parental skills, after the experiment of training, we obtained a rather optimistic result (Figure 3.2).

Indicator I – PDPP

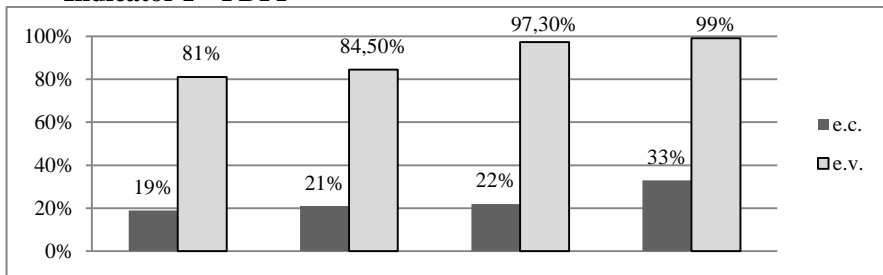


Figure 3.2. Skills related to defining personality features

Indicator II – PDMOE

If at the beginning, upon the finding, the parents showed insufficient, approximate knowledge and skills, especially when defining the components of self-identity (19%), self-image (21%), they were almost unable to characterize personality traits (22%) and describe the manifestation of self-confidence (33%), then after the counselling sessions we noticed that the situation changed considerably. Therefore, we consider it necessary to state that this issue has been worked on more difficult and much. It was quite difficult (32 adults) for some parents to understand the structure and personality traits. The situation changed when we provided them with posters and materials with this information arranged in an essential and short way. We further present the results for the other indicators (Figures 3.3, 3.4, 3.5, 3.6 and 3.7).

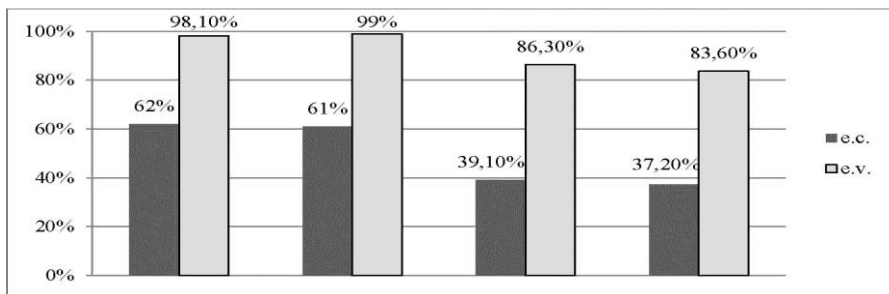


Figure 3.3. Skills related to the perception, definition and management of his/her own emotions

The graphic representation in Figure 3.3 shows that in this regard the adults did quite well with making findings. Of course, after the counselling sessions, the situation improved even more. During the activities, the parents were active and explained what emotions they were experiencing and how they were trying to manage them. Much has been done to manage *anger, rage* and *resentment*. Special situations have been modelled to teach adults how to overcome and even get rid of them.

As for the **indicator III –AMEFB**, we obtained the following table (Figure 3.4).

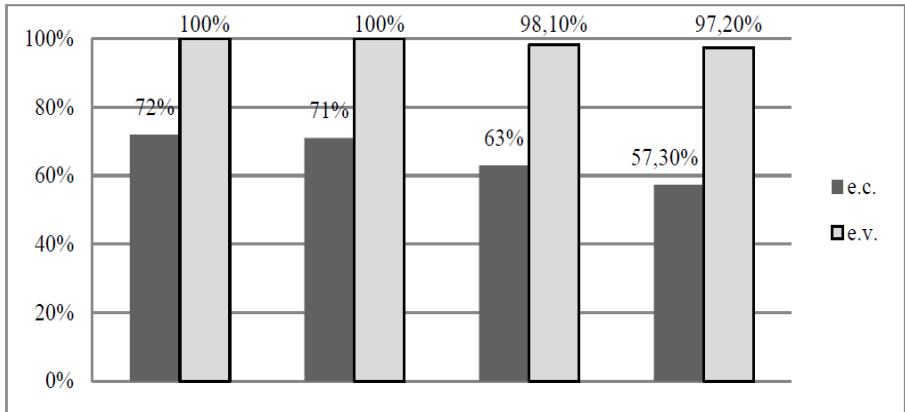


Figure 3.4. Skills related to the adoption and management of effective family behaviour

Studying the histogram above, we can easily see that families, i.e. middle-aged adults (aged over 35 years), do quite well with the issue concerned. They were able to explain, even when findings were made, what optimistic behaviour consists of (72%), positive/moral behaviour (71%), creative behaviour (63%) and how initiative, confidence manifests itself in making decisions (57.3%). This is especially noteworthy, because it speaks about a certain attitude, responsibility and desire to change. Obviously, after the counselling sessions, the situation improved a lot.

Indicator IV – AMPFI

The adults listened with great interest to the information about the management of communication and family relationships, and actively participated in practicing new models, in developing strategies for optimal collaboration within the family, establishing positive relationships and managing interpersonal conflicts.

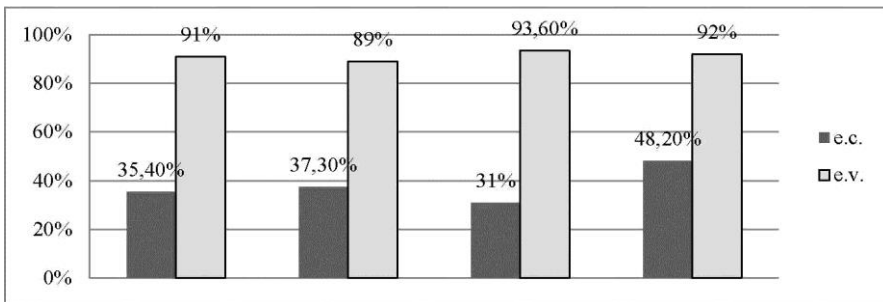


Figure 3.5. Skills related to the adoption and management of positive family interaction

As can be seen in the histogram above, the most difficult aspect for adults is related to the perception, understanding and management of internal/intra-psychic conflicts (31% – when findings were made). After the training, the parents learned the specifics, characteristics and techniques of managing internal conflicts. From our conversations with the investigated subjects, we established their causes and we worked on the key to use *coping* strategies. Common causes of internal conflicts include: difficulties at work, communication-relationship difficulties with the spouse, age crises, poor economic situation of the family, problems in children's education, difficulties with relatives (on both sides). We arranged the causes of the conflicts in the order of their detection and we carried out counselling activities in focus groups, formed according to the specifics of the conflict. Obviously, for this indicator, different causes will appear and manifest themselves during life. In this regard, we involved adults in establishing and annihilating or even removing the causes that arise. The following indicator, i.e. **indicator V**, is closely related to **indicator IV**.

Indicator V – DMSDSEA

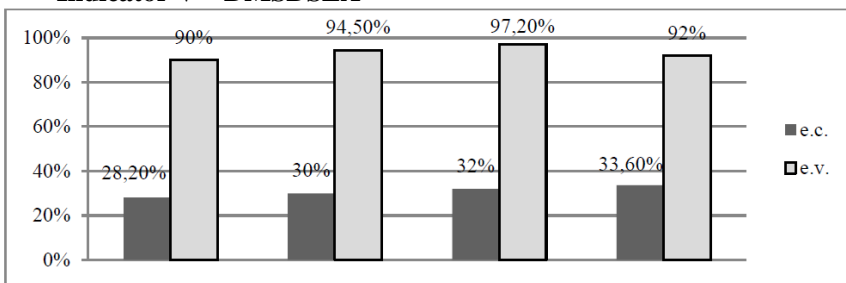


Figure 3.6. Skills related to the elaboration and management of strategies for development of self-efficacy in adults

Indicator V and its skills were worked on practically; all parents participated in this practice. SE development strategies were developed only after we developed the *Sheet of Adult SE Development Skills*. The gap obtained from making findings and after the training clearly shows that the adults were very motivated to improve themselves, which once again proves their interested and open attitude towards knowledge.

The last **indicator, VI - DESC**, is a decisive one in changing children's behaviour. Here we worked with parents and involved pupils/students in counselling activities focused on self-education (4 sessions with pupils). Of course we worked harder, but we were happy with the results.

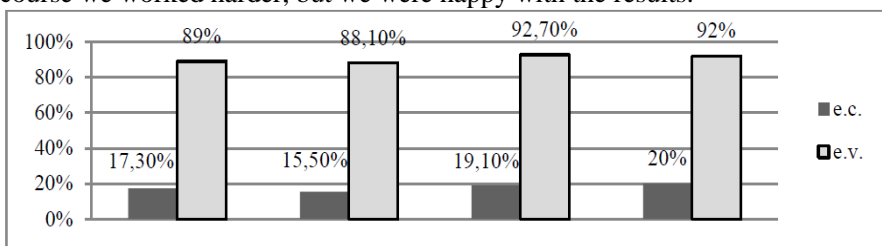


Figure 3.7. Skills related to the development of self-efficacy in children

To summarize, we can state the following:

- The implementation of the model developed in accordance with the *Mechanism of interaction of functions, perspectives, family goals and psycho-pedagogical conditions of the building of SE in adults* within psycho-pedagogical counselling has led to strengthening SE skills, improving family education strategies and managing communication and relationships in within the family.
- The results of the verification experiment showed a significant increase in the level of self-efficacy of the subjects involved, also facilitated the evolutionary changes in the attitude and behaviour of parents and children who directly benefited from the optimization of parental skills. Thus, the analysis and interpretation of the obtained results enabled the validation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* and confirmed its functionality, which is the purpose of our research.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The family has a decisive role in shaping the child's personality. The positive relationship within the family enables using all types of resources of its members and contributes to enhancing the self-efficacy of both adults and children. The process of globalization, migration and high mobility of people, socio-economic transformations in our country create changes in the family

structure, and traditional society gives way to post-modern one focused on competition, activism, creativity, self-development, efficacy and self-worth in various fields. The efficacy of adults is reflected in showing an adaptive and creative behaviour, which can guide the family to a new, much more prosperous level. Proceeding from the analysis, specification and interpretation of the theoretical and experiential aspects, and of the results obtained within the pedagogical experiment, their quantitative and qualitative processing, we conclude the followings:

1. The problem of SE investigated from the diachronic perspective enabled to specify the theoretical approaches of self-efficacy, to determine the degree of its research; to follow the appearance and evolution of the concept and the phenomenon concerned in correlation with the analysis, specification and systematization of the information regarding the definitions and presentation of the specifics of SE of adults within the family.
2. The approach of the human personality in terms of psychology, family pedagogy and education theory enabled identifying internal and external factors that contribute to the training of self-efficacy of adults in playing conjugal and parental roles. Description of the parental settings and of the impact of modelling the relationships established between parents and children facilitated the determination of the blockages in manifesting self-efficacy [87; 88; 91].
3. The analysis of epistemological benchmarks made it possible for us to find the specifics of self-efficacy of adults in the family, which consists in the ability to adopt and show a proactive position, to effectively achieve the correlation between the result and the possibility of achieving this result, with a positive impact on all family members. Self-efficacy of adult family members is an anticipation of positive results in the planned and taken actions, based on knowledge and skills. The theoretical study enabled establishing the connection between self-efficacy and positive relationship with peers, which leads to increased social status and family adaptability.
4. The following were analyzed, described and interpreted: marriage indicators, specifics of the functioning of subsystems of the family system, functions, types and patterns of family, parental settings, family life crises, patterns of fathers and mothers, to highlight the particularities of effective family communication and relationship, and the *Grid of SE indicators* and *descriptors of adult skills* were developed.
5. The specification of the SE skills, of the features of family relations led to the development of the *Mechanism of interaction of the functions, perspectives and goals of the family with the psycho-pedagogical conditions for the building of SE in adults*, which served as a guide in developing the *Parental Counselling Programme for the Development of SE*.

6. The pedagogical(theoretical and applied) foundations developed and included in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, addressed through parental counselling, proved to be functional, because they ensured the building of self-efficacy skills, which contributed to improving the quality of communication, relationships and family education of children.
7. The implementation of the *Parental Counselling Programme for the Development of SE* led to the improvement of personal, social and family skills of the parents and created good conditions for educating children in the family [93].
8. The pedagogical experiment showed that it increased the SE of adults, which was observed in training parental skills in terms of positions (24) and indicators (6). Likewise, the quality of family life improved in terms of using the SE skills; the moral climate in the family became better in 25.4% of the families; family cohesion has increased in 31% of the families; management of family conflicts became more effective in 40% of the families; the level of children's education within the family increased, becoming much better in 32% of the investigated subjects and good in 14% of the subjects. The quality of life/general state of moral and spiritual well-being improved in 27% of the families [94; 96].

In conclusion, the analysis of the evolution of the self-efficacy concept, the establishment of the defining aspects of parents' self-efficacy, the identification of reference areas for the building of parental skills led to the development and substantiation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*. The results of the verification experiment showed a significant increase in the level of self-efficacy of the subjects involved in the research, which facilitated the evolutionary changes in the attitude of adults/parents, and of the children who directly benefited from rebalancing their behaviour in positive terms. The analysis and interpretation of the obtained results ensured the validation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, which includes the pedagogical foundations determined, developed and implemented through psycho-pedagogical counselling.

Thus, the research results confirmed the solution of the **important scientific problem** that lies in determining and developing the pedagogical foundations of the building of self-efficacy in adult family members, included in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, implemented in family counselling, which led to SE skills built and improved quality of children's education and family life. The research problem was solved by achieving the following objectives:

- Epistemological examination and interpretation of the evolution of the concept and phenomenon of self-efficacy.

- Determination of the components and defining the features of self-efficacy.
- Identification of the psycho-pedagogical conditions for the training and promotion of SE in adults within the family.
- Setting the SE criteria and indicators of adult family members
- Elaboration of the theoretical and application foundations and their structuring in the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.
- Development of the *Family Counselling Programme focused on the building of SE in adults*.
- Experiencing the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

To summarize, the research in summary can be formulated in the following **recommendations**.

At the macro-structural level:

- Connecting national educational and regulatory policy documents with international documents concerning the need for adult education throughout life to build self-efficacy, especially as parent (building and strengthening of personal, parental, social and family skills).
- Elaboration, at the level of the *Ministry of Education, Culture and Research*, of functional policies, which would oblige the media and educational institutions in the country to initiate and monitor interesting and lasting projects regarding the cultivation of self-efficacy in adults, young people and adults and the elderly;
- Initiation by SEIs of projects for regular, active and attractive popularization of innovations in the field of Education Sciences as a whole and of the building of SE in adult family members, in particular.
- Obliging the media to plan and organize regular and quality radio and TV programs for the family, self-efficacy of parents, children's education.

At the micro-structural level:

- Inclusion of the *Education for self-efficacy* in the list of optional subjects and expanding, deepening it throughout the pre-university and university education, using the perspective of cultivating an effective adult as a family member, professional and citizen.
- Implementing the education for self-efficacy of adults in the family through cross-curricular integration and promoting cross-study of subjects in the psycho-pedagogical module within the initial and continuous training of teachers and psychologists/at Faculties of Pedagogy and Psychology.
- The *Pedagogical Model of Building Self-Efficacy in Adult Family Members*, which includes the pedagogical foundations of this process and the *Parental Counselling Programme for the Development of SE* to be used in the educational activity of educational institutions, which would enable

optimizing family education of children and would contribute to the activation of the school-family partnership.

- Development of a Methodological Guide for teachers and parents – *Building of self-efficacy in adults and children.*
- Development and promotion in schools of the *Agendas for the cultivation of the family SE and improvement of the quality of life*, with the explanation of the conditions for the building and strengthening of self-efficacy focused on improving the quality of life.
- Building of the self-efficacy in parents through counselling activities within the school-family-community educational partnership and in pupils/students through personal development classes.

The research also outlined certain limitations, such as the insufficient and quite passive participation of fathers in the building of SE skills and, of course, their episodic counselling on the issue concerned. At the same time, the research opens new and real perspectives for the in-depth investigation of the building of self-efficacy in adults in the field of improving the quality of family life and of the children in the development of the school career.

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ADNOTARE

Pereu Tatiana

Fundamente pedagogice ale formării eficienței personale la membrii adulți ai familiei

Teză de doctor în științe ale educației, Chișinău, 2020

Volumul și structura tezei. Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie (175 de surse), 11 anexe. În total conține: 123 de pagini text de bază, 20 de figuri și 5 tabele. Rezultatele cercetării au fost publicate în 11 lucrări științifice.

Cuvinte-cheie: eficiență personală, familie, adult, mamă, tată, copil, competență parentală, fundamente pedagogice, consiliere, conflicte, condiții psihopedagogice, relații interpersonale.

Domeniul de studiu: se referă la teoria generală a educației și abordarea necesității elaborării fundamentelor pedagogice ale formării eficienței personale la membrii adulți ai familiei.

Scopul cercetării constă în conceptualizarea, elaborarea și validarea fundamentelor pedagogice ale formării eficienței personale la membrii adulți ai familiei în ipostaza de părinți, prin intermediul consilierii psihopedagogice.

Obiectivele cercetării: examinarea și interpretarea epistemologică a evoluției conceptului și fenomenului de *eficiență personală*; determinarea caracteristicilor definitorii ale eficienței personale; identificarea condițiilor psihopedagogice de formare și promovare a eficienței personale a adulților în cadrul familiei; stabilirea criteriilor și a indicatorilor eficienței personale a membrilor adulți ai familiei; elaborarea fundamentelor teoretico-aplicative și structurarea lor în *Modelul pedagogic de formare a eficienței personale la membrii adulți ai familiei*; elaborarea *Programului de consiliere parentală pentru dezvoltarea EP*; experimentarea *Modelului pedagogic de formare a eficienței personale la membrii adulți ai familiei*.

Noutatea și originalitatea științifică a cercetării constă în oferirea posibilității de conștientizare și valorificare creativă din punct de vedere pedagogic a *Teoriei eficienței personale/ self-efficacy theory* (A. Bandura) și a elaborării fundamentelor pedagogice ale formării eficienței personale la membrii adulți ai familiei; examinarea și descrierea evoluției conceptului și fenomenului de *eficiență personală*; determinarea caracteristicilor definitorii ale eficienței personale în contextul vieții familiale și a educației copiilor, identificarea condițiilor psihopedagogice de formare și promovare a eficienței personale în cadrul familiei; elaborarea *Modelului pedagogic de formare a eficienței personale la membrii adulți ai familiei*.

Rezultatele științifice obținute în cercetare rezidă în determinarea și elaborarea fundamentelor pedagogice ale formării eficienței personale la membrii adulți ai familiei, structurate în modelul pedagogic vizat, experimentat și validat în instituția publică de învățământ, ceea ce a contribuit la sporirea adaptabilității familiei și a calității vieții familiei.

Valoarea teoretică a cercetării constă în analiza evoluției conceptului de *eficiență personală*, determinarea aspectelor eficienței personale a adulților în familie, stabilirea căilor de formare a competențelor parentale și conceptualizarea, fundamentarea teoretică a *Modelului pedagogic de formare a eficienței personale la membrii adulți ai familiei*.

Valoarea aplicativă a cercetării rezidă în determinarea, elaborarea și validarea fundamentelor pedagogice ale formării eficienței personale, structurate în *Modelul pedagogic de formare a eficienței personale la membrii adulți ai familiei*, care poate fi valorificat în practica de educație și consiliere a părinților și a copiilor. Elaborarea și validarea *Programului de consiliere parentală pentru dezvoltarea EP* contribuie la completarea practicilor de formare și educație a persoanei pe parcursul vieții.

Implementarea rezultatelor științifice s-a realizat în cadrul experimentului pedagogic prin aplicarea *Modelului pedagogic de formare a eficienței personale la membrii adulți ai familiei* și valorificarea a programului și strategiilor de consiliere a familiei. Implementarea rezultatelor s-a realizat prin intermediul seminarelor metodologice, consiliilor profesionale, comunicărilor la conferințele naționale și internaționale, a publicațiilor științifice și a activităților practice cu elevii și cu părinții acestora.

АННОТАЦИЯ

Переу Татьяна

Педагогические основы формирования личной эффективности у взрослых членов семьи

Кандидатская диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2020

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 175 источников, 11 приложений, 123 страницы основного текста, 20 рисунков, 5 таблиц. Результаты исследования опубликованы в 11 научных работах.

Ключевые слова: личная эффективность, семья, взрослый, мама, папа, ребенок, родительская компетенция, педагогические основы, консультирование, конфликты, психолого-педагогические условия, межличностные отношения.

Область исследования относится к общей теории воспитания, в частности предусматривает необходимость изучения и разработки педагогических основ формирования личной эффективности у взрослых членов семьи.

Цель исследования состоит в концептуализации, разработке апробировании педагогических основ формирования личной эффективности у взрослых членов семьи, посредством психолого-педагогического консультирования.

Задачи исследования: изучение и эпистемологическая интерпретация эволюции концепта и проявления *личной эффективности*; определение характеристик личной эффективности; выявление психолого-педагогических условий формирования и продвижения личной эффективности взрослых в семье; установление критериев и показателей личной эффективности взрослых членов семьи; разработка теоретико-практических основ и их структурирование в *Педагогической модели формирования личной эффективности взрослых членов семьи*; разработка *Программы консультирования семьи, сосредоточенной на формировании личной эффективности взрослых членов семьи*.

Научная новизна и оригинальность исследования заключается в возможности творческой валоризации, с педагогической точки зрения, *Теории личной эффективности/self-efficacy theory* (А.Бандура) и разработке педагогических основ личной эффективности взрослых членов семьи; изучение и описание эволюции концепта и проявления определяющих характеристик личной эффективности в семейной жизни и воспитании детей, выявление психолого-педагогических условий формирования и продвижения личной эффективности в семье; разработка *Педагогической модели формирования личной эффективности у взрослых членов семьи*.

Научные результаты полученные в ходе исследования состоят в разработке педагогических основ формирования личной эффективности у взрослых членов семьи, экспериментальное внедрение которых повысит качество жизни семьи и ее социальной адаптации.

Теоретическая значимость исследования заключается в анализе эволюции концепта *личной эффективности*, определении аспектов личной эффективности взрослых в семье и выявлении направлений формирования родительской компетенции, посредством концептуализации и теоретического обоснования *Педагогической модели формирования личной эффективности у взрослых членов семьи*.

Практическая значимость исследования заключается в разработке и апробировании педагогических основ формирования личной эффективности, структурированных в *Педагогической модели формирования личной эффективности у взрослых членов семьи*, разработке и апробировании *Программы консультирования семьи*, направленной на повышение личной эффективности взрослых и пополнению опыта непрерывного воспитания личности.

Внедрение результатов исследования состоялось посредством педагогического эксперимента по апробированию *Педагогической модели формирования личной эффективности у взрослых членов семьи* и применению стратегий и Программы семейного консультирования. Внедрение результатов исследования осуществлялась на основе обсуждений на методологических семинарах, педагогических консилиумах, научных национальных и международных конференциях.

ANNOTATION

Pereu Tatiana

Pedagogical foundations of the building of self-efficacy in adult family members

PhD thesis in general theory of education, Chisinau, 2020

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography of 175 titles, 11 annexes, 123 pages of basic text, 20 figures and 5 tables. Research results in 11 scientific papers.

Key words: self-efficacy, family, adult, mother, father, child, parental competence, pedagogical foundations, counselling, psycho-pedagogical conditions, interpersonal relationships.

The field of the study: the general theory of education and the approach to the problem of developing the pedagogical foundations of self-efficacy training for adult family members.

The aim of the research consists in determination and elaboration, experimentation and validation of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* through psycho-pedagogical counselling.

Objectives of the research: the epistemological examination and interpretation of the concept and the phenomenon of *self-efficacy*; determining the defining features of self-efficacy; identifying the psycho-pedagogical conditions of training and promoting the self-efficacy of adults within the family; establishing the criteria and indicators of personal efficiency of adult family members; elaboration of the theoretical and application foundations and their structuring into the *Pedagogical Model of Building Self-Efficacy of Adult Family Members*; developing a *Family Counselling Programme focused on adult self-efficacy*; experimenting with the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The scientific novelty and originality of the research resides in offering the possibilities of awareness and creative valorization from the pedagogical point of view of the *Theory of Self-Efficacy* (A. Bandura) and elaborating the pedagogical foundations of self-efficacy for adult family members; examining and describing the evolution of the concept and the phenomenon of self-efficacy; determining the defining features of self-efficacy in the context of family life and child education; identifying the conditions for training and promoting self-efficacy within the family; elaborating the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The scientific results of the research consists in determination and elaboration of the pedagogical foundations of self-efficacy training for adult family members, which increased the adaptability the family and the quality of family life.

The theoretical significance of the research is supported by the analysis of the evolution of the concept of self-efficacy, determining the defining aspects of self-efficacy of adults within family and identifying reference areas for parental competence, conceptualization and theoretical foundations of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The practical value of the work consist in elaboration and validation of the theoretical foundations, structured in the components of the *Pedagogical Model of Building Self-Efficacy in Adult Family Members*.

The implementation of the scientific results was achieved within pedagogical experiment by applying the *Pedagogical Model of Building Self-Efficacy in Adult Family Members* and capitalizing on the family counselling programme and strategies. The implementation of the results was achieved through methodological seminar, teacher councils, communications at national and international conferences, scientific publications and practical activities with pupils/students and their parents.

PEREU TATIANA

**PEDAGOGICAL FUNDAMENTALS
OF BUILDING SELF-EFFICACY
IN ADULT FAMILY MEMBERS**

531.01 – General Theory of Education

**ABSTRACT
of the PhD thesis in education sciences**

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