

“LIFE LESSONS” IN TEACHERS’ EDUCATION: AN EXPERIMENTAL INNOVATIVE APPROACH

Vasiliki Brinia¹, Pantelis Papadopoulos², Annita Loudarou³, Alexandros Dazeas⁴,
Maria Nikolopoulou⁵, Dionisia Papageorgiou⁶ and Matthew Josafat⁷

¹*Athens University of Economics and Business,
Teacher Education Program, Greece*

^{2,3,4,5,6,7}*Hellenic Institute for Group Analytic and Family Psychotherapy, Greece*

¹vbrinia@aueb.gr, ²drpapapan@gmail.com, ³anloudarou@yahoo.gr,

⁴dazal30@hotmail.com, ⁵nikmarili330@gmail.com,

⁶dioni.papa@windowslive.com, ⁷josaf@otenet.gr

Abstract— The present study reports the evaluations of the teacher-trainees who took part in an experiential “Life Lessons” workshop, regarding its usefulness and effectiveness. A qualitative, semi-structured interview was implemented, during which the interviewees stated their opinions by answering five main questions, concerning the different parts of the workshop as well as the workshop as a whole. The analysis of the results showed that the workshop had a positive effect on the acquisition of new knowledge and self-awareness for the teacher-trainees as well as on the improvement of their educational skills and on their prospects as professionals.

Keywords— “Life Lessons”, Teacher Training in Life Skills, Empathy, Innovation in Teacher Education

1. INTRODUCTION

The present study seeks to explore the usefulness and necessity of “Life Lessons” (Josafat, 2010) as a means of delving deeper in the fields of psychology and education for teachers of all grades. The sample used comprised of teacher-trainees - students of the Teacher Education Program of the Athens University of Economics and Business, who completed the workshop during the winter and spring semesters of the academic year 2019-2020. This issue is of importance for current as well as future teachers, as social conditions make school itself a place of stress and competition, a condition that hinders young people's self-confidence and creativity. Students need teachers who will be able to encourage them, build up their group spirit and help them develop their skills. The “Life Lessons” program is expected to contribute towards this direction by educating teachers to be more effective in their teaching and to encourage the emotional maturation of students (Josafat, 2010).

The aim of the current research is to explore the attitudes and perceptions of the teacher-trainees, in order to evaluate, improve and re-design the “Life Lessons” program for its appropriate implementation, from the following academic year and on, to professional teachers of primary and secondary education. “Life Lessons”, as an experiential workshop, is based on the views of well-known scientists and scholars of the relatively recent past as well as the knowledge and experience of members of the Hellenic Institute for Group Analytic and Family Psychotherapy, with main goal its application to the educational system. The acquisition of knowledge and experience is expected to take place within the setting of a small or large group.

Received: March 27, 2020

Reviewed: May 26, 2020

Accepted: June 2, 2020



1.1. THEORETICAL BACKGROUND

Various theoretical approaches and techniques have been developed over the past century in group psychotherapy (analytical, behavioral, cognitive, *etc.*). The *Group Analytic Model* can be used as a tool for understanding and addressing a variety of issues in school classrooms. Pioneers of the group analytic approach were S.H. Foulkes, W. Bion, H. Ezriel, M.A. Lieberman and D. S. Whitaker. According to this model, the group is a constellation that is formed by the assembly of different personalities that make up for the group, with the group as a whole acquiring additional qualities in turn. Each person's behavior is influenced and determined by the behavior of the others, but also by the whole atmosphere created within the group.

According to Bion (1961), one of the founders of group analysis, each group is like two groups (or each group has two coexisting perspectives), a Work Group and a Basic Assumptions Group. During the operation of the group, sometimes the first perspective prevails and other times the second, but they always coexist. The Work Group is emotionally stable and focuses on its purpose. Additionally, Bion singled out three Basic Assumptions, in other words, three situations that usually arise in every group. These situations are not completely separated, but depending on what happens, each time a different assumption seems to prevail: a) Dependency, b) Fight - Flight, c) Pairing. In each group (whether therapeutic or otherwise), the group's work is disrupted by the emotional needs of the group, which are basically dependency, aggression, and mating. The job of the group's conductor (therapist, teacher, *etc.*) is to identify and clarify the group's needs and the defenses which are used by the group to avoid its work. In its course the group creates a culture (Group Culture) and, consequently, imposes its own rules and values, which may vary from group to group. In other words, the group becomes a micro-society, in which conflicts will be played out and corresponding solutions will be found, so that each member can become mature and be able to do better both within and out of the group (Whitaker, D. S., & Lieberman, A., M., 1964). As a result, there is no doubt that the group develops into "a laboratory of life education".

The other great founder of group analysis, S.H Foulkes, underlines the role of the group as an entity in its own right, the group as-a-whole, on the basis of which members' interactions or events should be examined, discussed and analyzed (1990). Without disregarding each individual's contribution to the group processes, he particularly stresses the function of a group as a coherent whole, in which group members are interdependent. Everything can be said within the group, no matter how personal or intimate this might be, and this leads to a deep tension shared by all group members. While group processes are playing out, each member will show increasing interest to what is said by others concerning him/herself. This experience will have a gradual impact on all members, on an unconscious level, facilitating other members to also bring up and share relevant personal material. Foulkes (1990) suggested the term "resonance" to describe this mechanism, which is primarily unconscious and spontaneous and describes how communication between people can inspire each other to create a common mind and a shared emotional experience.

The group therapist or conductor interventions fluctuate between a manifest (that concerns the relationship with others and the here-and-now reality) and a latent level (that refers to the relationship with parental authority and infantile reality). On the manifest level, the conductor addresses the group's mature "self", analyzing motives and bringing up personal difficulties of the group members, employing him/herself as a model. As an active member of the group, the conductor paves the way for members to express intense emotions in a secure environment. Whenever possible, he/she brings out members' agreements or disagreements and he/she strengthens members' perception that individual differences are an essential part of human experience. By making this contribution, the conductor promotes tolerance and acceptance of individual differences within the group. In this way we could say that, the conductor assumes the role of a "teacher" within this social microcosm and consequently the group becomes a life "workshop". On the latent level, members'

transference to the therapist (conductor, leader or teacher) is of an infantile nature. In other words, the conductor in the eyes of the group appears to be omniscient and omnipresent, a father figure able to fulfill or thwart each member's needs.

According to Foulkes (1990), human beings are first and foremost social beings inextricably bound up with their social setting. Human inner and outer world, body and soul, individuality and society, phantasy and reality are different but equally authentic and important facets of human reality. Therefore, in the group, individual members are given a framework wherein they can "model" a new social functioning, by allowing and accepting the existence of different personal characteristics, while still feeling connected with the group.

1.2. "LIFE LESSONS"

The "Life Lessons" program hopes to put these group analytic principles to good use, by gradually integrating them to the education system. The aim of the program is its application to the school and especially the inclusion of an additional "Life Lessons" course in the educational curriculum, aspiring to the gradual emotional maturation of the students. The development of emotional maturity is fundamental for the prevention and tackling of students' problems and conflicts. It enhances the development of close and meaningful relationships and the ability for effective communication, empathy and tolerance of diversity. It also strengthens self-esteem, sympathy and sensitivity to others, as well as effective participation in school procedures.

We do know now that any negative behavior can be improved or even changed through what we call "corrective experience". Man's capacity for thorough change, especially while at a young age, is nowadays closely associated to the plasticity of the human brain (Yalom, I., & Leszcz, M., 2006). Behaviors that developed due to unpleasant experiences during the pre-school period can be markedly improved, through positive experiences during the school years. That is the program's desired effect.

Life does not just require knowledge. Skills and abilities that develop through emotional maturation are much more useful. The school can and, in our opinion, is obliged to provide this potential. We recall here the well-known phrase of Henry Ford that "an educated person is not one who knows a lot, but one who can do a lot". We conclude, therefore, that the creation and implementation of a program that will promote the acquisition and/or cultivation of emotional maturation in children and adolescents, is necessary.

However, the implementation of any program can lead to the desired result, only when the coordinators already have or care to gain basic knowledge and experience on the origin of positive or negative behaviors, as well as on the means of strengthening or tackling them. This program should therefore aim at the awareness, emotional education and refinement of three interdependent populations of interest: students, teachers and parents.

2. METHODOLOGY

The present study aims to highlight the need for teachers training in group analytic concepts and applications, with the purpose of improving their teaching practices. In the Greek context, there is a shortage of teacher training material for issues related to child psychology and group management techniques. The examination-oriented nature of the Greek school promotes individualism and competition. Thus, it is of paramount importance to implement strategies that activate the group as a nucleus of cooperative thought and action instead.

The individual semi-structured interview was selected as the most appropriate methodological tool for the recording of the teacher-trainees opinions, for this qualitative research (Brinia *et al.*, 2020). Interviews allow participants to express through their own perspective, the way they approach the experienced reality in different situations (Cohen *et al.*, 2008). At the same time, the semi-structured interview allows the respondents the

flexibility to talk about any views, perceptions or experiences they hold, freely and in depth (Robson, 2010). Through the qualitative approach, it is possible to explore elements and perceptions that are the result of personal experiences and relationships of the educational program's participants.

In order to make these views as salient as possible, the individual interview had to take the form of a semi-structured questionnaire. In this questionnaire, the pre-determined questions were focused and quite flexible as well as relevant to the participants' experience without prejudging their answers, while allowing communication during the interview (Robson, 2010). Emphasis was placed on questions that allow for an in-depth look at the topics under consideration and with the addition of clarifying questions where and when needed.

The main purpose of using the interview as a tool for evaluating the "Life Lessons" program was to create a genuine discussion between researchers and teachers, "a kind of discussion in which the respondent feels comfortable" according to Kitwood (1977), (op. cit. in Cohen et al, 2008) with the aim of capturing and capitalizing on the benefits of the program to the teacher-trainees of the Athens University of Economics and Business. The sample consisted of 41 teacher-trainees who studied in the Teacher Education Program in the academic year 2019-2020, where the life lessons were applied in the form of a live workshop in successive meetings.

The main research questions were selected to determine the philosophy of the research and to encourage the teacher-trainees to freely express their opinion:

1. How does "Life Lessons" help the teacher to gain greater self-awareness?
2. How does "Life Lessons" help the teacher to be more effective in managing group dynamics in the classroom?
3. How do the teacher-trainees perceive the relationship between teacher self-improvement and the evolvement of his/her teaching through "Life Lessons"?

The interview guide was designed to help the teacher-trainees recall specific instances from the implementation of "Life Lessons" and to comment on them. The questions concerned specific topics that were presented successively during the "Life Lessons" and there was one question that was addressing the usefulness of the program as a whole. According to Creswell (2012), in the last question of the interview the interviewee should be given the opportunity to suggest improvements and changes. With this guideline in mind, we ask the teacher-trainees to give their opinion on the benefits of "Life Lessons" in the last question of the interview.

Question 1

During the "Life Lessons" experiential workshop, a presentation explained the way / model in which people communicate with each other according to their personality traits and the relationship that exists between them. How would you rate the effectiveness of the experiential workshop?

Question 2

During the "Life Lessons" experiential workshop, you took part in the theoretical and experiential presentation of the course of the dynamics that characterize a large group. Do you think that this empirical participation provided you with more resources in terms of the challenges you may encounter in your future professional and social course in the Sciences of Education and Training?

Question 3

During the "Life Lessons" experiential workshop, you attended a presentation on the basic characteristics of mental defenses, that is, automatic techniques or actions, which a

person performs unconsciously in order to deal with stressful situations and stimuli. How do you rate the efficiency and utility of the presentation?

Question 4

During the "Life Lessons" experiential workshop, you attended a presentation with a subsequent open discussion on the key features of the five basic character types (schizoid, obsessive-compulsive, depressive, hysterical, and narcissistic). How do you assess the effectiveness of the topic's presentation as well as your experience in the subsequent open discussion?

Question 5

The experiential workshop "Life Lessons" aims to raise awareness of future professionals in Education and Training, on issues related to self-knowledge and familiarity with psychological dynamics that regulate the course of each small and large social group. How do you assess the achievement of this goal from the overall implementation of the experiential workshop so far?

The answers were categorized according to the content of the questions to facilitate the classification of the answers but also due to the different content and targeting of each question. The large size of the sample allows us to create a statistical table so that we can apply the triangulation method to confirm the positive view of the students regarding the Life Lessons program and the corresponding subsections.

3. RESULTS

Our interviewees are teacher-trainees, which means that, beyond their practice, they have not yet taught in a classroom. When they discuss type issues related to the learning process and especially the understanding of students' psychology, it is obvious that they are mostly trying to identify their own characteristics.

3.1. PERSONALITY ASPECTS AND COMMUNICATION

Firstly, they report that through "Life Lessons" they learned key features for effective communication. They now have more resources in order to bring about optimal learning experience. They also emphasize that the feeling of identification was intense. More specifically, some students reported that the presentations helped: "...to place myself in some [categories of people]", "...in the development of our interpersonal relationships". However, there were some students who considered that the theoretical part was monotonous and presented nothing special. For example, they report: "We dealt mainly with the of each type more than with the communication of the types with one another", "absence of familiarity with the object - the theoretical part about Freud was monotonous".

3.2. THE DYNAMICS OF THE LARGE GROUP

Regarding the dynamics of a large group, the students pointed out that the program promotes collaborative teaching and reported that such a style is very helpful both for the creativity and active participation of students as well as for facilitating conflict resolution in the classroom. They emphasize that within a group they feel that they have the opportunity to improve themselves and develop or strengthen their leadership skills. At the same time, they are given the opportunity to recognize such leadership skills, or the absence of them, in each other. One of the trainees stated that "it was a reminder that I need to improve even more in terms of self-confidence and extroversion." On the other hand, there were trainees who spotted obstacles in the operation of the group, as embarrassment can lead to opposite results or even a rupture.

3.3. KEY FEATURES OF MENTAL DEFENCES AND MANAGEMENT OF STRESSFUL SITUATIONS

Regarding the effectiveness of the seminar's section on mental defenses and managing stressful situations (question 3), most of the students felt that it had a positive effect. They acknowledged the positive impact on self-awareness, self-improvement and amelioration of their own stress. One student characteristically said, "It helped me understand the unconscious side of all reactions and think about the appropriateness of my own reactions." They pointed out that it helped them to manage themselves better, specifically the unconscious side of their psychic makeup, to face their intense daily life, and to manifest composure and patience. At the same time, the presentation and the experiential exercises gave them the tools to seek for more appropriate forms of communication and to recognize and deal with the unconscious defense mechanisms. Finally, the trainees reported that this unit helped them understand the deeper causes of human behavior and inspired them to strive for more authentic relationships in their future course as teachers.

3.4. CHARACTER TYPES AND OPEN DISCUSSION

In question 4, concerning the theoretical presentation of character types and the open discussion that followed through case studies, the teacher-trainees seemed fascinated, as they characterized the seminar exciting in terms of their personal experience. According to most, the workshop helped them discover unknown elements of their character and contributed to their personal improvement. They mentioned that the workshop helped them sort out the personality category in which they felt they belong. At the same time, they realized that their personality seems to be shaped by experiences that date back to their infancy. They pointed out the importance of the study of the ego through the presentation of the different character structures and the identification of the teacher-trainees with one of them. They thought that the workshop helped them to understand each character type, and the resources available to eventually achieve effective communication, while paving the path that eventually leads to the cultivation of well-developed, integrated personalities and citizens of the world.

Regarding the presentation, they felt that the open discussion with the experts was especially important, describing it as a revealing technique which helped them feel more accomplished as persons and as teachers. Another important part of the workshop was the association of the theoretical content with the actual, experiential features of the people surrounding them, a property that they felt made the workshop come alive. Meanwhile, they reported that they would have preferred if more time was devoted to the open conversation, in order to further analyze the character types, and their relation to different mentalities and lifestyles. More videos and object lesson resources would have also been appreciated, to further clarify the comparative analysis of case studies for each type.

Concerning the degree of understanding of the character types by the trainees, it is unclear whether they all had the same opinion on how the character types are formed and expressed. Some said that knowledge of the combination of character types may contribute to the cultivation of respect. One trainee said that we can distinguish a combination of 1-2 types in any personality, and added that some characteristics are acquired by birth while others are socially acquired. Many trainees agreed that through the presentation they realized that there are no good and bad personalities, only a need to create internal balance in any individual. There were students who felt that they would be able to diagnose the specific character type of each student and adapt their teaching accordingly. On the contrary, others pointed out that attention needs to be paid to the way of presentation so that the character types are not stereotypically described, especially with regard to the gender distribution of characteristics. The degree of understanding was largely dependent on the fact that for some of the students it was a completely new knowledge, while for

others, such as for marketing students who have already taken social psychology courses, it was an opportunity to deepen their familiarity with Freudian analysis.

3.5. OVERALL EVALUATION OF PROGRAM OBJECTIVES

Regarding the overall assessment of the objectives of the “Life Lessons” program by the students, most of them were excited about their participation in it and considered it helpful for their development both individually and professionally. They stressed that the workshop was an excellent initiative that has helped them gain the theoretical background and the skills that they need in order to deal with the problems of school life. They described the program as a special and interesting experience that raised their self-awareness and gave them a fresh perspective on important issues.

3.6. STATISTICAL ANALYSIS

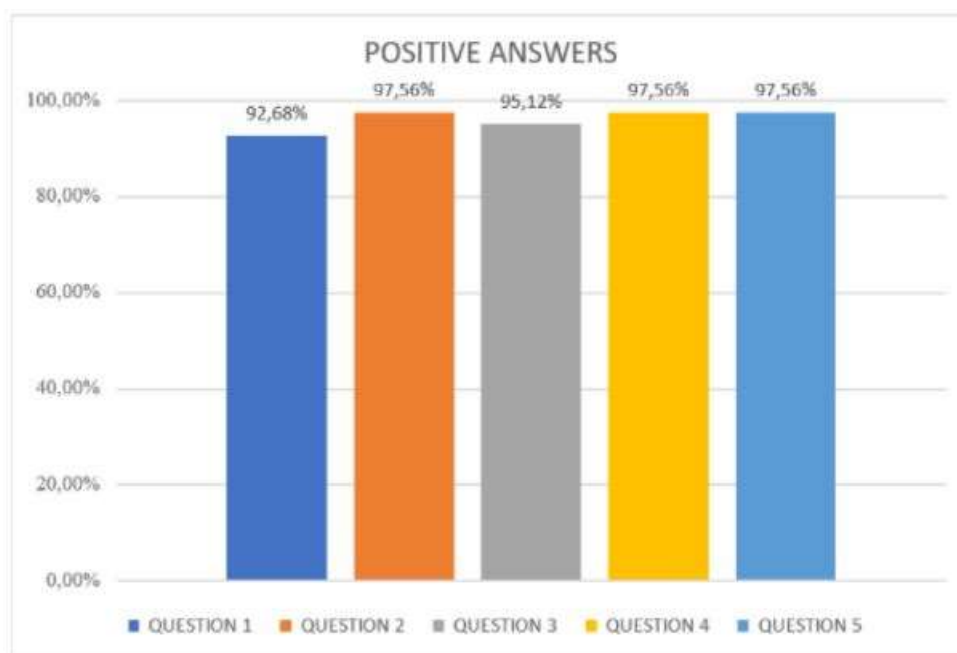


Fig. 1 Percentage of Positive Opinions

The table above shows the percentage of positive answers to each question. In questions 2, 4 and 5 only one student out of 41 answered in a way that could be evaluated as negative. In question 1 only three students did not give a completely positive answer and in question 3 two students gave neutral answers. In total, over 95% of the trainees appear satisfied with the “Life Lessons” program.

4. DISCUSSION

4.1. SELF-IMPROVEMENT OF TEACHERS

The program, according to the interviewees, helped them further develop their emotional intelligence as they acquired multiple skills, such as: (a) ability to perceive, express and manage emotions, (b) self-control, (c) empathy, (d) effective communication, (e) conflict resolution skills, (f) assertiveness, (g) personal responsibility and (h) self-awareness (Goleman, 2006. 2011), according to the standards of Social and Emotional Education (KSA). As a result, they felt more competent to set and achieve positive goals, to experience and show empathy for others, to create and maintain positive relationships and to make

responsible decisions (The Collaborative for Academic, Social, and Emotional Learning, CASEL).

4.2. DYNAMIC OF THE GROUP

The trainees recognized that they have acquired knowledge and skills about group dynamics and have learned ways to deal with the issues that arise in group settings. The trainees, all at their early adulthood, are at a particular life stage, in which knowledge of their adult self has a definite appeal. In this light, it seemed to us that the workshop contributed to their self-discovery and positively stimulated them to get closer to themselves. Most of the trainees emphasized that the program aim at self-improvement, familiarity and self-awareness. Moreover, they seemed to think of self-awareness as a prerequisite for collectivism, following Durkheim (1925) according to whom each class is a collective individuality. The students were inspired by the seminar and promised to apply everything they have learned in the experiential workshop to their classrooms, hoping one day to set an example themselves for their students. The importance of this sharing of feelings and setting the norm for expression by the teachers is also stressed by Ekman (2008). Thus, the program facilitates the teachers to provide both learning and psychological support, linking psychology to education.

4.3. STRESS MANAGEMENT

Stress prevails in the modern school environment and according to the trainees there is a need to deal with the conflicts that arise within the school setting. The “Life Lessons” workshop helped them learn how to deal with stressful situations more efficiently. Trainees, reflecting on their future as teachers, reported that what they learned in the seminar might initially help them manage their own stress during the first period of school, as well as inspire them to deal with demanding situations calmly and patiently, turning stressors into opportunities for development and creativity. The importance of the teachers' ability to reverse the negative emotions created through competition is confirmed by Liebeberg *et al.*, (2016), and Liu (2017) who point out priority of understanding over criticizing.

Furthermore, the trainees reported how much they appreciate the cultivation of the teacher's emotional intelligence and ability to perceive the unspoken through empathy. This is in line with the conclusions of Lau & Wu (2012), who value those skills as great assets, so that the teacher can handle each individual case thoughtfully and distinctively. Hoffman's (2001) theory of empathy is also relevant here.

By revisiting the terms of empathy and emotional intelligence, resilience also comes to mind, as a dynamic process that indicates a person's positive adjustment and ability to maintain or regain mental health against challenging or adverse conditions (Henderson & Milstein, 2008. Luthar, Cicchetti & Becker, 2000. Masten, Best & Garmezy, 1990. Masten & Gewirtz, 2008). Promoting resilience in young children by loving adults - in this case, by their teachers - is not based on removing stress and adversity completely from their lives, but on providing assistance to them when faced with challenges of various grades, in order to strengthen their adequacy and self-efficacy (Werner, 2000). The workshop hopefully promoted the mental resilience of learners, expecting to inspire them in the creation of resilient students.

4.4. THE IMPORTANCE OF LEARNING FROM EXPERIENCE

Another advantage of the workshop was that the trainees had the chance to meet in small groups and work through the empirical dimensions and practical applications of the proposed theories. Stipek *et al.*, (1999) emphasize the importance of exactly this experiential learning versus theoretical seminars conducted by experts. The experiential dimension of the workshop seemed more interesting to the students than the presentation

of theoretical knowledge, which some reported left them feeling confused. They recognized the importance of role-playing as a useful technique that highlights the importance of group interaction for mutual understanding, empathy, composure, and self-discipline. Through experiential play in subgroups, the trainees were able to see their classroom as a microcosm and practice how to create conflicts and find psychodynamic solutions within them (Dorothy *et al.*, 1964). For several students, this unit was a motivation for further analysis of the issue with other teachers and their family environment, which proves the wider value and dissemination of the positive effects of the workshop through the wider social networks.

4.5. THE IMPORTANCE OF THE WORKSHOP FOR FUTURE TEACHERS

Regarding future applications in the school setting, the trainees stated that they gained personal benefit as they achieved a greater degree of self-awareness that is fundamental for teachers. They felt that such a workshop may facilitate a teacher to recognize and interpret the personality traits and the reactions of his/her students and colleagues. Regarding their status right now, they expected the workshop to be of great value during their teaching practice, and they reported feeling better prepared for the job even though they still have a lot to learn. The importance of psychology workshops for teachers is also confirmed by the results of Kourkoutas *et al.*'s (2017) research in programs designed for improving resilience, which ameliorated the self-esteem, the teaching and the innovative attitude of the professors.

They finally suggested that such experiential workshops and case studies in the classroom should continue to be offered, and that further literature should be provided for in-depth study, pointing out the need for continuous training in the issues. At the same time, care needs to be taken so that teacher-trainees do not acquire a stereotypical attitude that will lead them to assign character labels to students, thus highlighting the need to emphasize psychodynamic relationships and their social correlations. Overall, they described the program as highly original compared to what is usually taught at the university and believe that they will be in a better position to evaluate it, after they have distanced themselves from the experience.

4.6. CONCLUSION

The main purpose of this research paper was to investigate whether “Life Lessons” can contribute to a deeper understanding of issues related to psychology and education, for teachers of all grades. The majority of respondents' positive feedback shows that the impact of experiential learning is significant. Their enthusiasm and willingness for further spiritual cultivation serve as a trigger for the promotion and enrichment of these experiential lessons. This study shows that teacher training is the catalyst for better group functioning and better management of different personalities. At the same time, the experience of the actions during their training intensifies their interest and thirst for learning. In conclusion, the high rates of positive responses are proof that learners are ready and willing to get to know their inner psychic world better with the ultimate goal of gaining greater self-awareness, leading to self-improvement and being able to cope with both its challenges of their social as well as professional life.

4.7. SUGGESTIONS FOR FUTURE RESEARCH – LIMITATIONS OF PRESENT RESEARCH

The global constraint we have experienced due to covid-19, significantly restricted our live meetings. Thus, it has not been possible to cross-reference the data quantitatively, through questionnaires that we were planning to ask both the trainees and the experts to fill out, for further reflection.

The present research could be used as a basis for a continuous investigation of the implementation of “Life Lessons” in the school setting through the evaluation of the in-vivo program to teachers, professors, students and parents themselves, as maturity should be expected within the family as well.

REFERENCES

- [1] Baron-Cohen, S., Richler, J., Bisarya, D., Gurunathan, N. and Wheelwright, S., “The Systemising Quotient (SQ): An investigation of adults with Asperger Syndrome or High Functioning Autism and normal sex differences”, *Philosophical Transactions of the Royal Society*, vol. 358, (2003), pp. 361-374.
- [2] Bion, W., R. *Experiences in Groups*, London: Tavistock, (1961).
- [3] Briinia, V., Poullou, V. and Panagiotopoulou, A. "The Philosophy of Quality in Education: A Qualitative Approach", *Quality Assurance in Education*, vol. 28, no. 1, (2020), pp. 66-77.
- [4] Cohen, L., Manion, L. and Morrison, K., “Methodology of Educational Research”, Athens: Metechmio, (2008).
- [5] Creswell, W. John, “Educational Research: Planning, Conduction, and Evaluating Quantitative and Qualitative Research”, Athens: Ion, (2012).
- [6] Durkheim, E., “Moral Education”, (1925).
- [7] Ezriel, H., “A Psycho-Analytic approach to group treatment”, *British Journal of Medical Psychology*, vol. 23, no. 1-2, (1950), pp. 59-74.
- [8] Ekman, P., “Emotional Awareness: Overcoming the Obstacles to Psychological Balance and Compassion”, New York Times Books, (2008).
- [9] Foulkes, S., H., “Selected papers of S.H. Foulkes: Psychoanalysis and group analysis”, Karnac Books, (1990).
- [10] Hoffman, M., “Empathy and Moral Development; Implications for Caring and Justice”, Cambridge University Press, New York, (2001).
- [11] Goleman, D., “The Emotional Intelligence”, Pedio, (2011).
- [12] Henderson, Milstein, “Resiliency in schools: Making it Happen for Students and Educators”, Typothito-Dardanos, (2008).
- [13] Kourkoutas, E., Hart, A. Kassis, W. and Graaf, U., “A Resilience-based Program to Promote Reflective and Inclusive Teaching Practices in Greece during Austerity”, In Amzat, H. I. & Valdez, N. (Eds.). *Teacher Professional Knowledge and Development for Reflective and Inclusive Practice*, New York, NY: Routledge, (2017), pp. 168-178.
- [14] Liebenberg, Linda, Theron, Linda, Sanders Jackie, Munford, Robyn,- van Rensburg, Angelique, Rothmann, Sebastiaan and Ungar, Michael, “Bolstering resilience through teacher-student interaction: Lessons for school psychologists”, *School Psychology International*, vol. 37, no. 2, (2016), pp. 140-154.
- [15] Lau, P. S. Y. and Wu, F. K. Y., “Emotional Competence as a Positive Youth Development Construct: A Conceptual Review”, *The Scientific World Journal*, (2012), pp. 1-8.
- [16] Liu, L. B., “Aesthetic inquiry into Chinese university student fatherly life lessons: “Roots” and their implications for educational contexts”, *International Journal of Education & the Arts*, vol. 18, no. 14, (2017), Retrieved from <http://www.ijea.org/v18n14/>.
- [17] Luthar, Suniya, Cicchetti, Dante and Becker, Bronwyn. “The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work”, *Child development*, vol. 71, (2000), pp. 543-62.
- [18] Masten, A. S., Best, K. M. and Garmezy, N., “Resilience and Development: Contributions from the Study of Children Who Overcome Adversity”, *Development and Psychopathology*, vol. 2, no. 4, (1990), pp. 425-444.
- [19] Masten A. S. and Gewirtz A. H., “Vulnerability and Resilience in Early Child Development”, *Blackwell Handbook of Early Childhood Development*. Malden, MA: Blackwell Publishing Ltd., (2008), pp. 22-43
- [20] Robson, C. *Real World Research*. Athens: Gutenberg, (2010).
- [21] Stipek, Deborah, Sota, Ann de la and Weishaupt, Laura “Life Lessons: An Embedded Classroom Approach to Preventing High-Risk Behaviors among Preadolescents” *The Elementary School Journal* 99.5, Special Issue: Non-Subject-Matter Outcomes of Schooling (1999):433-451
- [22] Stock Whitaker, D. and Lieberman, A., M. *Psychotherapy through the group process*. New York: Atherton Press, 1964.
- [23] Werner, E., “Protective factors and individual resilience”, *Handbook of Early Intervention*, Cambridge University Press, (2000), pp. 115-132.
- [24] Yalom, I. and Leszcz, M., “The Theory and Practice of Group Psychotherapy”, Agra, (2006).
- [25] Josafat, Matthew, “Growing up in the Greek family”, Athens: Armos, (2010).
- [26] TheCollaborativeforAcademic, Social, andEmotionalLearning, CASEL), <https://casel.org/>.