

eman ta zabal zazu



Universidad Euskal Herriko
del País Vasco Unibertsitatea

PSIKOLOGIA FAKULTATEA / PSYCHOLOGY FACULTY

**Nortasuna, Balioespena eta Psikologia Tratamendu Saila / Personality, Psychological Assessment
and Psychological Treatments Department**

DOKTORETZA TESIA / DOCTORAL DISSERTATION

**NERABEZAROAN ADIMEN EMOZIONALA HOBETZEKO
PROGRAMA BATEN EBALUAZIOA**

**EVALUATION OF A PROGRAMME TO IMPROVE EMOTIONAL
INTELLIGENCE DURING ADOLESCENCE**

AINIZE PEÑA SARRIONANDIA

ZUZENDARIA/SUPERVISOR: MAITE GARAIGORDOBIL LANDAZABAL

Donostia-San Sebastián

2015

ESKERRAK

Ezer baino lehen, nire eskerrik beroenak eskaini nahi dizkiet ikerketa honetan parte hartu dutenei beraien kolaborazio eta motibazioagatik. Hauei guztiei eskaintzen diet tesia, beraien bitzta nirekin konpartitu eta hainbeste kariño emateagatik. Ikastetxeetako zuzendari, tutore eta psikologoei ere eman nahi dizkiet eskerrak, ez bakarrik ikerketan sinistu eta ikastetxeetako atak zabaltzeagatik, baita beraien konfiantza, babes eta jakinduria transmititzeagatik ere.

Aldi berean, bereziki eskertu nahi diot lan honen zuzendari izandakoari, Maite Garaigordobili, etapa honetan ni gidatzen jakin duelako niretzako onena bilatuz. Bihotzez eskertzen diot nire ideia eta erabakiak errespetatu eta nigan sinetsi izana. Baita bere ikerkuntzarekiko eta ondo egindako lanarekiko pasioa transmititu izana ere. Momentu zailtan nirekin egon izana eskertzen dizut lan hau burutzea posible egin duten enpatia eta eskuzabaltasun handia erakutsiz. Azkenik, zure ezagutza eta esperientzia transmititu izana eskertzen dizut honek nire ikaskuntza formazio aberastu izana baimendu baitit.

Nola ez, eskerrak eman nahi dizkiet gurasoei nire ondoan egon direlako beti. Aita, bihotzez eskertzen dizut aguantatu nauzulako, aguantatzen nauzulako eta aguantatuko nauzulako. Beti zaudelako laguntzeko prest eta edozer egingo zenukeelako nihatik. Ama, nire psikologo, gidari, babes eta aholkulari izateagatik. Bide hau nirekin egin eta nire argia zarelako. Inork baino hobeto ulertzen eta ezagutzen nauzulako eta momentu guztietan hor zaudelako. Mikel, zure enpatia, sentsibilitate eta inteligentzia emozional ezkutu eta indartsu horri esker behin baino gehiagotan atera nauzulako iluntasunetik. Zure aholku asko liburuetakoa teoriak baino erabilgarriagoak egin zaizkidalako. Hiruroi, zuon maitasunagatik.

Eskerrak nire itzultzaile favorito Ane eta Maiteri zuen laguntza ordainezinagatik. Baita Pauleri ere ikerketa pilotuan parte hartzeagatik. Eskerrak Oihana, Beñat, Maier, Irati, Ekain eta Peruri ere. Eta nola ez izeko-osabei beraien babes, maitasun eta animoengatik.

Ezin ditut ahaztu betiko lagunak. Julene, Jenni, Alaitz, Joane, Esti, Gaizka, Naroa, Soto, Leire, Ibon, Iñigo... Bene-benetan eskertzen dizuet behar izan dudan guztietan nire ondoan egon zaretelako eta tesiaz haratago bizitza bat dagoela gogorarazi didazuelako.

Adirane, Aintzane eta Elisabeti, lagun onen artean distantziak ez daukala garrantzirik erakutsi eta pertsona hobea izaten lagundu didazuelako.

Oihane, Nekane eta Luisi, nire bigarren familia zaretelako.

Amaitzeko, eskerrak eman behar dizkiet urte hauetan zehar nire bizitzako parte izan diren pertsoneri. Vane, ni entzun, aguantatu eta barre eginarazteagatik. Edurne, zure bihotz onagatik. Zure umore on eta indarragatik. Esti, zure hurbiltasun eta berotasunagatik. Caoimhe, berezia zarelako. Aisling, zure motibazio, energia eta ilusioa miresgarriak direlako. Sophie, denbora gutxian gauza asko erakutsi eta eman dizkidazulako. Joseba, entzule bikaina zarelako eta bihotz handia daukazulako. Marine, zure indar eta borondateagatik, eta aldi berean zure sentsibiltate eta berotasunagatik. Carlos, barre eginarazteagatik, aholku eta audioterapiengatik. Mari Angeles, entzuten jakin eta behar izan dudanetan lagundu didazulako. Moira, zure ezagutza eta motibazioak nirekin konpartitzeagatik. Luixa, zure eskuzabaltasun eta bihotz onagatik. Manu, zure etengabeko babes eta animoengatik.

Baños, ematen dudan pausu bakoitzean nirekin zaudelako.

Zuek gabe ez nintzateke naizena izango. Zuek gabe tesi hau ez litzateke dagoen lekuan egongo. Eskerrik asko bihotz-bihotzez.

CONTENTS

ABSTRACT.....	15
INTRODUCTION.....	21
PART I. THEORETICAL BASIS.....	27
CHAPTER 1. DEFINITION AND DEVELOPMENT OF THE CONCEPT OF EMOTIONAL INTELLIGENCE.....	29
1.1. Development of the concept of emotional intelligence.....	31
1.2. Definition of emotional intelligence.....	34
CHAPTER 2. EXPLANATORY MODELS OF EMOTIONAL INTELLIGENCE.....	41
2.1. Gardner’s model (1983).....	43
2.2. Salovey and Mayer’s model (1990).....	45
2.3. Goleman’s model (1995).....	48
2.4. Bar-On’s model (1997).....	49
2.5. Petrides and Furnham’s model (2001).....	52
2.6. The biologist angle.....	53
2.7. Other theoretical models of EI	55
CHAPTER 3. PREVENTION AND INTERVENTION PROGRAMMES IN THE AREA OF EMOTIONAL INTELLIGENCE.....	57
3.1. Evidence-based emotional intelligence and socio-emotional competencies development programmes.....	60
3.2. Non evidence-based emotional intelligence and socio-emotional programmes.....	83
PART II. EMPIRICAL STUDY.....	89
CHAPTER 4. AIMS AND HYPOTHESES OF THE STUDY.....	91
CHAPTER 5. PARTICIPANTS.....	97
5.1. Description of the sample.....	99
5.1.1. Distribution of the sample by gender.....	99
5.1.2. Distribution of the sample by age.....	100
5.1.3. Features of the schools.....	100
5.1.4. Employment and educational level of the parents.....	102
5.2. Socio-demographic features of experimental and control participants.....	104
CHAPTER 6. DESIGN AND PROCEDURE.....	109
CHAPTER 7. ASSESSMENT INSTRUMENTS.....	115

7.1. AECS. Social-cognitive attitudes and strategies.....	118
7.2. EIS. Cognitive Strategies for resolution of Social Situations Questionnaire.....	121
7.3. CE. Empathy Questionnaire.....	122
7.4. STAXI-CA. State-Trait Anger Expression Inventory in children and adolescents.....	124
7.5. EQ-i: YV. Emotional Quotient Inventory: Youth Version.....	126
7.6. TMMS-24. Trait Meta-Mood Scale.....	129
7.7. OHQ. Happiness Questionnaire	131
7.8. BFQ-CA. “Big Five” Questionnaire for children and adolescents.....	132
7.9. PHQ-15. Patient Health Questionnaire.....	133
7.10. CECAS. Questionnaire for the Assessment of the Ability to Analyse Feelings.....	135
7.11. EPC. Scale of Behavioural Problems.....	136
7.12. CEP. Programme Assessment Questionnaire.....	138
CHAPTER 8. THE INTERVENTION PROGRAMME.....	141
8.1. Goals of the programme.....	143
8.2. Characteristics and configuration of the programme.....	143
8.3. Modules and activities of the programme.....	146
8.4. Implementation procedure of the programme.....	147
8.5. Experimental administration of the intervention programme.....	148
CHAPTER 9. RESULTS.....	149
9.1. Changes in experimentals and controls in a separated way: Intragroup analysis.....	151
9.2. Comparison of the change in experimentals and controls: Intergroups analysis.....	158
9.2.1. Effects of the programme on social behaviour.....	168
9.2.2. Effects of the programme on cognitive strategies for resolving social situations	170
9.2.3. Effects of the programme on empathy.....	173
9.2.4. Effects of the programme on anger feelings.....	175
9.2.5. Effects of the programme on emotional intelligence: Interpersonal and intrapersonal intelligence, stress management, adaptability and general mood.....	177
9.2.6. Effects of the programme on intrapersonal emotional intelligence: emotional attention, clarity and repair.....	180
9.2.7. Effects of the programme on happiness feelings.....	182
9.2.8. Effects of the programme on the big dimensions of personality.....	184
9.2.9. Effects of the programme on psychosomatic symptoms.....	186
9.2.10. Effects of the programme on the ability to analyse feelings.....	188
9.2.11. Effects of the programme on behavioural problems.....	191
9.2.12. Effects of the programme from the subjective perception of adolescents.....	192
9.3. Effects of the programme by gender.....	198
9.3.1. Effects of the programme on social behaviour by gender.....	205
9.3.2. Effects of the programme on cognitive strategies for resolving social situations by gender.....	206
9.3.3. Effects of the programme on empathy by gender.....	208

9.3.4. Effects of the programme on anger feelings by gender.....	209
9.3.5. Effects of the programme on emotional intelligence: Interpersonal and intrapersonal intelligence, stress management, adaptability and general mood by gender.....	211
9.3.6. Effects of the programme on intrapersonal emotional intelligence: emotional attention, clarity and repair by gender.....	213
9.3.7. Effects of the programme on happiness feelings by gender.....	214
9.3.8. Effects of the programme on the big dimensions of personality by gender.....	215
9.3.9. Effects of the programme on psychosomatic symptoms by gender.....	217
9.3.10. Effects of the programme on the ability to analyse feelings by gender.....	218
9.3.11. Effects of the programme on behavioural problems by gender.....	219
9.3.12. Effects of the program from the subjective perception of adolescents by gender.....	221
9.4. Effects of the programme on emotional intelligence depending on the socioeconomic level.....	227
9.4.1. Effects of the programme on social behaviour depending on the socioeconomic level.....	234
9.4.2. Effects of the programme on cognitive strategies for resolving social situations depending on the socioeconomic level.....	236
9.4.3. Effects of the programme on empathy depending on the socioeconomic level..	237
9.4.4. Effects of the programme on anger feelings depending on the socioeconomic level.....	238
9.4.5. Effects of the programme on emotional intelligence: Interpersonal and intrapersonal intelligence, stress management, adaptability and general mood depending on the socioeconomic level.....	240
9.4.6. Effects of the programme on intrapersonal emotional intelligence: emotional attention, clarity and repair depending on the socioeconomic level.....	242
9.4.7. Effects of the programme on happiness feelings depending on the socioeconomic level.....	244
9.4.8. Effects of the programme on the big dimensions of personality depending on the socioeconomic level.....	245
9.4.9. Effects of the programme on psychosomatic symptoms depending on the socioeconomic level.....	246
9.4.10. Effects of the programme on the ability to analyse feelings depending on the socioeconomic level.....	247
9.4.11. Effects of the programme on los behavioural problems depending on the socioeconomic level.....	249
9.4.12. Effects of the programme from the subjective perception of adolescents depending on the socioeconomic level.....	250
9.5. Summary of results.....	257
CHAPTER 10. CONCLUSIONS AND DISCUSSION.....	261
10.1. Conclusions of the study.....	263
10.2. Contributions and limitations of the study.....	278
10.3. Future research lines.....	280

BIBLIOGRAPHIC REFERENCES.....	281
ANNEXES.....	305
Annexe I: Assessment instruments.....	307
Annexe II: Documents to ensure ethical standards: informed consent forms, letters.....	333
Annexe III: Activities in the intervention programme.....	339

INDEX OF TABLES, DIAGRAMS AND GRAPHS

CHAPTER 1. DEFINITION AND DEVELOPMENT OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

Diagram 1. The background to emotional intelligence	32
Diagram 2. Recent definitions of EI	36

CHAPTER 3. PREVENTION AND INTERVENTION PROGRAMMES IN THE AREA OF EMOTIONAL INTELLIGENCE

Table 1. Evidence-based emotional intelligence development programmes.....	60
Table 2. Evidence-based socio-emotional development programmes.....	64
Table 3. Other emotional intelligence and socio-emotional development programmes.....	83

CHAPTER 5. PARTICIPANTS

Table 1. Frequencies and percentages of adolescents by sex.....	99
Graph 1. Percentages of adolescents by sex	99
Table 2. Frequencies and percentages of adolescents by age	100
Graph 2. Percentages of adolescents by age.....	100
Diagram 1. Features and number of participants at the schools which took part in the study.....	100
Table 3. Frequencies and percentages of adolescents by schools	101
Graph 3. Percentages of adolescents by schools.....	101
Table 4. Frequencies and percentages of adolescents by type of network (public-private)	101
Graph 4. Adolescents according to the network in which the school they attend is situated	102
Table 5. Frequencies and percentages of the educational level of the mothers who took part in the study	102
Table 6. Frequencies and percentages of employment of the mothers who took part in the study	103
Table 7. Frequencies and percentages of the educational level of the fathers who took part in the study....	103
Table 8. Frequencies and percentages of employment of the fathers who took part in the study.....	104
Table 9. Social-demographic features of the experimental and control samples.....	105

CHAPTER 7. ASSESSMENT INSTRUMENTS

Diagram 1. Pretest-posttest-follow-up assessment instruments and variables studied	117
Diagram 2. Items corresponding to each SCAS scale	120
Diagram 3. Items rated to give the direct ratings in the empathy questionnaire	123
Diagram 4. Items corresponding to each EQ-i:YV scale	128
Diagram 5. Items rated to give the direct ratings for behavioural problems.....	137
Table 1. Matrix of principal components.....	139

CHAPTER 8. THE INTERVENTION PROGRAMME

Diagram 1. Modules and activities in the programme	146
Diagram 2. Annual proposal: structure of sessions: one hour-long session a week.....	148

CHAPTER 9. RESULTS

Table 1.	Intragroup analysis of the change in participants in the experimental group.....	152
Table 2.	Intragroup analysis of the change in participants in the control group.....	155
Table 3.	Averages and standard deviations in all the variables studied in experimental and control groups in the pretest, posttest and follow-up phases	159
Table 4.	Difference in pretest-posttest and pretest-follow-up averages and standard deviations in all the variables studied in experimental and control groups.....	162
Table 5.	Results of variance analysis of the pretest, of the difference in averages pretest-posttest and pretest-follow-up in all the variables studied between experimental and control groups, and size of the effect (Cohen's d)	165
Graph 1.	Graphical representation of social behaviours in the pretest phase in experimental and control groups.....	168
Graph 2.	Graphical representation of the pre-post change in social behaviours in experimental and control groups.....	169
Graph 3.	Graphical representation of the pretest-follow-up change in social behaviours in experimental and control groups.....	170
Graph 4.	Graphical representation of cognitive strategies for resolving social situations in the pretest phase in experimental and control groups.....	171
Graph 5.	Graphical representation of the pre-post change in cognitive strategies for resolving social situations in experimental and control groups	172
Graph 6.	Graphical representation of the pretest-follow-up change in cognitive strategies for resolving social situations in experimental and control groups	173
Graph 7.	Graphical representation of empathy in the pretest phase in experimental and control groups.....	173
Graph 8.	Graphical representation of the pre-post change in empathy in experimental and control groups.....	174
Graph 9.	Graphical representation of the pretest-follow-up change in empathy in experimental and control groups.....	174
Graph 10.	Graphical representation of feelings of anger in the pretest phase in experimental and control groups.....	175
Graph 11.	Graphical representation of the pre-post change in feelings of anger in the pretest phase in experimental and control groups	176
Graph 12.	Graphical representation of the pretest-follow-up change in feelings of anger in experimental and control groups.....	177
Graph 13.	Graphical representation of emotional intelligence in the pretest phase in experimental and control groups.....	178
Graph 14.	Graphical representation of the pre-post change in emotional intelligence in experimental and control groups.....	179
Graph 15.	Graphical representation of the pretest-follow-up change in emotional intelligence in experimental and control groups	180
Graph 16.	Graphical representation of intrapersonal emotional intelligence in the pretest phase in experimental and control groups	181
Graph 17.	Graphical representation of the pre-post change in intrapersonal emotional intelligence in experimental and control groups	181
Graph 18.	Graphical representation of the pretest-follow-up change in intrapersonal emotional intelligence in experimental and control groups.....	182
Graph 19.	Graphical representation of feelings of happiness in the pretest phase in experimental and control groups.....	183
Graph 20.	Graphical representation of the pre-post change in feelings of happiness in experimental and control groups.....	183

Graph 21.	Graphical representation of the pretest-follow-up change in feelings of happiness in experimental and control groups	184
Graph 22.	Graphical representation of the major dimensions of personality in the pretest phase in experimental and control groups	185
Graph 23.	Graphical representation of the pre-post change in personality in experimental and control groups.....	185
Graph 24.	Graphical representation of the pretest-follow-up change in personality in experimental and control groups.....	186
Graph 25.	Graphical representation of psychosomatic symptoms in the pretest phase in experimental and control groups.....	187
Graph 26.	Graphical representation of the pre-post change in psychosomatic symptoms in experimental and control groups.....	187
Graph 27.	Graphical representation of the pretest-follow-up change in psychosomatic symptoms in experimental and control groups	188
Graph 28.	Graphical representation of cognitive ability to analyse feelings in the pretest phase in experimental and control groups	189
Graph 29.	Graphical representation of the pre-post change in cognitive ability to analyse feelings in experimental and control groups	189
Graph 30.	Graphical representation of the pretest-follow-up change in cognitive ability to analyse feelings in experimental and control groups.....	190
Graph 31.	Graphical representation of behavioural problems in the pretest phase in experimental and control groups.....	191
Graph 32.	Graphical representation of the pre-post change in behavioural problems in experimental and control groups.....	192
Table 6.	Averages, standard deviations, results of variance analysis and size of the effect (d) in subjective assessment of the programme in the posttest phase in experimental and control groups.....	193
Graph 33.	Graphical representation of subjective assessment of the programme in the posttest phase in experimental and control groups	195
Table 7.	Averages and standard deviations in the pretest and differences in averages pretest-posttest in all the variables studied, by gender	199
Table 8.	Results of variance analysis of the pretest and of differences in averages pretest-posttest in all the variables studied, by gender, size of the effect (Cohen's d)	202
Graph 34.	Graphical representation of social behaviours in the pretest phase in boys and girls	205
Graph 35.	Graphical representation of the pre-post change in social behaviours in boys and girls.....	206
Graph 36.	Graphical representation of cognitive strategies for resolving social situations in the pretest phase in boys and girls.....	207
Graph 37.	Graphical representation of the pre-post change in cognitive strategies for resolving social situations in boys and girls	208
Graph 38.	Graphical representation of empathy in the pretest phase in boys and girls	208
Graph 39.	Graphical representation of the pre-post change in empathy in boys and girls.....	209
Graph 40.	Graphical representation of feelings of anger in the pretest phase in boys and girls	210
Graph 41.	Graphical representation of the pre-post change in feelings of anger in boys and girls	211
Graph 42.	Graphical representation of emotional intelligence in the pretest phase in boys and girls	212
Graph 43.	Graphical representation of the pre-post change in boys and girls's emotional intelligence	212
Graph 44.	Graphical representation of intrapersonal emotional intelligence in the pretest phase in boys and girls	213
Graph 45.	Graphical representation of the pre-post change in intrapersonal emotional intelligence in boys and girls	214
Graph 46.	Graphical representation of feelings of happiness in the pretest phase in boys and girls	214

Graph 47.	Graphical representation of the pre-post change in feelings of happiness in boys and girls	215
Graph 48.	Graphical representation of personality in the pretest phase in boys and girls.....	216
Graph 49.	Graphical representation of the pre-post change in personality in boys and girls	216
Graph 50.	Graphical representation of psychosomatic symptoms in the pretest phase in boys and girls.....	217
Graph 51.	Graphical representation of the pre-post change in psychosomatic symptoms in boys and girls...	217
Graph 52.	Graphical representation of ability to analyse feelings in the pretest phase in boys and girls.....	218
Graph 53.	Graphical representation of the pre-post change in ability to analyse feelings in boys and girls....	219
Graph 54.	Graphical representation of behavioural problems in the pretest phase in boys and girls.....	220
Graph 55.	Graphical representation of the pre-post change in behavioural problems in boys and girls	220
Table 9.	Averages, standard deviations, results of variance analysis and size of the effect (d) in subjective assessment of the programme in the posttest phase in boys and girls	222
Graph 56.	Graphical representation of subjective assessment of the programme in the posttest phase in boys and girls of experimental groups	224
Table 10.	Averages and standard deviations in the pretest and differences in averages pretest-posttest in all the variables studied, by socioeconomic level	228
Table 11.	Results of variance analysis of the pretest and of differences in averages pretest-posttest in all the variables studied, by socioeconomic level, size of the effect (Cohen's d).....	231
Graph 57.	Graphical representation of social behaviours in the pretest phase by socioeconomic level	234
Graph 58.	Graphical representation of the pre-post change in social behaviours by socioeconomic level	235
Graph 59.	Graphical representation of cognitive strategies for resolving social situations by socioeconomic level in the pretest phase	236
Graph 60.	Graphical representation of the pre-post change in cognitive strategies for resolving social situations by socioeconomic level.....	237
Graph 61.	Graphical representation of empathy in the pretest phase by socioeconomic level	238
Graph 62.	Graphical representation of the pre-post change in empathy by socioeconomic level.....	238
Graph 63.	Graphical representation of feelings of anger in the pretest phase by socioeconomic level	239
Graph 64.	Graphical representation of the pre-post change in feelings of anger by socioeconomic level	240
Graph 65.	Graphical representation of emotional intelligence in the pretest phase by socioeconomic level ..	241
Graph 66.	Graphical representation of the pre-post change in emotional intelligence by socioeconomic level	242
Graph 67.	Graphical representation of intrapersonal emotional intelligence in the pretest phase by socioeconomic level	243
Graph 68.	Graphical representation of the pre-post change in intrapersonal emotional intelligence by socioeconomic level	243
Graph 69.	Graphical representation of feelings of happiness in the pretest phase by socioeconomic level ...	244
Graph 70.	Graphical representation of the pre-post change in feelings of happiness by socioeconomic level	244
Graph 71.	Graphical representation of personality in the pretest phase by socioeconomic level.....	245
Graph 72.	Graphical representation of the pre-post change in personality by socioeconomic level	246
Graph 73.	Graphical representation of psychosomatic symptoms in the pretest phase by socioeconomic level	246
Graph 74.	Graphical representation of the pre-post change in psychosomatic symptoms by socioeconomic level	247
Graph 75.	Graphical representation of ability to analyse feelings in the pretest phase by socioeconomic level	248
Graph 76.	Graphical representation of the pre-post change in ability to analyse feelings by socioeconomic level	249
Graph 77.	Graphical representation of behavioural problems in the pretest phase by socioeconomic level...	249
Graph 78.	Graphical representation of the pre-post change in behavioural problems by socioeconomic level	250
Table 12.	Averages, standard deviations, results of variance analysis and size of the effect (d) in	

	subjective assessment of the programme in the posttest phase by socioeconomic level	252
Graph 79.	Graphical representation of subjective assessment of the programme in the posttest phase in the experimental groups by socioeconomic level	254
Diagram 1.	Summary of results: Effects of the intervention programme.....	257

ABSTRACT

ABSTRACT

While the history of the concept of emotional intelligence (EI) is relatively short, it has antecedents going back centuries. In the last twenty years, the concept of EI has aroused considerable interest and many authors have researched this subject. Several EI models currently exist, the best known being Salovey and Mayer's ability model and Petrides and Furnham's trait model. There are also mixed models like that of Bar-On and that of Goleman. The EI seen in terms of ability has been defined as a cognitive skill in relation to emotions involving the ability to perceive, use, understand and regulate emotions (Mayer, Salovey, & Caruso, 2004). The EI seen as a trait has been defined as a construct placed at the lowest levels of the personality hierarchies (Petrides & Furnham, 2001).

Bearing in mind that EI is connected with psychological well-being, happiness, adaptation, social relations, health (physical and mental) and more, the implementation of a programme to improve EI would be beneficial in improving the above variables. Moreover, improving social skills and emotional competencies would help to prevent or mitigate problems that are widespread in our society, like bullying, racism, sexism, stress, depression and violence, among others.

Within this context, the aim of this study is to design and assess the effects of a psychoeducational intervention programme to stimulate the development of EI during adolescence, by measuring its effects both on EI and on various behavioural, cognitive, emotional and somatic variables.

The sample comprised 148 adolescents aged 13-16 who were in the third year of *Educación Secundaria Obligatoria* (ESO, Spanish obligatory secondary education). The pupils belonged to three secular, public/private schools in the province of Bizkaia. This study used a quasi-experimental design with repeated pretest-posttest measurements with control groups and a follow-up phase after a year of intervention, while abiding by the ethical values required in research on human beings. Specifically, four experimental groups (n = 83) are compared with three control groups (n = 65), all randomly recruited.

To measure the variables being studied, 11 assessment instruments were administered in the pretest and posttest phase, and 10 in the follow-up phase (the SBP

was not used). In addition to these instruments, the CEP, *Cuestionario de Evaluación del Programa* (Programme Assessment Questionnaire) was administered in the posttest phase for pupils in both groups (experimental and control). The instruments used were: 1) AECS. Actitudes y estrategias cognitivas sociales [Cognitive-social attitudes and strategies] (Moraleta, González, & García-Gallo, 1998/2004); 2) EIS. Cuestionario de estrategias cognitivas de resolución de situaciones sociales [Cognitive Strategies for resolution of Social Situations Questionnaire] (Garaigordobil, 2008); 3) CE. Cuestionario de empatía [Empathy Questionnaire] (Merhabian & Epstein, 1972); 4) STAXI-CA. State-Trait Anger Expression Inventory in children and adolescents (Del Barrio, Aluja, & Spielberg, 2005); 5) EQ-i:YV. Emotional Quotient Inventory: Youth Version (Bar-On & Parker, 2000; Bar-On, 2006); 6) TMMS-24. Trait Meta-Mood Scale (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995); 7) OHQ. The Oxford Happiness Questionnaire (Hills & Argyle, 2002); 8) BFQ-CA. "Big Five" personality Questionnaire for children and adolescents (Barbaranelli, Caprara, & Rabasca, 1998); 9) PHQ-15. Patient Health Questionnaire (Kroenke, Spitzer, & Williams, 2002); 10) CECAS. Cuestionario de evaluación de la capacidad de análisis de sentimientos [Questionnaire for the assessment of the ability to analyse feelings] (Garaigordobil, 2008); and 11) EPC. Escala de problemas de conducta [Scale of Behavioural Problems] (Navarro, Peiró, Llácer, & Silva, 1993).

The aim of the intervention programme was to develop EI during adolescence. The intervention consisted of conducting 20 hour-long sessions, run weekly during one school year (2012-2013). The programme consisted of 31 activities organised in five modules: self-awareness, emotional regulation, mood, communication and empathy.

The results obtained showed that the programme significantly enhanced: 1) positive social behaviours (social conformity, help-collaboration and security-firmness); 2) assertive cognitive strategies for social interaction; 3) capacity for empathy; 4) internal control of anger; 5) emotional intelligence, specifically intrapersonal intelligence (emotional self-awareness, assertiveness, self-esteem and independence; emotional attention, emotional clarity and emotional repair), interpersonal intelligence (empathy, interpersonal relations and social responsibility) and general mood; 6) cognitive ability to analyse negative feelings; and 7) subjective perception of change with regard to self-

awareness, emotional regulation, general mood, communication and empathy. Also, the intervention reduced: 8) psychosomatic symptoms.

Moreover, the results confirmed that the programme led to a similar change in both sexes in most of the variables that were significantly altered by the effects of the intervention (social behaviours, cognitive strategies, empathy, internal control of anger, emotional intelligence, ability to analyse negative feelings, subjective perception of change and psychosomatic symptoms). Among the differences found between the sexes, boys showed a significantly greater increase in the number of assertive strategies to resolve social situations and their ability to empathise with other human beings, as well as their attention capacity and the clarity of their own emotions (intrapersonal intelligence), and displayed a significantly larger decrease in psychosomatic symptoms.

Finally, taking into account the variables on which the programme was effective, few differences were found according to socioeconomic level, other than confirming that adolescents from lower socioeconomic levels showed a significantly greater increase in social conformity and the ability to resolve feelings in comparison with participants from middle and upper socioeconomic levels.

With regard to the temporal stability of the results, a follow-up assessment was conducted one year after the posttest. This follow-up assessment revealed significant increases in: 1) social behaviours of dominance and apathy-shyness; 2) assertive cognitive strategies for social interaction; 3) ability to empathise; 4) emotional intelligence, in particular intrapersonal and interpersonal intelligence, general mood and stress management; 5) feelings of happiness; and 6) cognitive ability to analyse negative feelings. Also, significant decreases were found in: 7) social behaviours of aggressiveness-stubbornness and social anxiety; 8) aggressive cognitive strategies for social interaction; 9) emotional instability; and 10) psychosomatic symptoms.

These results make it possible to suggest that it is important to run programmes to improve EI, as they can prevent many of the problems faced by today's society (antisocial behaviour, violence, depression, stress, etc.) and foster positive qualities that lead to well-being and happiness.

Key words: Emotional intelligence, programmes, assessment, adolescents, gender, socioeconomic level.

INTRODUCTION

INTRODUCTION

This study falls within the framework of the Consolidated Research Group “Psychological assessment: designing instruments, assessing intervention programmes and epidemiological applications” financed by the Basque Government’s Ministry of Education, Language Policy and Culture (IT638-13), and by the University of the Basque Country’s Training and Research Unit (UFI PSIXXI 11/04) directed by Professor Garaigordobil. It was also financed by a pre-doctoral grant from the Basque Government (BFI-2012-10).

Research over the last two decades has shown the influence emotional intelligence (EI) has on our psychological well-being, happiness, adaptation, social relations and health (both mental and physical). The purpose of psychoeducational programmes is to improve socio-emotional skills, attitudes, behaviour and academic performance, and their use has been proven to be valid and effective (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

It would therefore seem essential and highly useful in adolescents’ personal growth to implement a psychoeducational programme to improve EI. As the study by Cabello, Navarro, Latorre, and Fernández-Berrocal (2014) shows, there is a strong link between EI and level of education. In high-quality classrooms EI will therefore be higher and pupils will have a better academic performance (Costa & Faria, 2015), better coping strategies (Resurrección, Salguero, & Ruiz-Aranda, 2014), lower somatisation levels, more friends, better interpersonal relations, better communication skills, empathy (Extremera & Fernández-Berrocal, 2013), self-control, sociability, self-motivation, adaptability (Komlósi, 2014), better physical health (Mikolajczak et al. in press) resilience, satisfaction with life (Di Fabio & Saklofske, 2014), conflict resolution in a constructive way (Extremera & Fernández-Berrocal, 2013; Kumari, 2015), less anxiety, aggression, depression, social stress (Extremera & Fernández-Berrocal, 2013), less risk behaviours, substance abuse (Resurrección, Salguero, & Ruiz-Aranda, 2014) and addictions (Parker, Summerfeldt, Taylor, Kloosterman, & Keefer, 2013).

Bullying, racism, sexism, loneliness, depression, violence, etc. are very common problems today. In fact, the WHO (WHO, 2014) points out that suicide is the second most

important cause of death in the group aged 15 to 29 throughout the world and the first external cause of death in Spain. Every 40 seconds someone in the world commits suicide, representing some 800,000 a year, and in Spain nearly 10 people commit suicide a day. Moreover, violence-related problems are on the increase. In a study carried out in the Basque Country, 83.7% of adolescents (aged 12-18) were involved (as victims, aggressors or observers) in bullying and 69.8% in cyberbullying (Garaigordobil, 2013). Finally, at a meeting held by the United Nations it was pointed out that the aggregate cost of non-communicable and mental illness would come to 46.7 trillion dollars in the next 20 years (Bloom, 2011).

All these issues have something in common: their link with EI. These problems could be diminished significantly by raising self-esteem, developing empathy, learning to regulate impulses and emotions, exercising social skills, expressing emotions better and getting to know oneself better. A psychoeducational programme to develop socio-emotional skills would therefore be beneficial both to prevent these problems and to intervene when they do appear.

In line with this approach, this study aims to make two new contributions: 1) Designing and assessing a programme to improve EI during adolescence; and 2) EI will be related to psychosomatic level, i.e. EI will be associated with psychosomatic symptoms to prove the connection between body and mind, underlining the importance of psychological well-being to physical health.

The aim of the study was to design a psychoeducational intervention programme to stimulate the development of EI during adolescence. The programme was run on a weekly basis over one school year, and then its effects on EI and on a range of behavioural, cognitive, emotional and somatic variables was assessed. The purpose of the programme is to improve the level of EI by fostering intrapersonal intelligence (attention, clarity and emotional repair), interpersonal intelligence, adaptability, general mood and stress management. These improvements will affect other variables, improving behavioural, cognitive, emotional and somatic aspects including happiness, personality traits, ability to analyse negative emotions cognitively, positive social behaviour, control of feelings of anger and psychosomatic symptoms.

In this context, the study is divided into two parts: the theoretical basis and the empirical study. In the first part, the theoretical basis is outlined in three chapters. Chapter 1 deals with the definitions and development of the concept of EI. In chapter 2, different models explaining EI are presented. Finally, chapter 3 outlines the principal EI prevention and intervention programmes. These programmes are described in three tables: 1) programmes that have been assessed (1 table with programmes to improve “emotional intelligence” and another with programmes to improve socio-emotional skills); 2) programmes that have not been assessed.

The second part of this study deals with the empirical side, and this part is divided into 5 chapters. In chapter 4 the aims and hypotheses of the study are outlined. Chapter 5 describes the sample, made up of 148 adolescents from 13 to 16 years old, in *Educación Secundaria Obligatoria* (ESO, Spanish lower secondary education). Chapter 6 explains the design and procedure for the study (methodological design and research procedure). Chapter 7 describes the assessment instruments used before and after implementing the programme, as well as in the follow-up phase. Chapter 8 explains the intervention programme, considering the following aspects: goals of the programme, modules and activities, implementation procedure, programme techniques and how intervention sessions were structured. Chapter 9 describes the results of the study through statistical analysis of the data gathered using the assessment instruments. Chapter 10 outlines the conclusions and discusses the study, comparing the results obtained with the starting hypotheses and with the results of other studies. The chapter ends with a discussion of the contributions and limitations of this study and suggests possible avenues to explore in the future.

Finally come the bibliographical references and annexes which include the assessment instruments used, the informed consent forms used to ensure ethical standards in research on human beings were upheld and, by way of example, some of the activities in the programme.

PART I.
THEORETICAL BASIS

CHAPTER 1.
DEFINITION AND DEVELOPMENT OF THE
CONCEPT EMOTIONAL INTELLIGENCE

CHAPTER 1. DEFINITION AND DEVELOPMENT OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

This chapter contains a summary of the development of the concept of emotional intelligence up to the present, and outlines several definitions of the concept.

1.1. DEVELOPMENT OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

While the concept of EI is very recent, people have been talking about the importance, the relationship and the division between reason and feelings for over 2,000 years. 2,200 years ago in ancient Greece, Plato said that “The pupil’s emotional disposition determines their ability to learn.” However, the stoics of ancient Greece believed that logic was superior to feelings, as people could reach agreement in terms of rational arguments, but rarely when the arguments concerned emotions (Mayer, Roberts, & Barsade, 2008). While stoic philosophy has been influential, the idea that reason was superior to emotion was not fully accepted by everybody. For example, 18th-century European sentimentalists supported the principle of “following your heart”, arguing that truth could be a property of the sentiments and intuition, and that these feelings were more true than reason (Reddy, 2001).

While the history of the concept of EI is relatively short, it has precedents in the history of intelligence and emotion (Bisquerra, 2009) and these constructs have always existed. While a conception of multiple intelligences has emerged over time, giving rise to EI, the importance attached to intelligence is due to the tests to measure it (created to predict academic success) and, according to Bisquerra (2009), studies of intelligence began with Broca (1824-1880), who took an interest in measuring the human skull and its characteristics. However, many people have contributed to this scientific field, among them Galton (1822-1911) and the Gauss bell curve, Wundt (1832-1920) and introspection, and Binet (1857-1911) and intelligence testing. With regard to theories of the emotions, humanist psychology and counselling could be distant ancestors of the EI concept (Bisquerra, 2009). Then came the rational-emotional psychotherapy of Albert Ellis (1977)

and the cognitive therapy of Aaron Beck (1976). Taylor, Bagby and Parker (1997) also refer to EI when they deal with affective disorders.

In the last twenty years the concept of EI has aroused considerable interest and many authors have researched the subject. However, while they did not use the EI concept, before the 90s some authors raised ideas related to the subject. Diagram 1 outlines the principal antecedents of EI posited by the end of the last century.

Diagram 1. The background to emotional intelligence

Author and year	Definition
Darwin (1873)	The importance of emotional expression for survival and adaptation.
Thorndike (1920)	Social Intelligence is the ability to understand and approach men and women, and to act wisely in human relations.
Wechsler (1940)	Intelligence is the individual's overall ability to act with purpose, think rationally and deal with their surroundings effectively.
Mowrer (1960)	The emotions are not opposed to intelligence, but would seem rather to be an intelligence of a higher order.
Leuner (1966)	EI stands between cognition and emotion. The importance of interaction between child and carers in the early years of life with regard to emotional learning.
Gardner (1983)	Theory of multiple intelligences. He stresses interpersonal and intrapersonal intelligences as being closely related to social and emotional competence. Indicators of intelligence like IQ do not fully explain cognitive ability.
Payne (1985)	He used the EI concept in his doctoral thesis, "A Study of Emotion: Developing Emotional Intelligence". Being emotionally intelligent means having the ability to create new ways of responding to new emotional situations.
Sternberg (1985)	Triarchic theory of intelligence: analytical, creative and practical intelligences. Successful intelligence: intelligence (non-academic) that leads us to do well.
Salovey and Mayer (1990)	EI is the ability to supervise one's own feelings and emotions and those of others, to discriminate between them and to use this information to guide one's own actions and thoughts.
Goleman (1995)	EI is the ability to get in touch with one's own feelings, discern between them and exploit this knowledge to guide one's behaviour, and the ability to discern and respond appropriately to other people's moods, temperament, motivations and wishes.
Ledoux (1996)	The role of the amygdalae is as a nexus between the emotional brain and the

	rational brain. Findings concerning the neuronal circuits in the brain prove that emotion comes before thought.
--	---

According to Mayer (2001), people were already talking about emotions and thought over 2,000 years ago. However, in psychological terms, the most noteworthy discussion began in the 20th century. Mayer divides the history of the development of EI into 5 periods.

The first period is from 1900 to 1969, during which time intelligence and emotion were researched separately. The first tests were developed in the field of intelligence and it was seen as a skill used for valid and abstract reasoning. In the field of the emotions, research concentrated on the chicken and egg problem. This means asking which is activated first when a person finds themselves in a stressful situation, a physiological response or an emotion?

In the second phase, 1970-1989, the precursors of EI appeared. The fields of cognition and affect focus on the relations between emotion and thought. It was suggested that depressed people might be more realistic and accurate, and that changes in mood could boost creativity. In the field of non-verbal communication scales depending on facial and postural perception of non-verbal information were developed. In relation to artificial intelligence, research was conducted into how computers can understand and reason about emotional aspects of stories. Gardner's new theory of multiple intelligences described intrapersonal intelligence as the ability to perceive and symbolise emotions among other features. Empirical work on social intelligence proved that it was divided into social skills, empathy, prosocial attitudes and emotionality. Study of the brain began to distinguish connections between emotion and cognition. Occasional use of the term "emotional intelligence" appeared.

The third phase, 1990-1993, was characterised by the appearance of the concept of EI. Mayer and Salovey published several articles on this subject.

The fourth phase, 1994-1997, saw the popularisation and expansion of EI. Goleman (1995), a scientific journalist, published the book "Emotional Intelligence", which became a best-seller.

The fifth phase is that running from 1998 up to the present and concentrates on the research and the institutionalisation of EI. New measurements of the concept and the first peer-reviewed research papers have been introduced.

1.2. DEFINITION OF EMOTIONAL INTELLIGENCE

The concept of EI covers two different concepts, which are intelligence and emotion. “Intelligence” comes from the Latin word *intelligentia*, which means the ability to choose the best options in seeking a solution. Intelligence is related to the ability to think, understand, assimilate and elaborate information in order to make appropriate use of it. The Oxford English Dictionary defines intelligence as “the ability to acquire and apply knowledge and skills”. The etymological root of the word “emotion” comes from the Latin verb *movere* (to move) plus the prefix “e-”, which means “towards”. Therefore, emotions involve a movement or tendency towards action. According to the Oxford English Dictionary (OED), an emotion is “a strong feeling deriving from one’s circumstances, mood, or relationships with others”.

If these two ideas are put together, EI means the ability to think, understand, assimilate and elaborate emotional information in order to use it appropriately and be able to resolve emotion-related conflicts.

While the idea of EI has been around for thousands of years, it is in the last two decades that most research has been conducted into this subject. Different theories have emerged and there is currently no single definition of the concept. In fact, researchers studying EI are divided into three groups according to how they see EI. EI can be considered an ability, a personality trait or something that combines both abilities and traits. According to this classification, ability EI is a cognitive ability related to the emotions. Mayer and Salovey (1997) define EI as the “ability to perceive and express emotion, facilitate emotion in thought, understand and reason with emotion and regulate emotion in the self and others”. Trait EI, on the other hand, has been defined as a constellation of emotional perceptions located at the lower levels of personality hierarchies (Petrides & Furnham, 2001). Finally, mixed models argue that EI involves both socio-emotional abilities and personality traits. According to Goleman (1995), EI is the

“ability to recognise our own feelings, the feelings of others, to motivate ourselves and to adequately handle our relations with others and with ourselves”.

Recent studies have proven that ability and trait are different constructs. Research by Davis and Humphrey (2012) supports the differentiation of constructs and complementary theoretical concepts of ability and trait EI. In their research the two measurements of EI (ability and trait) were only tenuously linked and each one showed connections with personality (trait EI displayed a higher correlation than ability EI) and with general cognitive ability (ability EI displayed a higher correlation here).

Research has also been carried out in Spain into EI, highlighting the work of Fernández-Berrocal and Extremera (Fernández-Berrocal & Extremera, 2006; Extremera & Fernández-Berrocal, 2013), Bisquerra (2012, 2014), Pérez-González (Pérez-González, 2008; Pérez-González & Pena, 2011), Aguilar-Luzón and Landa (2009), and Garaigordobil (Garaigordobil & Oñederra, 2010) among others.

According to Extremera and Fernández-Berrocal (2013), developing and using emotional abilities is of vital importance in adapting to our surroundings and these abilities foster psychological well-being and personal growth, regardless of each individual's intelligence and personality. In this respect, emotionally intelligent adolescents have better health (physically and psychologically) and greater ability to adapt in their day-to-day life, are better-adjusted psychologically, have more friends and better interpersonal relations, display lower levels of physical and verbal aggression and show better academic performance. These authors defend Salovey and Mayer's model and understand EI as the ability to perceive, facilitate, understand and regulate our own and other people's emotions.

Bisquerra (2012) defines EI as the ability to be aware of and regulate emotions (one's own and those of other people). With regard to emotional competencies, he defines these as the “set of knowledge, abilities, skills and attitudes necessary to become aware of, understand, express and appropriately regulate emotional phenomena” (Bisquerra, 2014). The purpose of developing emotional competencies is emotional well-being. This means the ability to enjoy and pass on well-being to the people with whom one interacts. In Bisquerra's model, emotional competencies are structured in five broad blocks:

emotional awareness, emotional regulation, personal autonomy, social competence and life skills for well-being.

Pérez-González highlights that EI and socio-emotional competencies are an important personal tool to achieve higher levels of personal, family, social, academic, vocational and professional adaptation (Pérez-González & Pena, 2011). Likewise, for this author, the socio-emotional education is an educative process with preventive character conducted to foster the integral development of a person with the purpose of enhancing the social and emotional well-being (Pérez-González, 2008).

Aguilar-Luzón and Landa (2009) see EI as the ability to recognise the meanings of emotions, reason and solve problems on the basis thereof, so taking on a cognitive character. Finally, for Garaigordobil and Oñederra (2010), the importance of EI lies in learning to administer the emotions to make them work for the person. EI describes complementary aptitudes, but these are distinct from academic intelligence.

In our study, EI is seen from the point of view of the mixed models. That is to say, we believe that EI has to do both with personality (trait models) and with emotional abilities (ability models). In fact, while genetics influence each person's level of EI and personality traits are related to EI, it is also true that it is an area that can be developed and improved through training.

Diagram 2 outlines the most recent definitions.

Diagram 2. Recent definitions of EI

Mayer, Salovey, and Caruso (2004)	The ability to perceive, use, understand and regulate emotions.
Petrides and Furnham (2001); Petrides (2011)	A constellation of emotional perceptions at the lowest levels of the personality hierarchies.
Garaigordobil and Oñederra (2010)	The importance of EI lies in learning to administer the emotions to make them work for the person.
Pérez-González and Pena (2011)	An important personal tool to achieve higher levels of personal, family, social, academic, vocational and professional adaptation.

Extremera and Fernández-Berrocal (2013)	EI is an ability that helps in adapting to one's environment and fosters personal growth.
Bisquerra (2012, 2014)	The ability to become aware of and regulate emotions (one's own and those of other people). Emotional competencies: A set of knowledge, abilities, skills and attitudes necessary to become aware of, understand, express and appropriately control emotional phenomena.

EI is studied from different points of view, so a multi-disciplinary view is necessary to take in the whole concept. EI is related with psychoneuroimmunology, positive psychology and neuro-linguistic programming (NLP), among others.

Psychoneuroimmunology studies the interaction between psychological processes, the nervous system, the immune system and the endocrine system in the human body. The results obtained in this field indicate that the emotions affect the immune system. Specifically, negative emotions weaken the immune system's defences while positive emotions strengthen them. These studies show the relationship between emotions and health. While the meta-analysis by Martins, Ramalho and Morin (2010) had already revealed the solid link between EI and health (mental, psychosomatic and physical), the role played by EI in protecting health has recently been confirmed, proving that greater EI is related to lower levels of somatisation (Andrei & Petrides, 2013; Extremera & Fernández-Berrocal, 2013). Thus, Ruiz-Robledillo and Moya-Albiol (2014) found a significant self-informed relationship between EI and health, proving that emotional repair and clarity are positively linked to perceived health. Finally, a study by Mikolajczak et al. (in press) has confirmed that emotional competencies predict health. One possible reason why people with high EI have more of a tendency towards positive moods and experience less somatic symptoms is that they use adaptive resolution strategies (Mikolajczak, Petrides, Coumans, & Luminet, 2009).

EI is also related to positive psychology. Positive psychology is a movement that appeared at the beginning of the 21st century, led by Seligman. It is a branch of psychology that attempts to understand the processes involved in people's positive qualities and emotions through scientific research. Positive psychology sets out to

investigate human psychological well-being, happiness and strengths and virtues. The science of psychology has traditionally focused on studying negative and pathological aspects of human beings (anxiety, stress, depression, etc.), leaving aside positive aspects. Research carried out in this field make its relationship with EI clear. For example, the study by Bhullar, Schutte and Malouff (2013) shows that greater hedonic and eudaimonic well-being are associated with higher trait EI.

Moreover, EI is related to happiness (Higgs & Dulewicz, 2014). But happiness means more than feeling good. The benefits of happiness (and positive emotions) include health: happier individuals tend to be healthier, live longer (Diener & Chan, 2011), have a good circulatory system and a stronger immune system (De Neve, Diener, Tay, & Xuereb, 2013). However, wanting to feel bad may be good in some situations, just as wanting to feel good can also be bad. In fact, individuals who prefer useful emotions, even where these are unpleasant, have a high EI. This means that people who state that they want to be angry or sad when these emotions are useful have higher EI than those who prefer to feel happy whatever the circumstances. This shows that wanting to be happy all the time is not always an intelligent option (Ford & Tamir, 2012).

Finally, neuro-linguistic programming (NLP) is a communication model developed in the seventies by Richard Bandler and John Grinder. NLP takes an interest in the relations between the neurological system and language (verbal and non-verbal), as well as in the inter-relationship between them and their relationship with emotions (Bisquerra, 2009). NLP forms a system of alternative therapy, the goal of which is to train people to develop self-awareness and effective communication, and to change their existing models of mental and emotional behaviour. NLP focuses on the influence of language on our mental programming and on other functions in our nervous system. To do this it pays attention to the linguistic patterns we use. Being aware of the language we use is essential as this affects our body's biochemistry. It is not the same saying to oneself "How good looking I am" (making oneself feel good) as saying "How stupid I am" (making oneself feel bad). According to NLP, people do not act on reality itself, but on a representation they construct of it. Every person is different and therefore everybody has a different map of reality. This creates many conflicts as one often thinks that another person has the same

map when this is in fact not the case. Because of all this, NLP helps to make use of techniques to help make internal changes in a lasting way.

CHAPTER 2.
EXPLANATORY MODELS OF EMOTIONAL
INTELLIGENCE

CHAPTER 2. EXPLANATORY MODELS OF EMOTIONAL INTELLIGENCE

This chapter discusses the main models of IE. Several models and classifications of EI currently exist. According to Bisquerra (2009), three models can be distinguished: ability models (like that of Salovey and Mayer), trait models (like that of Petrides and Furnham) and mixed models (like those of Bar-On and Goleman).

The best-known models of EI today are outlined below: the Gardner (1983) model, the Salovey and Mayer (1990) model, the Goleman (1995) model, the Bar-On (1997) model, the Petrides and Furnham (2001) model, the biologicist model and other models.

2.1. Gardner's model (1983)

According to Gardner, intelligence is not something that can be measured with a number like the intelligence quotient (IQ). Intelligence involves the ability to organise and coordinate thoughts together with actions. Gardner defines intelligence as “the mental capacity to solve problems and/or produce products that are of value in one or more cultures” and proposes the theory of multiple intelligences. According to this theory there are a range of intelligences and each individual possesses each of these intelligences to different degrees.

These are the intelligences:

Linguistic Intelligence: This is the ability to understand the order and meaning of words both in reading and writing and in speaking and listening. It refers to the ability to read, write, tell stories or do crosswords. The function of language is universal.

Logical-Mathematical Intelligence: This is the ability to identify models, calculate, formulate and check hypotheses, to use the scientific method and inductive and deductive reasoning. This intelligence refers to patterns of measurement, categories and relations. People with this intelligence have an aptitude for solving arithmetical problems, strategy games and experiments.

Bodily-Kinesthetic intelligence: This intelligence involves the ability to perform activities that call for strength, speed, flexibility, hand-eye coordination and balance. People with

this intelligence process knowledge through bodily sensations. Movement of the body is universal and can be used to express emotions.

Visual-Spatial Intelligence: This involves the ability to present ideas visually, to create mental images, to perceive visual details, to draw and to sketch. This intelligence refers to an aptitude for solving puzzles, drawing, playing construction games, etc.

Musical Intelligence: This involves the ability to listen, sing and play instruments. This intelligence means the capacity to think in terms of sounds, rhythms and melody. It is related to the production of pitch and the recognition and creation of sounds. Data from different cultures show the universal nature of musical notions.

Interpersonal Intelligence (social intelligence): This intelligence refers to the capacity for communication and leadership in groups. It means understanding the feelings of others and involves an aptitude for interpersonal relations, as people with this intelligence are good at working with others, helping people and identifying and overcoming problems. This intelligence is constructed on the basis of a core capacity for feeling distinctions between others. This intelligence makes it possible to read other people's intentions and wishes, even if they are concealed.

Intrapersonal Intelligence: This intelligence is related to the ability to know oneself. This means being aware of one's own reactions, emotions and inner life. It means access to one's own emotional life, feelings, the ability to discriminate between specific emotions and, finally, to give them a label and have recourse to them as a means for interpreting and guiding one's own conduct. This intelligence refers to the capacity to set oneself goals, assess personal abilities and disadvantages and monitor one's own thoughts.

Naturalistic Intelligence (Gardner, 1995): People with this intelligence have an aptitude for communicating with nature. This means they have an aptitude for understanding the natural environment and conducting scientific observation of nature, as in biology, geology or astronomy. This intelligence involves the ability to perceive the relations between different kinds or groups of objects and people, as well as recognising and establishing whether there are differences and similarities between them. People with this intelligence are good at observing, identifying and classifying members of a group of species.

2.2. Salovey and Mayer's model (1990)

The Salovey and Mayer (1990) model sees EI as an ability and defines it as a set of cognitive-emotional abilities related to handling emotions. EI consists of the ability to handle emotions, discriminate between them and use this knowledge to control one's own thoughts and actions. It also refers to the ability to express and understand emotions and use them for personal growth. These abilities are not always innate so they can be learned and trained.

In their 1990 article, Salovey and Mayer divide EI into 3 groups: appraisal and expression of emotions, regulation of emotions and use of emotions.

Appraisal and expression of emotions

Within appraisal and expression of emotions a distinction is made between one's own emotions and those of others. Moreover, with one's own emotions there is a distinction between the verbal and the non-verbal medium. For one's own emotions, the verbal medium refers to language. This is one means by which emotions are appraised and expressed. Learning about emotions depends partly on the clarity with which one can talk about them. The second medium is the non-verbal one, as emotions are expressed not only in words but also using non-verbal signs such as facial expressions or body movements.

With regard to other people's emotions, perceiving non-verbal emotions is essential to satisfactory communication as these perception skills ensure smoother interpersonal cooperation. This means that for good communication it is vitally important to perceive the emotions expressed by other people through their facial expressions, posture, etc.

A feature of the appraisal and expression of emotions is that it appears to be connected with empathy, one of the most important skills in the exercise of emotional intelligence. Empathy is the ability to understand and re-experience other people's feelings.

Emotion regulation

In the field of the regulation of emotions a distinction is made between the regulation of one's own emotions and that of other people's. With regard to the regulation of one's own emotions, each person has a variety of experiences of their mood or their emotions. Thus, every individual has their strategies for regulating them. One of these strategies is choosing who to relate to, because when one compares oneself with others one may experience positive feelings like pride or negative ones like envy. People try to maintain positive emotions and avoid negative ones by seeking information that helps them to keep up a positive image of themselves. Another strategy for regulating emotions is that of changing the person's inner experience with regard to emotions. A negative emotion that is assessed as unacceptable and lasting is devastating. However, if the same emotion is interpreted as if it was under control and will change after a short time it will not be destructive.

As regards the regulation of other people's emotions, EI includes the ability to regulate and modify others' affective reactions. This means that apart from regulating our own emotions we also influence those of other people.

Use of emotions

Individuals are differentiated by their ability to use their emotions in order to solve problems. Moods and emotions influence the strategies involved in problem solving (Mayer, 1986). On the one hand, emotions can aid the process of planning the future. On the other, positive emotions can affect how memory is organised to integrate cognitive material and connect different ideas better (Isen, 1987). Finally, emotions and moods can be used to motivate and aid intellectual tasks (Cantor, Norem, Niedenthal, Langston, & Brower, 1987).

Some years later, Salovey and Mayer structured EI as a model with four inter-related branches:

1. *Emotional perception*: Emotions are perceived, identified and valued. Both one's own emotions and those of other people play a part in this process. This ability

means paying attention to and accurately decoding the emotional signals in facial expression, body movements and tone of voice. It refers to the precision with which people can identify their emotions and the feelings (physiological and cognitive) caused by them.

2. *Emotional facilitation*: Emotional facilitation involves the ability to take feelings into account when reasoning or solving problems. This ability refers to the way in which emotions affect the cognitive system and how our affective states help in the decision-making process. Emotions help to prioritise thought and direct attention to the most relevant information. Therefore, mood changes a person's perspective, encouraging them to consider multiple points of view. This ability involves our emotions acting positively on our reasoning and the way in which we reason and how we process information.
3. *Emotional Understanding*: Emotional understanding involves the ability to separate the broad, complex set of emotional signals, to label emotions and to recognise which groups feelings fall into. Emotional understanding means understanding and analysing emotions using emotional knowledge. It also means an ability to be aware of the causes and consequences of different emotions. Likewise, emotional understanding means knowing how different emotional states are combined to give rise to known secondary emotional states. Finally, it also includes the ability to interpret the meaning of complex emotions.
4. *Emotion regulation*: This involves the capacity to be open to feelings (positive and negative) and reflect on them in order to reject or take advantage of the information reaching us according to its usefulness. This ability serves to regulate both one's own emotions and those of other people by implementing different emotional management strategies to modify feelings, take care of mitigating negative emotions and foster positive ones.

These four branches are interconnected in a hierarchical way, from basic psychological processes up to the most complex. Thus, good emotion regulation requires good emotional perception, emotional facilitation and emotional understanding.

2.3. Goleman's model (1995)

This author understands EI as the capacity to recognise and handle our own feelings, motivate ourselves and monitor our relations (Goleman, 1995). EI allows us to become aware of our own emotions, understand other people's emotions, withstand the pressures and frustrations of work, accentuate our capacity to work in a team and adopt an empathic, social attitude that fosters our personal development. In this way, Goleman states that people are born with an EI that determines their aptitude to learn emotional competencies.

In his original version, Goleman (1995) understood EI as the capacity to be aware of one's own emotions, handle them, motivate oneself, recognise other people's emotions and establish relationships. He put forward a mixed model with four components: self-awareness, self-management, social awareness and relationship management.

However, in subsequent publications Goleman (1998) modified his original model, dividing EI into these five aspects:

1. *Self-Awareness*: Awareness of one's own emotions and feelings. This means recognising, assimilating and understanding the emotions we experience. It refers to emotional self-awareness, appropriate self-assessment and self-confidence.
2. *Emotional Control and Self-Regulation*: The capacity to handle one's own emotions and regulate them so that our behaviour is also regulated, adapting to each situation. It consists of self-control, reliability, responsibility, adaptability and innovation.
3. *Self-Motivation and Motivation*: The capacity to motivate oneself by setting goals and targets the individual wishes to attain. This ability enhances the other competencies (social and personal) as the feeling of success increases and the person feels responsible for their own actions. It involves abilities like motivating achievement, commitment, initiative and optimism.
4. *Empathy*: The capacity to recognise and understand other people's emotions and feelings. This means the capacity to put oneself in another's position. This ability involves an orientation towards service, development and attainment for others and also organisational awareness.

5. *Social Skills*: Knowing how to relate to others, work in a team and be assertive and decisive in interpersonal conflicts. It refers to leadership, communication, influence, conflict management and teamwork.

According to Goleman, self-awareness is the talent upon which empathy is built, as the more open we are to our own emotions, the greater our ability to understand the feelings of others.

With regard to self-regulation, this is the capacity to confront emotional difficulties. It refers to self-control and the aim is not to inhibit emotions but to balance them. In fact, all feelings are valid and have their own significance. It is normal to experience emotional ups and downs in everyday life and the important thing is to keep a balance. It is not a question of avoiding painful feelings. The important thing is not to let oneself get carried away by these emotions and lose control. While it is hard to dominate one's emotions, how long an emotion remains in us is in our hands. The problem is not the existence of a negative emotion but whether it is excessive and inappropriate.

Motivation is linked to feelings like enthusiasm, perseverance and confidence, and influences variables like academic performance, physical performance, etc. Emotions have the power to obstruct or favour our capacity to think and plan. In this way they influence our long-term goals and how we solve problems, among other things.

With regard to empathy, this is the root of the feeling on which relationships are based. Various studies have proven that the roots of empathy go back to earliest childhood. At the same time it has been discovered that empathy calls for a minimum of calm to be able to perceive and interpret the subtle signals sent out by another person.

Finally, social skills are developed on the basis of self-control and empathy. These are the social aptitudes that ensure efficiency in dealing with others and a lack of which leads to social incapacity or frequent interpersonal failure.

2.4. Bar-On's model (1997)

The Bar-On (1997) model is a mixed model as it incorporates personality traits, motivation, self-concept and so on in the skills of perception, expression and control of

emotions. Bar-On's model is influenced by different theories such as those of Darwin, Thorndike, Wechsler and Sifneos. Firstly, Darwin's work on the importance of emotional expression to the survival and adaptation of species (1872/1965) influenced Bar-On's model. In fact, this writer attaches great importance to emotional expression and takes into account the emotionally and socially intelligent behaviours resulting from the adaptation posited by Darwin. He is also influenced by Thorndike and his theory of social intelligence (1920), Wechsler and the intelligent conduct (1940) and Sifneos and alexithymia (1967).

The Bar-On (1997, 2000) model is founded on the competencies that try to explain how an individual relates to the people around them and to their environment. EI is therefore a set of emotional, personal and social factors that influence people's ability to adapt to the pressures and demands of their environment (Bar-On, 2000). EI influences people's emotional well-being and is related to success in life. Emotionally intelligent people are able to recognise and express their emotions, understand themselves, update their potential capacities, lead a healthy, happy life, understand how other people feel and forge and carry on satisfactory, responsible interpersonal relations without becoming dependent. These people are generally optimistic, flexible and realistic. They are successful in solving their problems and deal with stress without losing control. The Bar-On model is made up of 5 components:

1. *Intrapersonal Component*: the ability to be aware of and understand one's own emotions, feelings and ideas. This component covers the following aspects: self-esteem, emotional self-awareness, assertiveness, independence and self-realisation.
2. *Interpersonal Component*: the ability to be aware of and understand other people's emotions, feelings and ideas. This component involves the following abilities: empathy, interpersonal relations and social responsibility.
3. *Adaptability Components*: the ability to be open to changes of feelings depending on the situation. This component takes in the following aspects: problem-solving, reality testing and flexibility.
4. *Stress Management Components*: the ability to handle stress and control one's emotions. This component involves stress tolerance and impulse control.

5. *General Mood Component*: the ability to feel and express positive emotions and to be optimistic. This component covers the following aspects: happiness and optimism.

According to Bar-On, these 5 components consist of 15 factors, which are outlined below:

1. *Self-esteem*: the ability to look within and perceive, understand and accept oneself. The ability to assess oneself and then to accept and respect oneself.
2. *Emotional self-awareness*: the ability to be aware of, identify and understand one's own emotions. This involves recognising and differentiating between emotions.
3. *Assertiveness / Self-expression*: the ability to express our feelings and beliefs and to stand up for our rights.
4. *Independence*: the ability to be self-sufficient and free from emotional dependence on others.
5. *Empathy*: the ability to understand how other people feel and be sensitive to what people feel, how they feel it and why they feel this way.
6. *Social responsibility*: the ability to identify with social groups and cooperate with others in a constructive way that is coherent with our consciousness.
7. *Interpersonal relations*: the ability to forge and maintain mutually satisfactory relations.
8. *Stress tolerance*: the ability to handle emotions effectively and constructively.
9. *Impulse control*: the ability to control emotions effectively and constructively, i.e. the ability to resist or delay an impulse.
10. *Reality testing*: the ability to check our thoughts and feelings objectively against external reality.
11. *Flexibility*: the ability to adapt and adjust our own feelings, thoughts and behaviour to new situations and conditions.
12. *Problem solving*: the ability to solve problems of a personal and interpersonal nature effectively.
13. *Self-realisation*: the ability to set personal goals, to set out to achieve them with the aim of updating one's own inner potential.
14. *Optimism*: the ability to keep up a positive, hopeful attitude to life, even in adversity.

15. *Happiness / Well-being*: the ability to feel content with oneself, with other people and with life in general.

2.5. Petrides and Furnham's model (2001)

Petrides and Furnham present a trait model that contradicts Salovey and Mayer's ability model. This model defines trait EI (or emotional self-efficacy) as a constellation of emotional self-perceptions situated at the lowest levels in the personality hierarchy (Petrides, Pita, & Kokkinaki, 2007). According to these researchers, EI includes several tendencies in the domain of personality, such as empathy, impulsiveness, assertiveness and the elements of social intelligence and personal intelligence. The following components are therefore included within EI:

1. *Adaptability*: flexible and willing to adapt to new situations.
2. *Assertiveness*: direct, sincere and willing to stand up for one's rights.
3. *Emotional perception*: clear about one's own and other people's feelings.
4. *Emotional expression*: able to communicate one's own feelings to others.
5. *Handling emotions (others)*: able to influence other people's feelings.
6. *Emotion regulation*: able to control emotions.
7. *Impulsiveness*: low impulsiveness and less propensity to give in to one's needs.
8. *Relations*: able to carry on satisfactory personal relations.
9. *Self-esteem*: successful and self-confident.
10. *Self-motivation*: unlikely to yield to adversity.
11. *Social awareness*: interacts well with others with superior social abilities.
12. *Stress management*: able to withstand pressure and regulate stress.
13. *Trait empathy*: able to take the other person's point of view.
14. *Trait happiness*: cheerful and satisfied with life.
15. *Trait optimism*: trusting and with a tendency to see the positive side of life.

Petrides and Furnham propose a distinction between trait EI and ability EI, arguing that the facets of trait EI are personality facets as they found that the genes involved in

developing individual personality differences are also involved in the development of individual differences in trait EI (Vernon, Villani, Schermer & Petrides, 2008).

The theory of EI as a trait argues that certain emotional profiles will be beneficial in some contexts but not in others (Petrides, 2011). According to this model, the simplistic idea that “EI is good for you” is a myth. Thoughts based on emotions tend to be intuitive, automatic, with little scientific rigour and a low level of reasoning, unlike a more analytical thought which is not influenced by the emotions (Croskerry & Norman, 2008). Therefore, according to these authors, it should be recalled that high EI ratings do not always indicate adaptability or low ones instability.

2.6. The biologicist angle

Biological factors are currently playing a part in the development of theories on EI. According to biologicist models, biology has a lot to do with the emotions. This means that the emotions are partly influenced by the biological functioning of the body. These biological factors are the amygdalae, the orbitofrontal cortex and the cingulate cortex. The amygdalae are a group of nuclei of neurones located in the deep within the temporal lobes of complex vertebrates. They are part of the limbic system and their main role is to process and store emotional reactions. They deal mainly with the formation and storage of memories associated with emotional events. The function of the limbic system is related to feelings and passions, so it is vital to emotional life. The inter-relation between the limbic system and the neocortex forms the neurobiological nucleus of EI.

Another structure that plays a part in the development of emotions is the hippocampus, a marginal and less complex structure in terms of layers of the same grey cortical matter in the temporal lobe. Among its main functions is that of memory and handling space. The hippocampus is important not in identifying stimuli but in identifying the environment in which they occur. Thus, emotional learning is mediated by a system that can operate independently of our consciousness.

Apart from these biological organs, heredity also influences EI. Various studies have found links between heredity and trait EI (Vernon, Petrides, Bratko, & Schermer,

2008) as well as between genetics and empathy (Walter, 2012), self-esteem (Jonassainta et al. 2012) and social functioning (Ordoñana et al. 2013).

Telomeres are another biological component which could explain the development of EI. Telomeres are the protective layer to be found at the ends of chromosomes and their length offers information about mitotic cells (Epel, Daubenmier, Moskowitz, Folkman, & Blackburn, 2009). The length of telomeres seems to be an indicator of biological age and therefore of mortality. According to Epel et al. (2009), the length of telomeres has been associated with chronic stress and depression allowing this to relate them to EI. At the same time, Hoen et al. (2013) found that anxiety disorders (though not all kinds) predicted shorter telomere length. In the same way as stress and depression shorten telomeres, positive emotions may impede their shortening. According to Puterman and Epel (2012), the existence of positive factors (a healthy lifestyle and environment) may help to mitigate the effects of stress in eroding telomeres. Therefore, given the link between EI and stress or depression, as well as with positive emotions, the fact of developing EI will slow down the shorting of telomeres, so prolonging biological age.

Prominent among biologist theorists are Joseph Ledoux, Paul Ekman and Antonio Damasio. Ledoux concentrates on studying the amygdalae and its relationship with other areas of the brain involved in emotional processing. According to LeDoux, emotion controls thought as there are more nervous fibres in the direction amygdalae-cortex than in that from cortex to amygdalae.

Paul Ekman's theory focuses on studying the emotions and their relationship with facial expression. Ekman confirmed Darwin's idea by finding that facial expressions of the emotions are not determined by culture but instead are universal and of biological origin. Following trans-cultural research carried out in Papua New Guinea with local tribes, Ekman (1972) created a list of basic emotions: disgust, happiness, anger, fear, surprise and sadness. Subsequently, in the nineties, Ekman added other emotions (positive and negative) to the list: amusement, contempt or disdain, complacency or contentedness, embarrassment, enthusiasm or excitement, guilt, pride, relief, satisfaction, sensory pleasure, shame, anger, disgust, fear, happiness, surprise and sadness.

Damasio (2000) researched the relationship between emotions and feelings and the bases of these in the brain. Damasio defines emotion as a complex set of chemical and

neuronal responses that form a distinctive pattern. These responses appear after a stimulus (real or imagined) is presented and are produced by the brain. The ultimate objective of these responses is to favour the survival and well-being of the organism. According to Damasio, it is essential to differentiate between the emotional phase and that of feelings. When an emotion is experienced, there is a stimulus which may provoke an automatic reaction. This reaction begins in the brain and is then reflected in the body. When we perceive all this is when we have a feeling. Damasio states that emotions belong to the body and feelings to the mind.

2.7. Other theoretical models of EI

The Cooper and Sawaf (1997) model. For these authors EI is the skill of identifying, understanding and efficiently applying the power of emotions. Cooper and Sawaf propose a model based on “four cornerstones”: emotional literacy, emotional fitness, emotional depth and emotional alchemy.

The self-regulation of emotional experiences model of Higgins, Grant, and Shah (1999). According to these authors, people prefer some states to others. Thus, self-regulation allows preferred states to exist more than non-preferred ones. Higgins, Grant and Shah set out emotional self-regulation by establishing the following processes: regulatory anticipation (anticipating future pleasure or discomfort), regulatory reference (different reactions are possible when faced with the same situation) and regulatory focus (a distinction is made between a promotion focus and a prevention focus).

The Vallés and Vallés (1999) model. According to this model EI is made up of a series of abilities: knowing oneself, self-motivation, active listening, having confidence in oneself, understanding other people’s feelings, being able to calm oneself, knowing why one is being emotional, adapting to new situations, perceiving oneself as an emotionally balanced person, etc.

The Boyatzis (1999) model. According to this model, EI is the intelligent use of emotions. The abilities involved in EI are not innate but can be developed. This model concentrates on ideas of leadership. Specifically, “resonant leaders” take paths towards unknown territory and encourage the people in their organisations and communities. For

Boyatzis, the emotionally intelligent leader stands out not for their scientific talent, but for the quality of their relations with others.

The Barrett and Gross (2001) process model. This model defines five points at which people can regulate their emotions. The five elements of this model are: situation selection (approaching or avoiding certain people, places or things), situation modification (the emotional impact of a situation can be altered by adaptation), attention deployment (attention can help to choose which aspect of a situation to focus on), cognitive change (the same situation can be interpreted in different ways), and response modulation (influencing propensities to action created after being elicited).

The Mikolajczak (2009) model. Mikolajczak proposes a three-level model which brings together both trait and ability EI. The three levels in this model are the following: knowledge, ability and dispositions. Knowledge means the knowledge a person has of emotions and how to handle them in emotional situations. Ability refers to the ability to use strategies in emotional situations. Finally, dispositions means the propensity to behave in a certain way in emotional situations. The hierarchical structure of the model means that knowledge underlies ability, which in turn underlies disposition.

CHAPTER 3.
PREVENTION AND INTERVENTION
PROGRAMMES IN THE AREA OF
EMOTIONAL INTELLIGENCE

3. CHAPTER. PREVENTION AND INTERVENTION PROGRAMMES IN THE AREA OF EMOTIONAL INTELLIGENCE

This chapter presents a selection of psychoeducational programs that have been developed in the last years to encourage the development of EI and socio-emotional competencies. Based on the bibliographic search, three tables have been developed in which it is presented: the name of the programmes and their authors, the sample, the objectives of the programme, the components of the programme, the research design, the instruments used and the results obtained.

In the first two tables we present the evidence-based programmes. The first table lists the programmes that use the concept "emotional intelligence" and the second one lists the programmes that develop socio-emotional competencies. In the third table we present other programs that do not show evaluated results.

3.1. Evidence-based emotional intelligence and socio-emotional competencies development programmes

Table 1. Evidence-based emotional intelligence development programmes

Programme and authors	Sample	Objectives of the programme	Components of the programme	Research design	Instruments	Results
Enhancing Student's Emotional Intelligence and Social Adeptness. (Gore, 2000)	N=18 11-12 years (United States)	The main objective of the programme is to improve student's emotional intelligence and social adeptness.	Contents: cooperation, communication, expressing feelings, appreciation of diversity and conflict resolution.	Quasi-experimental design with repeated pretest-posttest measures.	Self reports, observational techniques and control lists.	The programme improved the emotional intelligence (cooperation, communication, expressing feelings, appreciation of diversity and conflict resolution), interpersonal social skills (communicating feelings, ways to calm, behaviour inside the group) and social behaviour (insubordination, arguing, teasing and disrespect).
Supporting the Development of Emotional Intelligence Competencies to Ease the Transition from Primary to High School [2002-2004] (Qualter,	N=169 11-13 years 1 high school (United Kingdom)	This study aims to: 1-Improve the transition to high school. 2- Develop EI competencies: enhance the self-esteem and diminish the negative effects of the transition.	All tutors and older students who acted as peer mentors for younger pupils attended an 'EI awareness-raising' session provided by the research team from a University. Material is provided to the tutors, older students and participants. The booklets provide information and advice on many topics relating to socio-emotional skills that are encompassed within the concept of emotional intelligence.	Data was collected at two points: 2002-2003 (N=169) and 2003-2004 (N=170). The first group acted as a control group and the second one as	<ul style="list-style-type: none"> - EQ-i:YV. Emotion Quotient Inventory-Youth Version. (Bar-On & Parker, 2000) - SPPC. Self-perception profile for children (Harter, 1985) - Academic performances. - Unauthorised absences, late registration, detentions and exclusions from school. - Raven's standard 	Pupils with high/average levels of EI cope better with transition in terms of grade point average, self-worth, school attendance and behaviour. Pupils with low baseline EI scores improved more their EI (interpersonal and intrapersonal intelligence, stress management, general mood and

Programme and authors	Sample	Objectives of the programme	Components of the programme	Research design	Instruments	Results
Whiteley, Hutchinson, & Pope, 2007)				the experimental group.	progressive matrices (Raven, Court, & Raven, 1990)	adaptability) than pupils with high/average EI.
Measured effects of provocation and emotional mastery techniques in fostering emotional intelligence among Nigerian adolescents (Ogunyemi, 2008)	N=270 12-18 years 3 centres (Nigeria)	The aim of the program is to improve the emotional mastery and the emotional intelligence of Nigerian adolescents.	The training programme develops several aspects: - Creativity. - Emotional mastery: types of emotion and their contributions to healthy and successful life; strategies for regulating emotions; ways of dealing with negative emotions; using emotions to facilitate thinking; skills of emotional literacy; steps to mastering emotions.	Design with repeated pretest-posttest measures and control groups.	- EIS. Emotional Intelligence Scale (Schutte et al. 1998)	The training program improved the EI (appraisal and expression of emotions, emotion perception and regulation, and emotion utilization) of the experimental groups. Gender did not have any significant effects on participants' levels of emotional intelligence.
Promoting Emotional Intelligence and Career Decision Making Among Italian High School Students (Di Fabio and Kenny, 2011)	N=48 16-18 years 1 centre (Italy)	The objectives of the program are: 1- To improve the ability to perceive emotions in oneself and others. 2- To develop the ability to generate, use and feel emotion to facilitate cognitive processes. 3- To develop the ability to understand emotional information. 4- To improve the ability to cope emotions.	The training, based on the model of Salovey and Mayer, was subdivided into four sessions of 2 hour and 30 minutes each, weekly. Each session focuses on one of the four branches of the mentioned model.	Quasi-experimental design with repeated pretest-posttest measures and control groups.	- Italian Version of the Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT (D'Amico & Curci, 2010) - Italian version of the Emotional Intelligence Scale (Di Fabio, Giannini, & Palazzeschi, 2008) - Italian version of the Indecisiveness Scale (Di Fabio & Ciardi, 2007) - Italian version of the	The programme improved the EI (EIS: appraisal and expression of emotions, emotion perception and regulation, and emotion utilization. MSCEIT: total score; experiential and strategic EI; 4 branches: perceiving emotions, facilitating thoughts, understanding emotions and managing emotions) and decision taking.

Programme and authors	Sample	Objectives of the programme	Components of the programme	Research design	Instruments	Results
					Career Decision Difficulties Questionnaire (Savadori, Vicenzi, & Rumiati, 2000)	
Short- and Midterm Effects of Emotional Intelligence Training on Adolescent Mental Health INTEMO (Ruiz-Aranda, Castillo, Salguero, Cabello, Fernández-Berrocal, & Balluerka, 2012)	N=479 11-16 years Many schools of 3 Spanish cities (Spain)	The objectives are to: 1-Prevent aggressive behaviours and psychosocial maladjustment. 2-Promote mental health. 3-Provide students with different socio-emotional skills related to the ability model of EI.	24 sessions of 1 hour carried out in tutorial hours. The programme is based on the Salovey and Mayer's model: emotional perception, understanding and regulation. The program was developed by 13 psychologists after receiving 16 hours of EI training. A coordinator maintained contact with all trainers during program development and implementation to ensure uniform conditions at all the participating schools.	Quasi-experimental design with repeated pretest-posttest measures and control groups. Follow-up phase.	- Behaviour Assessment System for Children and Adolescents (Reynolds & Kamphaus, 2004; MHI-5. 5-item Mental Health Inventory (Berwick et al. 1991) - Positive and Negative Affect Schedule (Joiner, Sandin, Chorot, Lostao, & Marquina, 1997)	Experimental students reported fewer clinical symptoms. The programme was effective at promoting mental health. Negative affect, anxiety, social stress, depression, external locus of control, sense of incapacity, and somatisation decreased. The improvements endured 6 months after the intervention.
Effects of an emotional intelligence intervention on aggression and empathy among adolescents INTEMO (Castillo,	N=590 8 centres 11-17 years (Spain)	The primary objective of the training was to enhance the following EI abilities: 1- Accurate perception, appraisal, and expression of emotions. 2- Awareness of feelings and ability to generate emotions to facilitate thought. 3- Understanding of emotions including the ability to label them	The EI training lasted two years and involved 12 sessions of 1 hour for each academic year distributed across six months.	Quasi-experimental, pretest–posttest design with a control group.	- The Spanish version of the Aggression Questionnaire (Buss & Perry, 1992; Rodríguez, Fernández, & Gómez, 2002) - The Spanish version of the Interpersonal Reactivity Index (IRI; Davis, 1980; Pérez-Albéniz, de Paúl, Etxeberria, Montes, &	Students in the experimental group reported lower levels of aggressiveness, anger, hostility and personal distress. Empathy improved too, particularly in males.

Programme and authors	Sample	Objectives of the programme	Components of the programme	Research design	Instruments	Results
Salguero, Fernández-Berrocal, & Balluerka, 2013)		with a rich emotional vocabulary. 4- Regulation of emotions in order to promote emotional and intellectual growth.			Torres, 2003)	

Table 2. Evidence-based socio-emotional development programmes

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Evaluation of preventive interventions for enhancing social competence in adolescents (LeCroy & Rose, 1986)	N = 73 12-13 years 1 centre (United States)	The objectives of the programme are to improve: 1-Conflict resolution. 2-Social skills. 3-Socio-cognitive skills. 4-Attention-control.	8 50-minute sessions held daily.	Design with repeated pretest-posttest measures and control groups.	<ul style="list-style-type: none"> - Alternative Thinking Test. Based on "Preschool Interpersonal Problem Solving Test" (PIPS) (Spivack & Shure, 1974) - Alternative Consequences Test. Modification of Walters and Peters (1980) from Platt, Spivack and Bloom (1971). - Social role taking (Chandler, 1971) - The Locus of Control Scale for Children (Nowicki & Strickland, 1973) - Defining Issues Test (Rest, 1974) - Behavioral Role-play Test (Freedman, Rosenthal, Donahoe, Schlundt, & McFall, 1978) - Participants satisfaction (ad hoc) 	Experimental adolescents showed more improvements in social competencies (asking for things politely, pressure resistance, empathy, conflict resolution, relations with friends and identification of feelings) than control adolescents. The placebo group improved too.
Interaction Skills Teaching Programme. ISTP [Programa de Enseñanza de Habilidades de	N = 48 4-12 years 4 centres (Spain)	The main objective of this programme is the development and promotion of interpersonal competence.	ISTP is a global psycho-pedagogical intervention to teach directly and systematically social skills to students in two contexts: school and home. The programme covers 30 social	Experimental design with repeated pretest-posttest measures	<ul style="list-style-type: none"> - Sociometric procedure for teachers (SP-T) and children (SP-C) - The ACCEPTS (A Curriculum for Children's Effective Peer and Teacher 	Improvements are seen in social skills, classroom skills, interactive behaviour and problem-solving skills, but not in election status (number

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Interacción Social. PEHIS] (Monjas, 1992)			skills grouped around the following areas: basic skills of social interaction, skills to make friends, conversational skills, related with feelings, emotions and opinions, skills to solve problems and skills to connect with adults.	and control groups.	<ul style="list-style-type: none"> Skills) Placement Test (Walker, 1983) - MESSY. The Matson Evaluation of Social Skills with Youngsters (Matson, Rotatori, & Helsel, 1983) - SISQ. Social Interaction Skills Questionnaire (Monjas, 1997). - SIOC. Social Interaction Observation Code (Monjas, Arias, & Verdugo, 1991) - ISB. Interpersonal Skills Battery (Pelechano, 1984, 1986) - Questionnaire for parents - Implementation and Satisfaction Questionnaire for teachers (ISQ-T) and parents (ISQ-P) - Follow-up Questionnaire for teacher (FUQ-T), peers (FUQ-PE) and parents (FUQ-P) 	of elections received by each subject) or total interaction. Parents improved their knowledge and application of raising strategies and patterns. Students with special educational needs of the experimental groups improved significantly more opposite to control.
Self-esteem improvement in the classroom. Application of a programme for children (11-14 years old) [La	N = 241 8 centres 12-14 years (Spain)	The main objective of the programme is to improve both self-esteem and the anxiety of the participants.	The programme is oriented to the acquisition of adaptative strategies to face up problems including the learning of social skills and the improvement of the self-concept; the modification of expectations and the development of new school and	Quasi-experimental pretest-posttest design with a non-equivalent	<ul style="list-style-type: none"> - Self-concept Evaluation Questionnaire (Martorell, 1991) - Self-evaluation Questionnaire of state-trait anxiety for children (Spielberg et al. 1990) 	Anxiety symptoms, the evaluation of stressful events and depression did not improve. However, experimental participant's self-concept/self-esteem

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
mejora de la autoestima en el aula. Aplicación de un programa para niños en edad escolar] (11-14 años) (Mestre & Frías, 1996)			social attitudes. The programme consist on 17 sessions that are carried out by 5 therapists. 2 sessions are realized each week.	control group.	- Children's Depression Inventory (Kovacs, 1983) - Evaluation of stressful events (Martorell, 1987)	improved significantly.
SCPP-YA. Social Competence Promotion Program for Young Adolescents (Weissberg, Barton, & Shriver, 1997)	12-15 years (United States)	The objective of the programme is teaching adolescents self-control, stress management, resolution of social problems and communication skills. It also tries to encourage them to make use of these skills to prevent the drug use and sexual risk behaviours.	The SCPP-YA programme is a preventive programme that teaches students cognitive, behavioural and affective skills, helping them to use them in daily challenges. The programme is held in 45 sessions divided into 3 modules: conflict resolution (27 sessions), application of conflict resolution techniques to prevent the drug use, and sexual risk behaviours (two parts of 9 sessions each). Teachers are trained before imparting the programme.	Quasi-experimental design with control groups.		According to the students, the programme reduced the delinquency level and increased (or maintained) positive behaviours, participation between classmates and social acceptance. It improved conflict resolution and developed more cooperative and effective solutions. The participants showed less aggressive and passive and more assertive behaviours. For the teachers, the social acceptance of classmates did not change.
GOAL. Going for the Goal	N = 405 12-17	The objectives of the programme are to develop the:	10 sessions: 1-Identifying dreams.	Pretest-posttest	- Knowledge of the skills to establish objectives (ad hoc)	The programme improves life skills: ability

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Programme (O'Hearn & Gatz, 1999)	years 3 centres (United States)	1-Skill to fix objectives, reinforcement and motivation. 2-Conflict resolution and self-regulation. 3-Selfcontrol and self-efficacy. 4-Educational pyramid and Helper therapy principle. This therapy suggests that, being helpers, older adolescents also improve and learn while helping the young.	2- Teaching to turn dreams into objectives. 3- Using learnt lessons in the second step. 4- Introducing the idea of "goal ladder". 5- Discussing the obstacles that appear in the process. 6- Providing them with emotional and cognitive strategies. 7- Teaching them to ask for help. 8- Putting the emphasis in recovering from difficulties. 9- Helping them to identify their strengths and use them to achieve objectives. 10- Students talk about their experience with the programme.	design with a waiting control group.	- Sens of Personal Control. Short Version (Nowicki & Strickland, 1973) - GAS. Goal Attainment Scale (Kiresuk and Choate, 1994) - Cultural environment - Non structured interviews (posttest phase)	to fix objectives and locus of control. The locus of control became internal in both groups (experimental and control).
Tribes Learning Comunities (Kiger, 2000)	N = 3,428 6-14 years 12 primary schools and 3 secondary schools	The objectives are: 1-Ensuring a healthy development of all children so that they all have knowledge and skills to succeed in a changing world. 2-Cooperation among teachers, workers and families ensuring support, participation and positive expectations for the students.	Teachers are trained before imparting the programme. All the workers of the centres participate in the programme. Teachers divide the students in groups of 3-6 known as "tribes" and work together throughout the year. They establish 4 basic agreements: active listening, appraisal and not scorn, mutual respect and the right to participate.	Design with repeated pretest-posttest measures. There is no control group.	- CTBS-5. Comprehensive Test of Basic Skills. - Test for teachers (ad hoc) - Test for students. Perception of the process (ad hoc)	Teachers noted improvements in respect for others, participation of all the students and feeling of belonging. The students noted that they had fun, received new classmates better, learnt new things, learnt how to make others feel good, respected others' property and talked in turns.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Comer's School Development Programme (Cook, Murphy, & Hunt, 2000)	N = 10,306 10-14 years (United States)	The objectives of the programme are improving interpersonal relations, the social climate of the school and academic performance.	The programme was implemented by social workers. Parents' mobilization was of great importance. The programme was held throughout 4 academic years.	Experimental design with experimental and control groups. Transversal and longitudinal study.	<ul style="list-style-type: none"> - Social climate of the students (ad hoc) - Mental health (ad hoc) - Positive and negative social behavior (ad hoc) - Academic performance - Social climate of the employees of the centre (ad hoc). - Ethnographic characteristics 	The programme improved academic performance, beliefs, feelings and disruptive behaviours. The programme did not improve mental health or positive social behaviours (time dedicated to lessons, sports, homework, free reading and non-structured y activities).
Intervention Programme with adolescents to encourage socio-emotional development [Programa de intervención con adolescentes para fomentar el desarrollo socioemocional] (Garaigordobil, 1999, 2001, 2002ab, 2004, 2008)	N = 174 12-14 years Basque Country	The objectives of the programme are: 1-Creating and promoting group development. 2-Identifying and analysing perceptions, stereotypes and prejudices. 3- Analysing discrimination and reducing ethnocentrism.	The programme has 7 modules: <ul style="list-style-type: none"> - Self-consciousness/ Self-concept. - Intragroup communication. - Help/cooperation relations. - Feelings expression and understanding. - Perceptions and stereotypes. - Discrimination and ethnocentrism. - Conflict resolution. 	Quasi-experimental design with repeated pretest-posttest measures and control groups.	<ul style="list-style-type: none"> - Socialization Battery. BAS-3 (Silva & Martorell, 1987) - Self-concept AFA. A Form (Musitu, García, & Gutiérrez, 1991) - List of adjectives to assess the self-concept (Garaigordobil, 2008) - Altruism Inventory (Ma & Leung, 1991) - Sociometrics: friendship and prosocial (Garaigordobil, 2008) - Questionnaire on cognitive strategies for resolving social interactions 	The programme increased significantly: friendship and prosociality relations within the group, assertive behaviours, consideration to others and leadership, empathy, self-concept and self-esteem, image of classmates, assertive cognitive strategies to deal with conflictive social situations, ability to analyse negative feelings. The programme also reduced significantly:

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
					(Garaigordobil, 2008) - Empathy Questionnaire (Merhabian and Epstein, 1972) - Self-evaluation Questionnaire of state-trait anxiety (Spielberg, Lushene, Montuori, & Platzek, 1990) - Scale of Behavioral Problems. SBP (Navarro et al. 1993) - Self-concept Scale. SCS. (Martorell, Aloy, Gómez, & Silva, 1993) - Antisocial Behavior Scale ABS (Martorell & Silva, 1993) - Assertiveness Scale. AS (Godoy et al., 1993) - Programme Assessment Questionnaire (Garaigordobil, 2008)	prejudicial cognitions towards other socio-cultural groups, state-trait anxiety, anxiety-shyness social behaviours, apathy-shyness behaviour problems and antisocial behaviours.
Effects of the Positive Action Program on Achievement and Discipline: Two Matched-Control Comparisons (Flay, Allred, &	264 schools 11 years (United States and Hawaii)	The objectives of the programme are the following: 1-Personality development. 2-Prevention of behavioural problems. 3-Increase of academic performance.	The programme consists on a school curriculum. More than 140 15-20 minute sessions held almost daily throughout the year. It is divided into 6 units: 1-Self-concept. 2-Positive actions for body and mind.	Design with experimental and control groups.	Academic performance and number of incidents (violence and school absenteeism)	The programme improved academic performance, discipline and self-concept. It also reduced behavioural problems (violence, absenteeism). No differences were

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Ordway, 2001)			3-Positive social and emotional actions (PSEA) to deal with one's own responsibility. 4-PSEA to connect with others. 5-PSEA to be honest with others and ourselves. 6-PSEA for continuous self-improvement.			found between centres of different socioeconomic level.
Lion's Quest. Skills for Adolescence (Eisen, Zellman, & Murray, 2003)	N = 5,691 34 schools 11-13 years (United States)	The objectives of the programme are: 1-Creating a study climate based on good relations and high expectations. 2-Helping students to have self-discipline, good judgement, responsibility and ability to solve conflicts pacifically. 3-Promoting a healthy life without drugs or bullying. 4-Reinforcing relations among family, school and friends. 5-Giving them the opportunity to become good citizens.	The programme integrates students, teachers, workers and families to improve socio-emotional skills. The programme teaches social and denial skills, cognitive-behavioural skills to improve self-esteem, personal responsibility, effective communication, decision-making and resistance to social influences. The programme is held in 40 sessions of 35-45 minutes. 3 sessions are focused in the transition to adolescence, 4 in building self-confidence and communication skills, 5 in positive emotions management, 8 in improving relations and 20 in living a healthy life without drugs.	Cohort design.	<ul style="list-style-type: none"> - Prevalence of tobacco, alcohol and drug use. - Questions obtained from Monitoring The Future (MTF) regarding alcohol, marijuana, cocaine and other drugs (Johnston, O'Malley, & Bachman, 1996) - Behavioural intentions towards tobacco, alcohol, marijuana and cocaine 3 months after the intervention. Items adapted from the MTF. - Social influence and interpersonal perceptions. Items adapted from the MTF - Students sense of self-efficacy to reject drugs (Quest International, 1992) - Parents perception about children's behaviour (ad hoc) 	The programme reduced the use of marihuana and alcohol. No gender or race-based differences were found. The programme helped students to turn their knowledge and attitudes into positive actions, increasing their interpersonal and social skills (self-esteem, personal responsibility, effective communication, decision-making, resistance to social influences, assertiveness, awareness of drugs and their consequences). The results keep stable at the follow-up.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Enhancement of self-regulation, assertiveness, and empathy [Programa Instruccional Emotivo para el Crecimiento y Autorrealización Personal. PIECAP] (Sanz de Acedo, Ugarte, Cardelle-Elawar, Iriarte, & Sanz de Acedo, 2003)	N = 40 13 years 1 secondary school (Spain)	The objective of the programme is to increase participants' self-regulation, assertiveness and empathy.	The intervention is based on the IDEAL model (Identifying, Defining, Executing, Assessing and Learning). Identifying and defining should be done before the task. Executing means controlling the activity as we make it. Assessing and learning are related to analysing the results and establishing connections with other social, academic and emotional behaviours.	Quasi-experimental design with repeated pretest-posttest measures and control groups.	- LSS. Learning Strategies Scale (Román & Gallego, 1994) - EPIJ. Personality Questionnaire (Silva & Martorell, 1993) - BAS-3. Socialization Battery (Silva & Martorell, 1995) - Teacher's journal	The programme improved self-regulation, learning, behaviour self-control, interpersonal relationships, assertiveness, empathy, expressing ideas, interests and emotions, identification of others' points of view, expressing concern on other classmates' problems, consideration to others and social variables.
Emotive Instructional Programme for personal growth and self-realisation (Aciego de Mendoza, Domínguez, & Hernández (2003)	N = 246 11-18 years (Spain)	The objectives of the programme are to boost self-actualization, provide keys for work satisfaction and to enjoy leisure time, to enrich affective relations, rise concern for the others, insist in the risks of evasion and prevent addictions.	Areas: Self-actualization, Learning to self-actualize, work and have fun, Friendship and love, Social concern, Evasion from reality.	Quasi-experimental design with repeated pretest-posttest measures and control groups.	- SCPR. Self-concept and Personal realisation (Domínguez, 2001)	The programme produced significant changes in management, job effectiveness and actualization, self-consciousness, self-esteem, empathy and social actualization.
Self-Science (Freedman, 2003)	N = 311 7-16 years (United States)	The main objective is to make students aware of that they can choose their feelings, thoughts and actions. Students learn skills such as	Self-Science is a complete curriculum to create an EI culture at the school. Teaching consists in asking, not explaining. Teachers foster curiosity, exploration and the	Quasi-experimental design with repeated pretest-	-EQi:YV (Bar-On, 2000) -Teacher's reports.	Teachers have noted an increase in cooperation and relations between classmates and assistance in students'

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
		awareness rising, well-management and self-direction.	possibility of several solutions instead of a specific answer. 30-60 minute sessions once a week.	posttest measures.		attention, student-teacher relation, students' learning and positive statements. Scorn decreased.
Mind Out Programme (Byrne, Barry, & Sheridan, 2004)	N = 1850 15-18 years 59 schools (Ireland)	The objectives of the programme are: 1-Improving mental health. 2-Teaching confrontation strategies in stressful situations. 3-Improving rational thinking skills to control negative emotions. 4-Increasing emotion awareness and how to deal with them. 5-Training them to ask for help. 6-Exploring attitudes on mental health.	Two manuals. One contains 10 (curricular) sessions implemented during the first year. The second contains three "extra sessions" to continue (during the second year) with the 10 sessions of the first year. Most sessions are interactive and include both physical and relaxation and discussion exercises. The programme is based in learning through experience. Teachers receive a half-day session on mental health and the programme.	Experimental design with repeated pretest-posttest measures and control groups. Follow-up one year after.	- Written Questionnaire to assess the impact of the programme on the knowledge and conscience regarding mental health (ad hoc) - GHQ-12. General Health Questionnaire (Goldberg, 1972) - COPE. It assess different coping strategies (Carver et al. 1989)	Experimental subjects knew better than control subjects what to do when a classmate was suffering, they showed higher levels of voluntary work, more pity for suffering people and they knew better how to solve their emotional issues. In general, girls have benefited more from the programme, obtaining better scores.
Design, development and evaluation of and emotional education programme [Diseño, desarrollo y evaluación de un programa de	3-16 years 1 centre (Spain)	The objectives are: 1-Getting to know own and other's emotions. 2-Regulating emotions. 3-Developing emotional skills and self-motivation ability. 4-Adopting a positive attitude in life.	Sessions are held during tutoring hours and the activities have been extracted from materials prepared by the el GROP.	Quantitative (pretest-posttest without control group) and qualitative (before, in the meantime,	- Teacher's reports to assess the sessions. - EEQ. Emotional Education Questionnaire (GROP, ad hoc) - 360° evaluation.	The programme improved the classroom climate, teacher-student relations, academic performance and interpersonal relationships.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
educación emocional] (Obiols, 2005)				after) methodology		
Educative Programme of moral and emotional growth [PECEMO. Programa Educativo de Crecimiento Emocional y Moral] (Alonso-Gancedo & Iriarte, 2006)	14-15 years	The objectives are: 1-Improving awareness, self-esteem and self-confidence. 2- Improving decision-making and become aware of personal responsibility. 3- Increasing empathy. 4- Improving interpersonal relationships.	Content: Emotional awareness, self-esteem and confidence, personal strength, ability to enjoy, decision-making, personal responsibility, will power, personal integrity, empathy and improvement of relationships, ability to get engaged, courage exert oneself and emotional control.	Descriptive and qualitative study.	<ul style="list-style-type: none"> - LEAS. Levels of Emotional Awareness Scale (Lane, Quinlan, Schwartz, Walker, & Zeitlin, 1990) - Vocabulary test from the WISC (Weschler, 2001) - Autonomy and moral autonomy Questionnaire (ad hoc) - Questionnaire of the evaluation of the activities (ad hoc) - Self-speaking Questionnaire (ad hoc) - General Programme Questionnaire (ad hoc) - Semi-structured interview (ad hoc) - Observational technics. 	The programme increased the appropriate attitudes to achieve a proper moral growth and a higher personal maturity.
Jóvenes Fuertes (adaptation of Strong Teens) (Castro, 2006)	N = 40 14-18 years 1 centre (United States)	The main objective of the programme is to promote the Latin immigrant students' social and emotional learning to improve socio-emotional resilience and academic performance.	These are the components of the programme: 1-Focused on the emotional needs of Latin immigrants, reducing cultural stress. 2-Culture-sensitive programme. 3-It teaches socio-emotional skills. 4-It uses culturally sensitive scenes and examples.	Within-subjects mix-factorial multiple baseline design.	<ul style="list-style-type: none"> - Academic performance. - SAFE. Societal Attitude Familial Environment – Children version – short version of Chavez, Moran, Reid and López (1997) - Symptoms internalization and socio-emotional knowledge assessment (ad 	Students improved their knowledge of social and emotional concepts.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
			Certified teachers impart the programme for 12 weeks.		<p>hoc)</p> <ul style="list-style-type: none"> - Assessment of other Societal Outcomes (ad hoc) - Knowledge test "Strong Teens" (ad hoc) - Youth Activity Inventory (ad hoc) - Social Validity (ad hoc) 	
Social and Affective Development Programme [Programa de Desarrollo Social y Afectivo] (Sánchez, Rivas, and Trianes, 2006)	N = 66 9-15 years 2 centres (Spain)	The objectives of the programme are: 1-Improving classroom climate. 2- Learning to solve problems without arguing. 3- Learning to help and collaborate.	The programme is made up of 3 modules and 54 activities. It is based on the idea of that promoting social skills and interpersonal conflict resolution in a creative way prevents school violence.	The programme is carried out in 4 years, 3 phases: teacher's formation, programme implementation and evaluation (students and teachers). Pretest-posttest.	<ul style="list-style-type: none"> - School social climate scale (Tricket & Moos, 1984) 	The programme promoted positive changes in teachers' attitudes (from authoritarian to democratic) and classroom climate.
BIENESTAR Programme. Personal and social well-being and prevention of malaise and violence	N = 55 12-16 years 3 centres (Spain)	The main objective of the programme is to provide adolescents with emotional and social well-being, supplying them with resources to solve their needs, fostering their abilities and increasing	The contents of the programme are: Rules, human being concept, values and moral development, self-esteem, empathy, self-control and skills for interpersonal communication.	Quantitative and qualitative methodology implemented before and after the	<ul style="list-style-type: none"> - BAI. Behavioral Adaptation Inventory (Cordero & Cruz, 1980) - The assessment was conducted by interviews, file cards and anonymous questionnaires (ad hoc) 	The results show an improvement in emotional and social well-being.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
[Programa BIENESTAR. El bienestar personal y social y la prevención del malestar y la violencia] (Carpintero, López, Del Campo, Soriano, & Lázaro, 2007)		their adaptability.		intervention. There is no a control group.		
Social and emotional training (SET) in Swedish schools for the promotion of mental health: an effectiveness study of 5 years of intervention (Kimber, Sandell, & Bremberg, 2008)	7-16 years 8 centres (Sweden)	The main objective of the programme is to improve socio-emotional learning to improve mental health.	The teacher imparts the SET programme during class hours. Students aged 9-12 have 2 45-minute weekly sessions. Students aged 12-16 receive a weekly 45-minute session throughout the school year. The programme develops 5 aspects: awareness, own emotions management, empathy, motivation and social competencies.	Mixed design: between-group variables and repeated measures with control groups.	<ul style="list-style-type: none"> - YSR. Youth self-report (Lindberg, Larsson, & Bremberg, 1999) - Self-efficacy: 'Mastery' (Pearlin, Menaghan, Liebman, & Mullan, 1981). - ITIA. I think I am. (Ouvinen-Birgerstam, 1985) - One item to measure school satisfaction (¿Do you like school?) taken from the questionnaire that uses the Swedish Council of Alcohol and other drugs (CAN) - 3 items from the CAN assessing bullying (Hibell et al. 1997). - SSRS. The Social Skills Rating System (Greshman & Elliott, 1990) 	The programme promoted changes in 5 variables: internalization and exteriorization of problems, control (regarding self-efficacy and despair), self-image and self-esteem and school satisfaction. There were no significant differences or improvements in bullying or social skills (assertiveness, empathy, cooperation and self-control). There were no gender-based differences.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Programme of skills for life (Choque-Larrauri & Chirinos-Cáceres, 2009)	N = 284 13-16 years 2 secondary schools Perú	The objectives of the programme are: 1-Determining the efficacy of the programme within the framework of health promoting schools. 2-Contributing to the comprehensive human development of the students; 3-Fostering comprehensive development and constructive and harmonic relations.	The programme develops the following aspects: self-esteem, empathy, effective communication, emotion management, critic, thoughtful and creative thinking, moral autonomy, assertiveness, decision-making, interpersonal relations, management of tensions and stress and conflict solution.	Experimental design with repeated pretest-posttest measures and a non-equivalent control groups	- List for the assessment of life skills (Arévalo, Cortez, Escalante, Uribe, & Velásquez, 2005)	The programme was effective in the learning and development of communication, assertiveness and skills for life. No significant differences were found in the development of decision-making and self-esteem abilities. There were no gender-based differences.
Social and emotional aspects of learning (SEAL) programme (Humphrey, Lendrum, & Wigelsworth, 2010)	N = 8630 12-13 years 22 experimental group centres and 19 control group centres	The main objective of the programme is to improve the development of socio-emotional skills classified in 5 domains (Goleman): self-awareness, self-regulation, motivation, empathy and social skills.	SEAL is a global approach that promotes social and emotional skills to support effective learning, positive behaviour, regular attendance, staff effectiveness, emotional health and well-being of all the members of a school.	Quantitative and qualitative quasi-experimental design.	- ELAI. Social and emotional skills: the Emotional Literacy Assessment Instrument (Southampton Psychology Service, 2003) - SDQ. General mental health difficulties, pro-social behaviour and behaviour problems: the Strengths and Difficulties Questionnaire (Goodman, 1997). - Observations (classroom, playground...) - Interviews (students, teachers and employees) - School reports (absenteeism, expulsions...)	Results vary depending on the school. Some schools achieved positive results, whereas others did not show significant changes in the variables subject to study (social and emotional skills, emotional health, behaviour problems...).
RULER Feeling Words	N = 273 10-12	The main objective is to increase social and emotional	The programme teaches children to recognize own and other's	Quasi-experimental	- BASC. Behavior Assessment System on	The programme improved academic

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
Curriculum. (Brackett, Rivers, Reyes, & Salovey, 2010)	years 3 centres (United States)	skills of children and adolescents and create an optimal climate for academic learning, improving academic, social and emotional performance of the participants.	emotions, to understand the causes and consequences of emotions, to label them using a wide vocabulary and to express and regulate them in a correct and effective manner.	design with repeated pretest-posttest measures.	children and adolescents (Reynolds & Kamphaus, 1992) - Academic performance.	performance, work habits and social and emotional skills: externalization of problems, internalization of problems, school problems and adaptability
Effects of an Emotional and Social Education Project about child-adolescence development: Project VyVE [Efectos de un Proyecto de Educación Emocional y Social sobre el desarrollo infanto-juvenil: Proyecto VyVE (Vida y Valores en Educación)] (Melero & Palomera, 2011)	N = 672 6 centres 9-14 years (Spain)	The objectives of the programme are: 1-Favouring people's emotional, cognitive and social development. 2-Promoting communication. 3- Improving coexistence in school centres working with teachers, students and families.	VyVE is an educational project that covers the implementation of the five programmes: • Prevenir para Vivir [Prevent to live] (PPV) • Movies and value education • The value of stories • ReflejArte • Music and Comprehensive Development The programme has 8-10 specific activities of socio-emotional development and 11-13 sessions included in curricular subjects.	Quasi-experimental design with repeated pretest-posttest measures and control groups.	- Questionnaire of sociodemographic data. - BASC2-S Level 2 and BASC3-S (Reynolds & Kamphaus, 2004) - TMMS-C. Trait Meta-Mood Scale (Rockhill & Greener, 1999) - Empathy (Mestre, Pérez-Delgado, Frías, & Samper, 1999) - Prosociality (Del Barrio, Moreno, & López, 2001) - Assertiveness (Gambrill & Richey, 1975) - Positive attitudes towards health (Fundación de Ayuda contra la Drogadicción, F.A.D. 2004) - Parental Educational Style (Bersabé, Fuentes, & Motrico, 2001) - Centre's Social Climate Questionnaire (Trianes,	The programme improved emotional clarity, emotional repair and assertiveness. There were no significant effects in maladaptive variables, except in the anxiety levels perceived (lower in the intervention group of average intensity, PPV). Students achieved better results in emotional intelligence.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
					Blanca, Morena, de la Infante, & Raya, 2006) - BASC2-T/P and BASC3-T/P Behavior Assessment System for Children and Adolescents (Reynolds & Kamphaus, 2004) for teachers and parents.	
Development of social and emotional skills of adolescents in the classroom: Programme of socio-emotional education SEA. [Desarrollo de las habilidades sociales y emocionales de los adolescentes en el aula: Programa de educación socio-emocional SEA] (Rodríguez, Celma, Orejudo, & Rodríguez, 2012)	N = 200 12-13 years 1 secondary school (Spain)	The objectives of the programme are: 1-Improving emotional and social skills; 2- Reducing socialization problems. 3 – Reducing personal and emotional maladjustment difficulties in the transition from primary to secondary education. 4- Increasing attention and concentration skills. 5 – Promoting conflict resolution abilities. 6- Improving school-coexistence quality. 7 – Fostering a positive climate in the classroom. 8 – Reducing the general activation tone in the classroom to allow a better performance and progress of	The SEA programme works on the most personal skills of knowledge, regulation and self-management first, as they are the basis for the social, this is, social ability and well-being, developed after the personal skills. The key elements of our programme are: the use of mindfulness techniques; group dynamics and cooperative exercises; and cooperative techniques with a approach based on Seligman’s positive psychology. The programme will be implemented in weekly sessions during tutoring hours.	Experimental design with repeated pretest-posttest measures and control groups.	- EDQ-SEC. Emotional Development Questionnaire for secondary schools (Pérez-Escoda, Bisquerra, Filella, & Soldevila, 2010) - BAS-3. Socialization Battery (Silva & Martorell, 1987) - Empathy Questionnaire. Adaptation of the Merhabian and Epstein’s (1972) test taken from Garaigordobil (2008) -Full Attention Scale in school environment (León, 2008) - Social Support Questionnaire. Adaptation of González and Landero (2008) - SEA Questionnaire for students. Adaptation based on Obiols (2005) - Personal interviews.	The programme is under assessment.

Programme and authors	Sample	Objectives	Components of the programme	Research design	Instruments	Results
		the lessons. 9 – Improving academic performance. 10- Providing students with better teamwork skills.			Adaptation based on Obiols (2005) - SEA Questionnaire for tutors. Adaptation based on Garaigordobil (2008). - Observation of the sessions (ad hoc) - QPES. Questionnaire of the Profile of Educative Styles. (García & Magaz, 2011) - Academic performance.	
Design, application and assessment of an emotional education plan in Guipúzcoa: A quantitative analysis [Diseño, aplicación y evaluación de un plan de educación emocional en Guipúzcoa: Análisis cuantitativo] (Muñoz de Morales & Bisquerra, 2013)	N=1426 145 centres 2-22 years (secondary school N=425) (Spain)	The objective of the programme is to develop emotional competencies in teachers and students.	The design of the programme was structured into 4 modules: 1. Awareness and basic training in emotional education (20hours). For teachers. 2. Development of emotional competencies (30 hours). For teachers. 3. Emotional education in practice (15 hours). For students. Exercises, group dynamics, role-playing, introspection, relaxation, discussion groups... 4. "Expertise" in emotional education (87 hours).	Quasi-experimental design with repeated pretest-posttest measures and control groups.	- BASC. Behavior Assessment System for Children and Adolescents (Reynolds & Kamphans, 2004) - EDPQ. Emotional Development Perception Questionnaire for adolescents (ad hoc)	Control participants had significantly better scores in social skills and leadership according to the assessment of their tutors. According to the self-assessment of the students, experimental participants showed a significant increase in mental health, negative affections and their attitude towards teachers.

As we can observe in the results, intervention programmes improve social skills (LeCroy et al., 1984), social adaptation (Garaigordobil, 2001, 2002ab, 2008), classmates and student-teacher relations (Freedman, 2003; Obiols, 2005), communication (Choque-Larrauri & Chirinos-Cáceres, 2009), cooperation (Freedman, 2003; Garaigordobil, 2001, 2002ab, 2008), the ability to make others feel good, respect for other people's property, the ability to speak in turns (Kiger, 2000), interpersonal social skills (Brackett et al., 2010; Eisen et al., 2003; Gore, 2000; Obiols, 2005; Sanz de Acedo et al., 2003), participation among classmates, social acceptance (Weissberg et al. 1997) and the ability to fix objectives (O'Hearn & Gatz, 1999).

There was also an increase of academic performance (Brackett et al., 2010; Cook et al., 2000; Flay et al., 2001; Freedman, 2003; Obiols, 2005; Qualter et al., 2007), the learning process (Sanz de Acedo et al., 2003), classroom climate (Obiols, 2005; Sánchez et al., 2006; Trianes & Muñoz, 1994), attitude towards teacher body (Muñoz de Morales & Bisquerra, 2013) and school satisfaction (Kimber et al., 2008).

With regard to empathy, these programmes increase pity on those who suffer (Byrne et al., 2004), consideration for others (Aciego de Mendoza et al., 2003) and the empathy level (Aciego de Mendoza et al., 2003; Castillo et al., 2013; Garaigordobil, 2004, 2008; Sanz de Acedo et al., 2003).

They also improve self-concept (Aciego de Mendoza et al., 2003; Flay et al., 2001; Garaigordobil, 2002ab, 2004, 2008), self-esteem (Aciego de Mendoza et al., 2003; Garaigordobil, 2004, 2008; Kimber et al., 2008; Qualter et al., 2007) and a positive image of classmates (Garaigordobil, 2004, 2008).

Regarding behaviour, the programmes presented improve behaviour self-control (Choque-Larrauri & Chirinos-Cáceres, 2009), discipline (Flay et al., 2001), positive behaviours (Weissberg et al. 1997), leadership (Muñoz de Morales, Bisquerra, 2013) and prosocial and assertive behaviours (Byrne et al., 2004; Choque-Larrauri & Chirinos-Cáceres, 2009; Garaigordobil, 2001, 2002ab, 2008; Melero & Palomera, 2011; Sanz de Acedo et al., 2003).

These programmes also foster problem solving. Thus, programmes improve decision-making (Di Fabio, Kenny, 2011), solving personal and social issues (Byrne et al.,

2004), internalizing and externalizing problems, control (regarding self-effectiveness and despair) (Kimber et al., 2008) and conflict resolution (Weissberg et al. 1997).

The programmes also improve emotional intelligence (Di Fabio & Kenny, 2011; Ogunyemi, 2008), emotional skills (Brackett et al., 2010), emotional clarity, emotional repair (Melero & Palomera, 2011), emotional stability (Garaigordobil, 1999, 2001, 2002ab, 2004, 2008), emotional and social well-being (Carpintero et al., 2007), moral growth (Alonso-Gancedo & Iriarte, 2006), social skills, mental health (Muñoz de Morales & Bisquerra, 2013), learning social and emotional concepts (Castro, 2006) and the ability to analyse negative feelings (Garaigordobil, 2004, 2008).

At the same time, these programmes reduce delinquency levels (Weissberg et al. 1997), disruptive behaviours (Cook et al., 2000; Flay et al., 2001), the use of marijuana and alcohol (Eisen et al., 2003), scorn (Freedman, 2003), aggressiveness (Castillo et al., 2013), anxiety (Ruiz-Aranda et al., 2012), negative affects (Muñoz de Morales & Bisquerra, 2013; Ruiz-Aranda et al. 2012), social stress, depression, the locus of external control, inability feelings, somatization (Ruiz-Aranda et al., 2012), annoyance, hostility and anguish (Castillo et al., 2013).

With regard to gender, even if several programmes have not found significant differences between socio-emotional skills or the EI and gender (Choque-Larrauri & Chirinos-Cáceres, 2009; Eisen et al. 2003; Kimber et al., 2008; Ogunyemi, 2008), some programmes do have found differences. In these programmes, boys resulted more benefited, achieving significant improvements in their scores. This way, boys experienced better improvements in empathy level (Castillo et al., 2013) and emotional intelligence (Melero & Palomera, 2011). However, in Byrne et al.'s study (2004), girls increased their scores significantly more.

The only programme that has taken the socioeconomic level into account has not found significant differences among centres of different socioeconomic level (Flay et al. 2001), concluding that the change due to the programme was similar.

Finally, the few programmes that have carried out a follow-up phase have proved that the results, in general, endure through time (Eisen et al. 2003; Ruiz-Aranda et al. 2012).

Besides the programmes based on evidences (see table 1 and table 2), there are other programmes that promote emotional intelligence and socio-emotional competencies. However, no studies that prove their efficacy have been found. Those programmes have been presented in table 3.

3.2. Non evidence-based emotional intelligence and socio-emotional programmes

Table 3. Other emotional intelligence and socio-emotional development programmes

Programme and authors	Sample	Objectives	Components of the programme
Social skills and self-control in adolescence. A teaching programme. (Goldstein, Sprafkin, & Gershaw, Klein, 1989)		The objectives of the programme are: 1) Facilitating education for adolescents that show a deficit in the «less restrictive environment» within the school system. 2) Dealing with interpersonal conflicts. 3) Increasing self-esteem.	The programme develops 50 skills contained in 6 areas: first social skills, advanced social skills, skills related to feelings, skills alternative to aggression, skills to deal with stress and planning skills.
Unknown yourself. Emotional literacy programme. [Desconóctete a ti mismo. Programa de alfabetización emocional] (Güell & Muñoz, 1992 /2000)	14-18 years	The objectives of the programme are: 1) Increasing self-esteem, assertiveness, self-control and empathy. 2) Improving communicative skills and interpersonal relationships. 3) Overcoming stressful situations. 4) Decision-making and conflict resolution. 5) Discovering creative abilities, getting to know change possibilities and learning to change. 6) Expressing emotions.	The programme has the following fields: The magnificent seven, Risk it for your future! Do not call it white if you mean black, Self-esteem, Eureka!, Theory of universal gravitation of affects, It's good to talk... or not, The mystery of the crimson face, Emotional self-control, Emotional crisis.
Social competence programme. To be a person and to relate. Programme for secondary schools [Programa de competencia social. Ser persona y relacionarse. Programa para secundaria] (Segura, 1998/2006)		The objectives of the programme are: 1) Developing interpersonal and intrapersonal intelligence, exercising creative thinking at the same time. 2) Favours moral reasoning development and training basic social skills.	The first part of the programme (cognitive) has 6 units (12 sessions) of 45-50 minutes. The second part (10-12 sessions) is oriented to promote the students' moral growth. The third part is a social skills training (learning receiving a complaint, saying no or negotiating). The techniques used are role-playing, discussing with the students...
Emotion Education Programme [El programa de la Educación Emocional] (Díez de Ulzurrun & Martí, 1998)	Pre-school, primary and secondary school	The objective of the programme is to improve classroom's relational climate and group cohesion; students' comprehensive development; basic skills for personal balance and self-esteem empowerment; providing strategies to facilitate the social integration process; attitudes of respect, tolerance and	The contents of the programme are as follows: 1- Self-consciousness. 2- Control of one's own feelings. 3- Motivation. 4- Empathy.

Programme and authors	Sample	Objectives	Components of the programme
		prosociality; considering the relevance of social skills and their training; ability to deal with tasks; understanding and controlling one's self emotions.	5- Social skills.
Developing Emotional Intelligence. DEI [El programa Desarrollando la Inteligencia Emocional. DIE] (Vallés & Vallés, 1999)	Secondary school and A Level	The objectives of the programme are: 1) Achieving emotional awareness. 2) Achieving a proper control of emotions. 3) Developing empathy as the understanding of other people's emotions. 4) Improving interpersonal relationships.	The DEI programme covers the following contents: Assessing emotions; Emotions. Getting to know them; Negative emotions; Positive emotions; Empathy; Emotional skills and communication skills.
BIWE programme. Being Intelligents with Emotions [El programa SIECLE. Siendo Inteligentes con las Emociones] (Vallés, 1999)	Pre-school, primary and secondary school	The objective of the programme is to teach emotional skills so that students can deal with the difficulties of daily life in the school field.	The programme is structured according to the definition of Emotional intelligence as a whole of skills that allow individuals to get to know and regulate their own emotions, feelings and moods and recognising and empathising with others.
AVANCEMOS. Social skills teaching programme for adolescents [AVANCEMOS. Programa de enseñanza de habilidades sociales para adolescents] (Magáz & Gandarias, 1999)	12-18 years	The objectives of the programme are: 1) Acquiring cognitive, instrumental and emotional control skills that allow students to get on efficiently in different contexts. 2) Developing an ethical attitude of respect to the rights of other people and one's own. 3) Acquiring a system of values. 4) Reducing aggressiveness. 5) Increasing proper interactions among adolescents.	The programme has 7 teaching units, each of which includes several sessions. 1-Learning to communicate effectively 2-Dealing with anxiety 3-Maintaining relationships 4-Preventing problems 5-Dealing with provocations 6-Security in one's self 7-Assertiveness
Emotional Education Programme [Programa de Educación Emocional] (Traveset, 1999)	12-16 years	The main objective of the programme is to respond to comprehensive education needs and addressing diversity issues.	The programme is structured in four subjects: emotional education, the world and me, cognitive skills and social skills.
The programme for the development and improvement of the emotional intelligence [El programa para el desarrollo y mejora de la inteligencia]	Secondary school	The objectives of the programme are: 1) Trying to acquire the most basic social skills to connect in an assertive manner with us and other people. 2) Trying to acquire emotional skills to recognise our feelings and emotions in order to control them.	The programme is divided in three parts: 1-Contents in emotional skills: identifying and expressing feelings (own and other's), controlling them, reducing stress and promoting self-motivation. 2- Contents in cognitive skills: understanding other people's

Programme and authors	Sample	Objectives	Components of the programme
<p>emocional] (Espejo, García-Salmones, & Vicente, 2000)</p>		<p>3) Trying to acquire emotional skills that allow us to recognise other people's feelings and emotions to benefit our relations with them.</p>	<p>viewpoint, being able to recognise the negative thoughts that shake us uncontrolledly, becoming self-aware through consciousness and adaptation, proposing goals adjusted to one's own abilities, maintaining a positive attitude in front of adversities, developing a locus of internal control. 3- Contents in behavioural skills: verbal (sending clear messages, listening other people...) and non-verbal (visual contact...).</p>
<p>Learning how to be a person and live together. A programme for secondary schools [Aprender a ser persona y a convivir. Un programa para secundaria] (Trianes & Fernández-Figares, 2001)</p>	<p>12-16 years</p>	<p>The main objective of the programme is to teach and provide practical contexts of socially competent behaviours.</p>	<p>Content: From individual to group; Classroom cooperation and coexistence; Improving coexistence at the centre; Participation in the community.</p>
<p>Emotional Education. Activity programme for secondary schools [Educación emocional. Programa de actividades para la Educación Secundaria Obligatoria] (Cuadrado & Pascual, 2001)</p>	<p>12-16 years</p>	<p>The objectives of the programme are: 1) Developing the ability to deal with problems and achieve satisfactory solutions. 2) Improving their social relations or maintaining a proper self-esteem level.</p>	<p>The programme is divided in 5 blocks: Emotional consciousness, Emotional control, Self-esteem, Socio-emotional skills and Life skills.</p>
<p>Social skills programme to improve the coexistence [Programa de habilidades sociales para mejorar la convivencia] (Fernández & Ramírez, 2002)</p>		<p>The objectives of the programme are: 1) Improving coexistence. 2) Preventing or improving conflictive and/or aggressive relations in the classroom.</p>	<p>The programme has three blocks of contents whose titles respond to the objectives we want to fulfil: 1. Getting to know one's self and the others. 2. Communication. Learning to deal with social situations. 3. Conflict resolution and decision-making.</p>
<p>How to improve you social skills. Assertiveness, self-esteem and emotional intelligence programme [Cómo mejorar tus</p>	<p>Adolescents, youngs and adults</p>	<p>The main objective of the programme is to improve social skills and the level of assertiveness, self-esteem and emotional intelligence.</p>	<p>Contents: Social skills, assertiveness, self-esteem, EI, empathy, beliefs and thoughts, interpersonal communication, non-verbal communication.</p>

Programme and authors	Sample	Objectives	Components of the programme
habilidades sociales. Programa de asertividad, autoestima e inteligencia emocional] (Roca, 2003)			
Emotional Literacy in middle school: a Six Step Program to Promote Social, Emotional and Academic Learning (ELMS) (Maurer, Brackett, & Plain, 2004)	10-13 years	The objective of the programme is to improve intellectual, emotional and social aspects, connecting this knowledge with the students' experiences.	The programme is structured in 6 steps: 1-Introduction to Feeling Words 2-Personal designs and explanations 3-Associations of actual and academic world 4-Association with family 5-Classroom discussions 6-Creative writing tasks
IPEEL. Instructional Program for Education and Emotive Liberation [PIELE. Programa Instruccional para la Educación y Liberación Emotiva] (Hernández & García, 2004)	N=159 12 years	The objectives of the programme are: 1) Socio-affective development. 2) Promoting personal adjustment and socialization. 3) Promoting the ability of tolerance and overcoming problems. 4) Fostering social development through understanding, communication and collaboration.	The programme is made up of 13 units: Treasure hunting; fears; self-consciousness; what makes us sad; tolerance to frustration; overcoming problems; culpability; how to improve; positive attitude towards learning; how to benefit from studying; friendship and other people; family: the relation with my parents; work revision and future planning.
Emotional education programme for violence prevention [Programa de educación emocional para la prevención de la violencia] (Caruana, 2005)	N=2480 14-16 years 15 centres (Spain)	The objectives of the programme are: 1) Preventing violence. 2) Providing teachers with tools to deal with violence and construct reality from the perspective of emotional education. 3) Generating conflict resolution strategies. 4) Promoting a good classroom climate.	The programme is structured in two modules: 1- Emotional competencies: self-awareness, self-motivation, empathy and social skills. 2- Activities aimed to develop emotional self-control.
Social Skills Programme. SSP [Programa de Habilidades Sociales. PHS] (Verdugo, 2006)	12 years and older	The main objective of the programme is to improve communication, interpersonal relationships, moral autonomy, participation in social acts, the use of community services and improving civic and community awareness.	The programme works on social adaptation and interpersonal competence skills. Groups are trained at the classrooms, the centre and the community.
Emotional Intelligence for School Coexistence [Inteligencia Emocional para la Convivencia Escolar] (Vallés, 2007)	6-16 years	Developing emotional skills by learning concepts, thoughts and strategies on the emotions and attitudes that appear in daily school coexistence.	The contents covered in the programme are the knowledge of one's own emotionality, emotional expression and experience, the thought-emotion association, the knowledge of other people's emotionality, intelligent management of emotionality and family as the basis of emotional

Programme and authors	Sample	Objectives	Components of the programme
Emotions and education [Emociones y educación] (Aritzeta, Pizarro, & Soroa, 2008)		The objectives of emotional education are (Bisquerra, 2000): Comprehensive development; getting to know one's own emotions; identifying other people's emotions; regulating emotions; avoiding the consequences of negative emotions; learning to develop positive emotions; self-motivation ability; positive attitude towards life; improving interpersonal relationships; developing personal and social well-being.	development. Programme aimed at students, teachers and families. Emotional education divides into 5 fields: • Intrapersonal abilities (related to ourselves): - Emotional consciousness - Emotional regulation - Emotional autonomy • Interpersonal abilities (relations with other people): - Socio-emotional skills - Skills for life and well-being
Programme for the development of social skills [Programa para el desarrollo de las habilidades sociales] (Alvarado, 2011)	Secondary school	The objectives of the programme are: 1) Developing cooperative learning. 2) Adjusting spontaneous and deliberate behaviours to the social environment. 3) Establishing correct group rules that help us to normalize our behaviour according to the requirements of the different social areas. 4) Promoting socio-emotional adjustment. 5) Improving perception, understanding and adaptation to social situations, expressing feelings, wishes, ideas and opinions orally. 6) Favouring the development of non-verbal communication.	These are the contents of the programme: -Basic group rules. -Conversational skills. -Social skills related to non-verbal communication. -Courtesy expressions. -Use of peer coexistence rules. -Distinguishing between appropriate and inappropriate deliberate behaviours in the social environment. -Use of simple skills to make friends. -Use of oral language as a medium. -Expressing feelings and emotions. -Respect for coexistence rules. -Importance of friendship -Assessment of conversational skills and the use of language to express feelings and emotions.
Emotional Education in Secondary Education: "Dulcinea" Programme [La Educación Emocional en Educación Secundaria: Programa "Dulcinea"] (Pérez-González, Cejudo y Benito, 2014)	Secondary schools 12-18 years	The main objective of the "Dulcinea" emotional education programme is that students acquire basic emotional strategies, and that they make an improvement in empathic, assertive and social skills that promote the integral development of the personality, thus enhancing the school social adaptation and the psychosocial adjustment of students	The program includes 17 sessions structured according to the theoretical dimensions of emotional intelligence. The proposed activities attempt to encourage personal self-reflection, the emotional knowledge and understanding of themselves and others, the empathy with the emotions of others and the regulation of emotions, both in intrapersonal processes and interpersonal relationships.

II. ATALA

IKERKETA ENPIRIKOA

4. KAPITULUA

IKERKETAREN HELBURU ETA HIPOTESIAK

4. KAPITULUA. IKERKETAREN HELBURU ETA HIPOTESIAK

Proiektuaren helburua, nerabezaroan (D.B.H. 3: 13-16 urte) adimen emozionala (AE) hobetzeko programa psikoedukatio batek dauzkan efektuak aztertzea da, bai AEean eta baita hainbat aldagai konduktual, kognitibo, emozional eta somatikotan ere. Ebaluatuak izango diren aldagaien artean ondorengoak dira aipagarriak: AEa (adimen interpersonala, adimen intrapersonala, egokitzapena, egoera animiko orokorra eta estresaren maneia), zorientasun sentimenduak, enpatia, emozio negatiboak aztertzeko gaitasuna, jokaera sozial positibo (onarpen soziala, sentsibilizazio soziala, laguntza-kolaborazioa, segurtasun-tinkotasuna eta buruzagitza prosoziala) eta negatiboak (oldarkortasun-burugogorkeria, apatia-uzkurtasuna, antsietate soziala eta dominantzia), egoera sozialen ebazpenerako estrategia kognitiboak, jokabide arazoak (eskola arazoak, jokabide antisoziala, lotsa-uzkurtasuna, trastorno psikopatologikoak, antsietate arazoak, eta trastorno psikosomatikoak), nortasuna (desoreka emozionala, kanporakoitasuna, irekitasuna, adeitasuna eta kontzientzia), amorruek sentimenduen kontrola (amorruek ezaugarri eta egoera gisa, amorruek adierazpena eta amorruek kontrola) eta sintoma psikosomatikoak.

Azken hamarkadetako ikerketek erakutsitako emaitzak kontuan hartuta, lan honetan 12 hipotesi planteatzen dira:

1. Hipotesia. Programak jokaera sozial positiboak (onarpen soziala, sentsibilizazio soziala, laguntza-kolaborazioa, buruzagitza prosoziala, segurtasun-tinkotasuna) sustatu eta jokaera negatiboak (oldarkortasuna, apatia-uzkurtasuna, antsietate soziala, dominantzia) gutxituko ditu. Horrela, egokitze soziala hobetuko da.
2. Hipotesia. Programak nerabeek egoera sozial gatazkatuak ebazteko dauzkaten estrategia kognitibo asertiboak gehituko ditu eta estrategia pasibo eta agresiboak gutxitu.
3. Hipotesia. Programak enpatia maila hobetuko du. Hau da, besteen egoera emozionalez jabetzeko gaitasuna, bai kognitiboki eta bai afektiboki.

4. Hipotesia. Programak amorru sentimenduak (amorruea ezaugarri eta egoera gisa) gutxituko ditu eta haserrealdietan amorru adierazpenak murriztuko ditu. Era horretan emozio horien kontrola gehituko da.
5. Hipotesia. Programak adimen emozionala (AE) hobetuko du eta bereziki adimen interpersonala, adimen intrapersonala (arreta, argitasun eta kudeaketa emozionala), egokitzapena, egoera animiko orokorra eta estresaren maneia.
6. Hipotesia. Programak zorientasun sentimenduak hobetuko ditu.
7. Hipotesia. Programak nortasuneko aspektu batzuk hobetuko ditu. Hala nola, kontzientzia, irekitasuna, kanporakoitasuna, adeitasuna eta desoreka emozionala.
8. Hipotesia. Programak emozio negatiboen kausak eta ondorioak aztertzeko gaitasuna hobetuko ditu, eta baita horien soluzioak aurkitzeko gaitasuna ere.
9. Hipotesia. Programak jokabide arazoak gutxituko ditu. Besteak beste, eskola arazoak, jokabide antisoziala, lotsa-uzkurtasuna, arazo psikopatologikoak, antsietatea eta arazo psikosomatikoak.
10. Hipotesia. Programak modu berdintsuan eragingo die neska eta mutili.
11. Hipotesia. Programak modu berdintsuan eragingo die maila sozioekonomiko desberdinetako parte-hartzaileei.
12. Hipotesia. Programaren efektuak mantendu egingo dira esku-hartzetik urte betera.

AIMS AND HYPOTHESES OF THE STUDY

The aim of the study is to assess the effects of a psychoeducational intervention programme to stimulate the development of EI during adolescence, by measuring its effects both on EI and on various behavioural, cognitive, emotional and somatic variables.

In this context, 12 hypotheses are postulated: H1) the programme will foster positive social behaviours and reduce the negative ones; H2) the program will increase assertive cognitive social interaction strategies, decreasing aggressive and passive strategies; H3) the programme will increase the empathy ability; H4) the programme will decrease feelings of anger and its expression in anger situations, increasing control over such feelings; H5) the programme will improve emotional intelligence; H6) the programme will improve happiness feelings; H7) the programme will foster an improvement of different personality; H8) the programme will improve the cognitive capacity to analyze negative feelings (anger, envy, sorrow, fear); H9) the programme will decrease behavioural problems; H10) the programme will affect both sexes similarly; H11) the programme will affect different socio-economic level participants similarly; and H12) the effects of the program will be stable one year after the intervention.

5. KAPITULUA. PARTE-HARTZAILEAK

5. KAPITULUA. PARTE-HARTZAILEAK

5.1. LAGIN OROKORRAREN DESKRIBAPENA

Azterketa 13 eta 16 urte bitarteko 148 neraberekin egin da (83 esperimental eta 65 kontrolako). Pretesteko lagina 161 nerabekoa izan zen, baina tresnak behar bezala ez erabiltzeagatik nahiz ikasle batzuk galdu izanagatik, laginean 13 parte-hartzaileko galera izan zen. Segimendu-ebaluazioari dagokionez (azterketa bukatu eta urtebetera egin zen), 18 parte-hartzaile galdu ziren, beste ikastetxe batera joan zirelako, edota maila errepikatu zutelako.

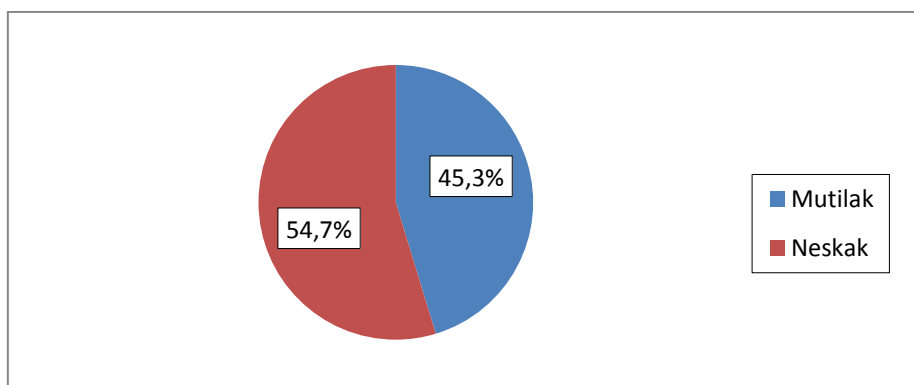
5.1.1. Laginaren banaketa sexuaren arabera

Hala, 148 parte-hartzaileetatik % 45,3 mutilak dira ($n = 67$), eta % 54,7, neskak ($n = 81$) (ikus 1. taula eta 1. grafikoa). Parte-hartzaile guztiak Derrigorrezko Bigarren Hezuntzako (DBH) 3. mailakoak dira, guztiak ere Bizkaiko ikastetxeetakoak. Taulan ikustenenez, ez dago ezberdintasun esanguratsurik estatistikaren aldetik mutilen eta nesken ehunekoaren artean.

1. taula. Nerabeen maiztasun eta ehunekoak sexuaren arabera banatuta

	<i>F</i>	%	$\chi^2(p)$
Mutilak	67	45,3	1,32(0,250)
Neskak	81	54,7	

1. grafikoa. Nerabeen ehunekoak sexuaren arabera banatuta



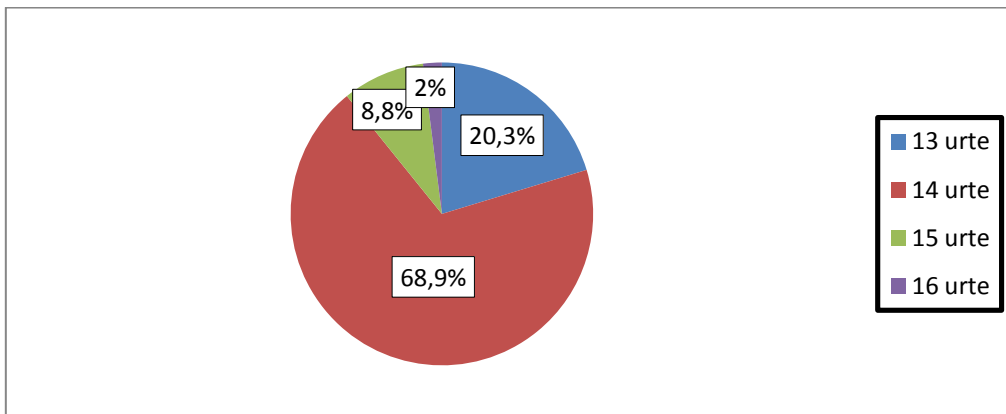
5.1.2. Laginaren banaketa adinaren arabera

Azterketan parte hartu duten 148 nerabeetaz ari garela, % 20,3k 13 urte zituen ($n = 20$), % 68,9k, 14 urte ($n = 102$), % 8,8k, 15 urte ($n = 13$), eta % 2k, 16 urte ($n = 3$) (ikus 2. taula eta 2. grafikoa). Taulan ikusten denez, ezberdintasun estatistikoki esanguratsuak daude adin batetik bestera, nerabe gehienek 14 urte baitituzte, eta haien gutxiengo batek 16.

2. taula. Nerabeen maiztasun eta ehunekoak adinaren arabera banatuta

	<i>F</i>	%	$\chi^2(p)$
13	30	20,3	162,32(0,000)
14	102	68,9	
15	13	8,8	
16	3	2	

2. grafikoa. Nerabeen ehunekoak adinaren arabera banatuta



5.1.3. Ikastetxeen ezaugarriak

Jarraian, eta laburbilduz, ikastetxeen ezaugarriak azaltzen dira 1. koadroan, bai eta ikerketan parte hartu duten ikastetxe haietako nerabeen kopuruak ere.

1. koadroa. Azterketan parte hartu duten ikastetxeen ezaugarriak eta haietako parte-hartzaileak

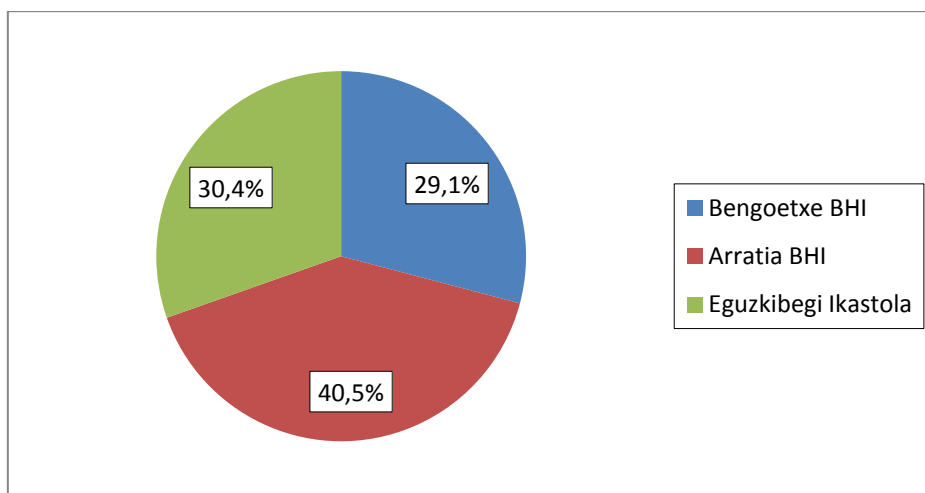
	Herria	Nerabeak	Gurasoak	Sare mota
Bengoetxe B. H. I.	Galdakao	43	38	Publikoa
Arratia B.H.I.	Igorre	60	37	Publikoa
Eguzkibegi Ikastola	Galdakao	45	41	Pribatua/Kontzertatua

Lagina ikastetxeetan nola banatzen den aztertuz gero, ikusten da nerabeen % 29,1 Bengoetxe BHI ikastetxeetara direla, % 40,5 Arratia BHIkoak, eta % 30,4 Eguzkibegi ikastolakoak. Taulan jasotzen denez, ez dago ezberdintasun estatistikoki esanguratsurik ikastetxeen artean, lagina modu homogeneoan banatzen baita hiru ikastetxeetan.

3. taula. Nerabeen maiztasun eta ehunekoak ikastetxeen arabera banatuta

	<i>F</i>	%	$\chi^2(p)$
Bengoetxe BHI	43	29,1	3,50(0,174)
Arratia BHI	60	40,5	
Eguzkibegi Ikastola	45	30,4	

3. grafikoa. Nerabeen ehunekoak ikastetxeen arabera banatuta

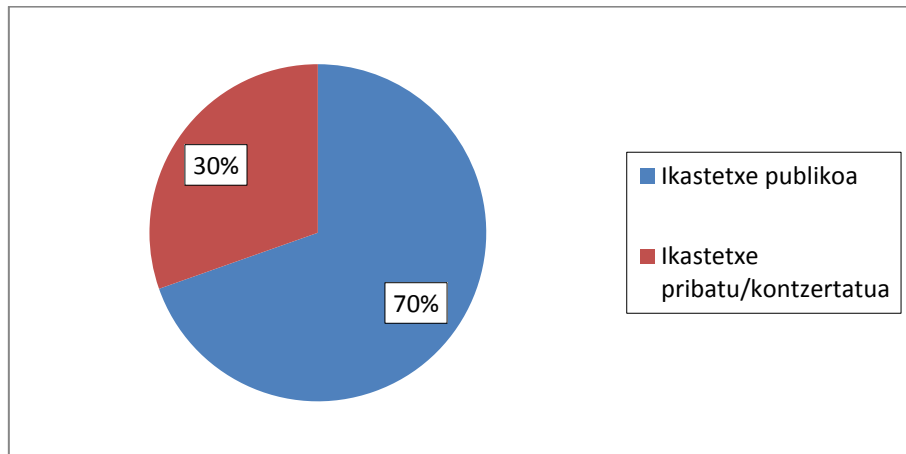


Ikastetxeen ezaugarriari dagokienez, 4. taulan ikusten den moduan, ikasleen % 69,6 sare publikoko ikastetxeetara joaten da, eta % 30,4 ikastetxe pribatu nahiz kontzertatueta ari da ikasketak egiten (ikus 4. grafikoa). Taulan jasotzen denez, ezberdintasun estatistikoki esanguratsuak daude ikastetxe pribatu eta publikoen artean, parte-hartzaile gehienak ikastetxe publikoetara joaten baitira.

4. taula. Nerabeen maiztasun eta ehunekoak sare motaren arabera banatuta (publikoa/pribatua)

	<i>F</i>	%	χ^2
Ikastetxe publikoa	103	69,6	22,73(0,000)
Ikastetxe pribatua/konzertatua	45	30,4	

4. grafikoa. Nerabeen ehunekoak ikastetxearen izaeraren arabera banatuta



5.1.4. Gurasoen lan egoera eta ikasketa maila

Gurasoei dagokienez, pretestean 132k parte hartu zuten, zeinak askotariko lan egoera eta ikasketa mailak baitzituzten. Horrenbestez, gurasoen % 78k erantzun zien galdeketari. Amen ikasketa mailari dagokionez, % 5,4k oinarrizko/lehen mailako ikasketak zituen; % 25ek, bigarren mailakoak; % 20,3k, bigarren graduak (Lanbide Heziketa edo Batxilergoa); % 32,4k, hirugarren graduak (diplomatuak); eta % 10,1ek, hirugarren graduak (lizentziatuak) (ikus 5. taula). Hala, 5. taulan ikusten denez, ezberdintasun estatistikoki esanguratsuak daude amen ikasketa mailen artean: ama gehienek hirugarren graduak dituzte, eta gutxiengoak, lehen mailako ikasketak.

5. taula. Azterketan parte hartu duten amen ikasketa mailen maiztasun eta ehunekoak

Ikasketak	F	%	χ^2
Lehen mailako ikasketak	8	5,4	38,16(0,000)
Bigarren mailako ikasketak	37	25	
Bigarren graduak (LH edo Batxilergoa)	30	20,3	
Hirugarren graduak (diplomatuak)	48	32,4	
Hirugarren graduak (lizentziatuak)	15	10,2	

Amen datu soziodemografikoekin bukatzeko, 6. taulan amen lan okupazioaren araberako banaketa jasotzen da. Taulan ikusten denez, ezberdintasun estatistikoki esanguratsuak daude amen lan okupazioen artean. Hala, amen % 23 zerbitzuetako langileak dira; % 20,9, profesional zientifiko edo intelektualak; % 12,8, administratiboak; % 10,8, kualifikaziorik gabeko langileak; % 10,8, etxeko andreak; % 7,4, enpresako edo

administrazio publikoetako zuzendariak; % 3,4, langabeak; % 0,7, laguntza teknikari edo profesionalak; % 0,7, artisauek edo enpresako langile kualifikatuak; eta % 0,7, nekazaritzaren eta arrantzaren alorreko langileak.

6. Taula. Azterketan parte hartu duten amen lan okupazioaren maiztasun eta ehunekoak

Lan okupazioa	F	%	χ^2
Enpresa zuzendariak	11	7,4	135,39(0,000)
Profesional zientifikoak	31	20,9	
Zuzenbideko profesionalak	0	0	
Idazleak, artistak	0	0	
Laguntzako teknikari edo profesionalak	1	0,7	
Administratiboak	19	12,8	
Zerbitzuetako langileak	34	23	
Langile kualifikatuak, nekazaritza eta arrantza	1	0,7	
Artisauek eta enpresetako langile kualifikatuak	1	0,7	
Erauzketaren, metalgintzaren, makineriaren eraikuntzaren eta asimilatuen alorreko langile kualifikatuak	2	1,4	
Makineria mugikorretako langileak, gidariak	0	0	
Kualifikaziorik gabeko langileak	16	10,8	
Armada	1	0,7	
Etxeko Andrea	16	10,8	
Langabetua	5	3,4	
Erretiratua	0	0	

Azterketan parte hartu duten aitei dagokienez, 8. taulan azaltzen da haien hezkuntza maila. Hain zuzen ere, % 4,1ek lehen mailako ikasketak ditu; % 27,7k, bigarren mailako ikasketak; % 33,1k, bigarren graduiko ikasketak (Lanbide Heziketa edo Batxilergoa); % 14,9k, hirugarren graduiko ikasketak (diplomatuek); eta % 12,2k, hirugarren graduiko ikasketak (lizentziatuak).

7. taula. Azterketan parte hartu duten aiten ikasketen mailaren maiztasun eta ehunekoak

Ikasketak	F	%	χ^2
Lehen mailako ikasketak	6	4,1	45,10(0,000)
Bigarren mailako ikasketak	41	27,7	
Bigarren graduiko ikasketak (LH edo Batxilergoa)	49	33,1	
Hirugarren graduiko ikasketak (diplomatuek)	22	14,9	
Hirugarren graduiko ikasketak (lizentziatuak)	18	12,2	

*** $p < 0,001$

Azkenik, parte-hartzaileen aiten lan okupazioari dagokionez, % 20,9 erauzketa industrietako, metalgintzako, makineriaren eraikuntzako eta asimilatuetako langile

kualifikatuak ziren; % 16,9, profesional zientifiko edo intelektuala; % 12,8, zerbitzuetako langilea; % 8,8, administrazio-langilea; % 5,4, artisaua edo enpresako langile kualifikatua; % 6,8, makineria mugikorrek langile eta gidaria; % 6,1, enpresako edo administrazio publikoetako zuzendaria; % 5,4, kualifikaziorik gabeko langilea; % 2,7, armadakoa; % 1,4, nekazaritzako eta arrantzako langilea; eta % 0,7 langabetua da (ikus 8. taula). Taulan jasotzen denez, ezberdintasun estatistikoki esanguratsuak daude aiten lan okupazioen artean.

8. taula. Azterketan parte hartu duten aiten lan okupazioaren maiztasun eta ehunekoak

Lan okupazioa	F	%	χ^2
Enpresa zuzendariak	9	6,1	90,72(0,000)
Profesional zientifikoak	25	16,9	
Zuzenbideko profesionalak	0	0	
Idazleak, artistak	0	0	
Laguntzako teknikari edo profesionalak	0	0	
Administratiboak	13	8,8	
Zerbitzuetako langileak	19	12,8	
Langile kualifikatuak, nekazaritza eta arrantza	2	1,4	
Artisauak eta enpresetako langile kualifikatuak	8	5,4	
Erauzketaren, metalgintzaren, makineriaren eraikuntzaren eta asimilatuen alorreko langile kualifikatuak	31	20,9	
Makineria mugikorretako langileak, gidariak	10	6,8	
Kualifikaziorik gabeko langileak	8	5,4	
Armada	4	2,7	
Etxeko Andrea	0	0	
Langabetua	1	0,7	

5.2. TALDE ESPERIMENTALETAKO ETA KONTROL TAKDEAREN EZAUGARRI SOZIODEMOGRAFIKOSK

Aurreko atalean, azterketaren lagin orokorraren deskribapena jasotzen da; hain zuzen, parte-hartzaileen banaketa sexua eta adina kontuan izanda, ikastetxeen ezaugarriak eta gurasoen lan egoera eta ikasketa mailak aztertu dira. Jarraian, talde esperimentalen eta kontrolekoaren ezaugarri soziodemografikoak erakutsiko dira, bi talde horien artean ezberdintasunik dagoen ikusteko, betiere sexua, adina, ikastetxea eta gurasoen ikasketa maila kontuan izanda (ikus 9. taula).

9. taula. Lagin esperimentalaren eta kontrolekoaren ezaugarri soziodemografikoak

Aldagaiak		Esperimentala F(%)	Kontrola F(%)	$\chi^2(p)$
Sexua	Mutilak	37(44,6)	30(46,2)	0,03(0,848)
	Neskak	46(55,4)	35(53,8)	
Adina	13	19(22,9)	11(16,9)	2,93(0,402)
	14	58(62)	44(67,7)	
	15	5(6)	8(12,3)	
	16	1(1,2)	2(3,1)	
Ikastetxearen sarea	Publikoa	60(72,3)	43(66,2)	0,65(0,421)
	Pribatua/Kontzentratua	23(27,7)	22(33,8)	
Ikastetxea	Bengoetxe BHI	22(26,5)	21(32,3)	2,15(0,340)
	Arratia BHI	38(45,8)	22(33,8)	
	Eguzkibegi Ikastola	23(27,7)	22(33,8)	
Aiten ikasketak maila	Lehen mailako ikasketak	3(4)	3(4,9)	4,68(0,321)
	Bigarren mailako ikasketak	28(37,3)	13(21,3)	
	Bigarren gradu goi mailako ikasketak	26(34,7)	23(37,7)	
	Diplomatuak	10(13,3)	12(19,7)	
	Lizentziatuak	8(10,7)	10(16,4)	
Amen ikasketak maila	Lehen mailako ikasketak	3(4,1)	5(7,8)	1,39(0,846)
	Bigarren mailako ikasketak	21(28,4)	16(25)	
	Bigarren gradu goi mailako ikasketak	17(23)	13(20,3)	
	Diplomatuak	26(35,1)	22(34,4)	
	Lizentziatuak	7(9,5)	8(12,5)	

Lehenago adierazi den moduan, 148 nerabek hartu dute parte azterketan. Haietatik % 45,3 mutilak dira ($n = 67$), eta % 54,7, neskak ($n = 81$). Hala, 10. taulan ikusten den moduan, talde esperimentaletan, % 44,6 ($n = 37$) mutilak dira, eta % 55,4 ($n = 46$), neskak. Kontrol taldeetan, aldiz, % 46,2 ($n = 30$) mutilak dira, eta % 53,8 ($n = 35$), neskak. Sexuen arteko ezberdintasuna ez da esanguratsua, hau da, neska eta mutilen banaketa homogeneoa da talde esperimentaletan eta kontrol taldean.

Adinaz ari garela, nerabeen % 22,9k 13 urte ditu, % 69,9k, 14 urte, % 6k, 15 urte, eta % 1,2k, 16 urte. Kontrol taldeetan, % 16,9k 13 urte ditu, % 67,7k, 14 urte, % 12,3k, 15 urte, eta % 3,1ek, 16 urte. Ezberdintasun horiek ez direnez estatistikoki esanguratsuak, parte-hartzaileen banaketa, adina kontuan izanda, antzekoa da talde esperimentaletan eta kontrolekoan.

Ikastetxeak kokatzen diren sare motari dagokionez, talde esperimentaletako % 72,3k ikastetxe publikoetan ikasten du, eta % 27,7k, aldiz, ikastetxe kontzentratuetan. Kontrol taldeetan, % 66,2k ikastetxe publikoetan ikasten du, eta % 33,8k, ikastetxe

kontzertatuetan. Talde esperimentalen eta kontrolekoen arteko ezberdintasuna ez da esanguratsua (ikus 9. taula).

Ikastetxeak aztertuz, nerabeen % 26,5 Bengoetxe BHIIn dabil, % 45,8, Arratia BHIIn, eta % 27,7, Eguzkibegi Ikastolan. Bestalde, kontroleko nerabeen % 32,3k Bengoetxe BHIIn ikasten du, % 33,8k, Arratia BHIIn, eta % 33,8k, Eguzkibegi Ikastolan. Talde esperimentalen eta kontrolekoaren arteko ezberdintasunak ez dira esanguratsuak, eta, horrenbestez, nerabeak ondo banatuta daude talde esperimentaletan eta kontrolekoan ikastetxe guztietan.

Gurasoen azterketari dagokionez, talde esperimentaleko aiten % 4k lehen mailako ikasketak ditu, % 37,3k, bigarren mailako ikasketak, % 34,7k, bigarren graduko goi mailako ikasketak, % 13,3 diplomatuak dira, eta % 10,7 lizentziatuak dira. Kontrol taldeetan, aldiz, aiten % 4,9k lehen mailako ikasketak ditu, % 21,3k, bigarren mailako ikasketak, % 37,7k, bigarren graduko goi mailako ikasketak, % 19,7 diplomatuak dira, eta % 16,4, berriz, lizentziatuak.

Amak aztertuz gero, ikusten da talde esperimentaletako amen % 4,1ek lehen mailako ikasketak dituela, % 28,4k, bigarren mailako ikasketak, % 23k, bigarren graduko goi mailako ikasketak, % 35,1 diplomatuak dira, eta % 9,5, lizentziatuak. Kontrol taldeetako amei dagokienez, % 7,8k lehen mailako ikasketak dituzte, % 25ek, bigarren mailako ikasketak, % 20,3k, goi mailako ikasketak, % 34,4 diplomatuak dira, eta % 12,5, berriz, lizentziatuak.

Ez amen ez aiten arteko ezberdintasunak ez dira esanguratsuak, eta, horrenbestez, gurasoen ikasketa mailak parekoak dira talde esperimentaletan eta kontrolekoan.

PARTICIPANTS

The sample comprised 148 adolescents aged 13-16 who were in the third year of *Educación Secundaria Obligatoria* (ESO, Spanish obligatory secondary education). The pupils belonged to three secular, public/private schools in the province of Bizkaia. The selection of schools was random, incorporating public and private centers that represent different socioeconomic-cultural levels. Specifically, four experimental groups ($n = 83$) are compared with three control groups ($n = 65$), all randomly recruited.

The initial sample was 161 participants, but due to experimental mortality, 13 were excluded (for incorrect completion of instruments or the 4 adolescents' absence at posttest). Of these 148 participants, 45.3% were boys ($n = 67$) and 54.7% were girls ($n = 81$). No statistically significant differences were found in the sociodemographic characteristics of the experimental and control adolescents, taking into account sex, age, type of school, and parents' level of education. One year after the intervention had been carried out, the follow-up phase was performed, observing a sample mortality of 18 participants (due to changes in these students' schools).

6.KAPITULUA

DISEINUA ETA PROZEDURA

6. KAPITULUA. DISEINUA ETA PROZEDURA

Ikerketa honetan kontrol taldeekin burututako pretest-posttest neurri errepikatuko diseinu kuasi-esperimentala erabili da. Gainera, esku-hartzetik urte betera segimendu fasea burutu zen. Aztertutako aldagai askea esku-hartze programa izan da eta menpeko aldagaiak honakoak izan dira: adimen emozionala, zorientasun sentimenduak, enpatia, sentimenduak aztertze gaitasuna, jokaera soziala, egoera sozialak ebazteko estrategia kognitiboak, jokaera arazoak, nortasunaren ezaugarriak, amorru sentimenduak, eta sintoma psikosomatikoak.

Prozedurari dagokionez, lehenengo gutun bat bidali zen ikerketa burutuko zen zentroetara proiektua esplikatzen. Ondoren, behin zentroek proiektuan parte hartzea onartu zutenean, batzar bat antolatu zen zentroetako zuzendaritzarekin proiektua xehetasun gehiagorekin azaltzeko. Hurrengo, 2012-1013. kurtsoaren hasieran, guraso eta nerabeentzako baimen informatuak banatu ziren. Ondoren, pretest fasearekin hasi zen, non ebaluazio instrumentu multzoa erabili zen proiektuan parte hartzea onartu zutenean menpeko aldagaiak neurtzeko. Pretesta egin eta gero talde esperimentala eta kontrol taldea izendatu ziren, aleatorioki. 4 talde esperimentalek, Euskal Herriko Unibertsitateko "Psikologia: Gizabanakoa, taldea, antolamendua eta kultura" psikologia masterra duen pertsona batek zuzendutako programa jarraitu zuten. Bestalde, 3 kontrol taldeek beren zentroek ezarritako tutoretza eta etika programak jarraitu zituzten. Ikasturtea bukatzean posttest fasea burutu zen, pretest fasean erabili ziren tresnak erabiliz. Posttest ebaluazioa gauzatu eta urte betera segimendu bat burutu zen emaitzen egonkortasuna eta mantentze maila neurtzeko. Horretarako, pretest eta posttest faseetan erabilitako tresnak erabili ziren.

Ikerketa modu anonimoan burutu zenez gero, zenbakizko kode bat erabili zen ebaluazio tresnen multzoan (aplikazio koadernoan). Modu horretan seme-alaben galdeketak haien gurasoenekin lotu ahal izan ziren eta baita pretestean lortutako emaitzak postestean lortutakoekin ere. Gurasoek beren seme-alaben jokaeraren inguruko galdeketak bete zituztenean ikastetxeetan eman zituzten. Aste baten buruan ikastetxeetara itzuli eta galdeketak hartu ziren.

Proiektuak gizakiekin burututako ikerketetan eskatzen diren balore etikoak bete ditu eta Helsinkiko Deklarazioan jasotzen diren funtsezko oinarriak errespetatu ditu, bere aktualizazioetan eta indarrean dauden arauetan: a) baimen informatzailea eta informaziorako eskubidea; b) datu pertsonalen babesa eta konfidentzialitate bermea; c) diskriminazio eza; d) doakotasuna, eta e) ikerketa uzteko aukera edozein fasetan. Gainera, ikerketak aldeko ebaluazioa jaso du Euskal Herriko Unibertsitateko (UPV/EHU) Irakaskuntzaren eta Ikerkuntzaren Etikarako Unibertsitate Batzordearen (IIEUB) eskutik. CEID erregistro zenbakia: CEISH/146/2012.

DESIGN AND PROCEDURE

The study used a quasi-experimental design with repeated pretest-posttest measures and control groups. Regarding the procedure, the following phases were conducted: (1) A letter was sent to the headmasters of randomly selected schools from the list of centers in Bizkaia with an explanation of the project and the request for their collaboration; (2) With those who agreed to collaborate, we conducted an interview to present the project and deliver the informed consent forms for the parents; (3) Four pretest assessment instruments were subsequently administered; (4) The intervention program was carried out in the experimental groups while the control groups received the regular tutorship program of their center; (5) After the intervention, at posttest, the same instruments as at pretest were administered to the experimental and control groups; and (6) One year after the intervention, the follow-up phase took place, administering the same instruments once more. The study respected the ethical values required in research with human beings (informed consent, confidentiality...), having received the favorable report from the Ethics Committee of the University of the Basque Country (CEISH/146/2012).

CHAPTER 7.
ASSESSMENT INSTRUMENTS

CHAPTER 7. ASSESSMENT INSTRUMENTS

This chapter describes the variables which are the object of study as well as the assessment instruments. In order to assess the effects of the programme in different variables related to the EI that are stimulated as a result of the programme, both before and after the intervention, as well as in the follow-up phase, 11 assessment instruments were used, all with adequate psychometric guarantees in terms of reliability and validity. The assessment used multi-reports (adolescents and parents) and multi-techniques (self-reports, subjective techniques, open questionnaires...). The assessment instruments used and the variables which they assess are shown in Table 1.

Diagram 1. Pretest, posttest and follow-up assessment instruments and variables studied

Instrument	Variables assessed
AECS Actitudes y estrategias cognitivas sociales [Cognitive-social attitudes and strategies] (Moraleda, González, & García-Gallo, 1998/2004)	Social conformity, social sensibility, help-collaboration, security-firmness, prosocial leadership, aggressiveness-stubbornness, dominance, apathy-shyness and social anxiety.
EIS Cuestionario de estrategias cognitivas de resolución de situaciones sociales [Cognitive strategies for resolution of social situations questionnaire] (Garaigordobil, 2008)	Assertive, aggressive and passive strategies.
CE Empathy questionnaire (Merhabian & Epstein, 1972)	Dispositional empathy.
STAXI-CA State-Trait Anxiety Inventory in children and adolescents (Del Barrio, Aluja, & Spielberg, 2005)	State-anger, trait-anger, internal and external expression of anger, external and internal control of anger.
EQ-i:YV Emotional Quotient Inventory: Youth Version. (Bar-On & Parker, 2000; Bar-On, 2006; Spanish adaptation by Ferrándiz, Hernández, Bermejo, Ferrando, & Prieto, 2012)	Interpersonal intelligence, intrapersonal intelligence, adaptability, general mood and stress management.
TMMS-24 Trait Meta-Mood Scale. (Salovey, Mayer, Goldman, Turvei, & Palfai, 1995; Spanish adaptation by Fernández-Berrocal, Extremera and Ramos, 2004)	Intrapersonal intelligence. Attention, clarity and emotional repair.
OHQ The Oxford happiness questionnaire (Hills & Argyle, 2002)	Feelings of Happiness.

<p>BFQ-CA “Big Five” personality questionnaire for children and adolescents (Barbaranelli, Caprara, & Rabasca, 1998; Spanish adaptation by de Del Barrio, Carrasco, & Holgado, 2006)</p>	<p>Consciousness, Openness, Extraversion, Agreeableness, Emotional instability.</p>
<p>PHQ-15 Patient Health Questionnaire. (Kroenke, Spitzer, & Williams, 2002; Spanish adaptation by Ros, Comas, & García-García, 2010)</p>	<p>Psychosomatic symptoms.</p>
<p>CECAS Cuestionario de evaluación de la capacidad de análisis de sentimientos [Questionnaire for the assessment of the ability to analyse feelings] (Garaigordobil, 2008)</p>	<p>Ability to analyse negative emotions: Causes, Consequences, Resolution</p>
<p>EPC Escala de problemas de conducta [Scale of Behavioural Problems] (Navarro, Peiró, Liácer, & Silva, 1993)</p>	<p>School problems, antisocial behaviour, shyness-withdrawal, psychopathological disorders, anxiety problems, psychosomatic disorders and social adaptation.</p>

Note: The SBP was not carried out during the follow-up phase; The protocols of assessment of the instruments used are shown in Annexe 1.

In addition, in the posttest phase the Programme Assessment Questionnaire (CEP, Garaigordobil & Peña, 2012) was used as an instrument to assess the perception which the participants have of the change produced by the programme (in the experimental group) or of the change produced by the tutoring-ethics programme (in the control group).

7.1. AECS. COGNITIVE-SOCIAL ATTITUDES AND STRATEGIES (Moraleda, González, & García-Gallo, 1998/2004)

7.1.1. Description of the test

The objective of the AECS is to give an idea of the social competence of the adolescents, that is to say, of those variables that most help or hinder their social adaptation to the environment in which they live. Although it allows for the exploration of 9 scales of social attitude and 10 of social thought, this study only measures the 9 scales of attitudes and social cognitive strategies. The social attitudes assessed are the following:

- *CON. Social Conformity*: Conformity with what is considered socially correct and respect for social norms.

- *SEN. Social sensibility*: A willingness to understand other people's feelings and value other people.
- *HC. Help and collaboration*: A willingness to share things with other people and work together with them.
- *SF. Security and firmness in interaction*: An analysis of the confidence in one's own possibilities of fulfilling the objectives of the interaction; firmness in the defence of one's own rights and in expressing complaints; a willingness to face up to problems rather than avoid them.
- *PRO. Prosocial leadership*: This scale shows the willingness to express ideas in the group; to bring the members of the group together around common objectives; to take the initiative; to plan activities with a spirit of service.
- *AGR. Aggressiveness-stubbornness*: This analyses the disposition to violent expression; threats; envy and sadness.
- *DOM. Dominance*: This measures the disposition to seek positions of authority; to dominate others for personal advantage; to compete and be superior to others; to manipulate them and take advantage of them.
- *AP. Apathy-shyness*: This analyses the disinterest of the person to integrate in the group, take part in its activities; the tendency to come over as reserved, critical, removed, isolated; the preference for individual work.
- *SAN. Social anxiety*: This measures the tendency to be shy; to show a fear of expressing oneself, interacting and defending one's rights with assertiveness; to feel guilty.

7.1.2. Norms for the administration, scoring and interpretation

The person who is the object of the assessment has to read and inform the extent to which the content of the 71 assertions can be applied to their lives on a scale of 1-7 (this is not at all me- this is really me). For the correction, the points obtained in the items which make up each scale (See Table 2) are added up and correspond to the raw score of all the scales.

Diagram 2. Items corresponding to each AECS scale

Scales of social attitudes	Score Items
CON. Social conformity	8, 14, 22, 29, 37, 43, 49, 57, 65
SEN. Social sensibility	1, 15, 23, 30, 44, 50, 58, 66
HC. Help and collaboration	2,9,16,24,31,38,45,51,59,67
SF. Security and firmness	4,11,18,26,33,40,46,53,61,69
PRO. Prosocial leadership	3,10,17,25
AGR. Aggressiveness-stubbornness	5,12,19,27,34,47,62,70
DOM. Dominance	32,39,52,54,60,68
AP. Apathy-shyness	6,13,20,28,35,41,55,63,71
SAN. Social anxiety	7,21,36,42,48,56,64

The manual has its own criteria to transform the raw scores into percentiles.

7.1.3. Psychometric studies

The manual of the scale offer results of reliability studies confirming the internal consistency of the questionnaire, obtaining between .54 and .70 on Cronbach's Alpha. The Cronbach's Alpha results obtained in a sample of 1,102 subjects are the following: social conformity $\alpha = .59$, social sensibility $\alpha = .70$, help-collaboration $\alpha = .70$, security-firmness $\alpha = .62$, prosocial leadership $\alpha = .61$, aggressiveness-stubbornness $\alpha = .66$, dominance $\alpha = .54$, apathy-shyness $\alpha = .57$, and social anxiety $\alpha = .62$. The internal consistency of our study oscilates between $\alpha = .55$ and $\alpha = .76$. The internal consistency was low for the prosocial leadership ($\alpha = .55$) and aggressiveness-stubbornness ($\alpha = .65$) variables and adequate for the rest of the variables: social conformity ($\alpha = .72$), social sensibility ($\alpha = .72$), help-collaboration ($\alpha = .70$), security-firmness ($\alpha = .71$), dominance ($\alpha = .77$), apathy-shyness ($\alpha = .76$) and social anxiety ($\alpha = .76$). The analysis of the *reliability test-retest* shows an acceptable level of temporal stability.

As for the convergent validity, the studies of the manual report on the high correlations between most of the AECS scales and that of the Criterial-Socialization of the Socialization Battery (BAS) by Silva and Martorell (1989). The studies of *convergent and discriminatory validity* confirm significant positive correlations in the *social behaviour of social conformity, social sensibility and help-collaboration* respectively with self-concept,

empathy with the victims, prosocial values, factors which foment violent behaviour, knowledge of coping strategies in face of someone else's violent behaviour, an ability to empathize, anger-control, a style of resolving conflicts based on cooperation and with a personal belief in a fair world (Garaigordobil, 2009).

7.2. EIS. COGNITIVE STRATEGIES FOR RESOLUTION OF SOCIAL SITUATIONS QUESTIONNAIRE (Garaigordobil, 2008)

7.2.1. Description of the test

This instrument assesses the cognitive strategies of the adolescent to resolve 6 social conflict situations. In this questionnaire a teenager is faced with social situations such as: how to act faced with a moral conflict, make friends, deal with an aggression, cope with the rejection of others, get something back and how to say no. Faced with these situations the adolescent has to use coping strategies to deal with each situation. Assertive strategies are those which can be defined as ones where "the conflict situation is dealt directly, and effective behaviour is used to obtain a favourable outcome in a non-aggressive way by developing skills, making demands, expressing feelings, using dialogue and reasoning with the other person...". Passive strategies are considered those where "the conflict situation is not faced directly and the subject shows response inhibition (no action is taken), submission, avoidance (avoiding the situation rather than facing up to it) or seeks help from other people in order to resolve it." Strategies which are considered as aggressive are those where "the response is based on aggressive behaviour or negative behaviour in the interaction: threats, physical and verbal aggressions, disparaging the other person, blackmail or denouncing others to ensure they are punished...".

7.2.2. Norms of administration, scoring and interpretation

The adolescents were asked to put themselves in the shoes of a boy or girl who has to resolve a conflict social situation, and list all the behavioural strategies that the boy or

girl could avail of to deal with that situation. The correction of the test allows us to explore the number of cognitive strategies of interaction available as well as the quality of them (assertive, aggressive and passive strategies). In order to do this, a point is awarded for each response given and the raw scores are obtained from each subscale. In order to interpret the results, the percentile score of the subject is calculated on the basis of the raw score obtained in each type of strategy by using the criteria which were set out in the original study (Garaigordobil, 2008).

7.2.3. Psychometric studies

The reliability of the questionnaire is acceptable both in the original study ($\alpha = .74$) and in this study ($\alpha = .70$). The internal consistency of the “passive strategies” scale ($\alpha = .72$) and “assertive strategies” scale ($\alpha = .72$) is adequate while the “aggressive strategies” scale is lower ($\alpha = .68$).

The results endorse the convergent and divergent validity of the instrument, showing that the adolescents who can use a variety of assertive cognitive strategies to resolve situations of social interaction, have a healthy self-concept, can empathize and show little withdrawal behaviour or anti-social behaviour.

7.3. CE. EMPATHY QUESTIONNAIRE. Based on the questionnaire of dispositional empathy by Mehrabian and Epstein (1972)

7.3.1. Description of the test

The questionnaire applied in this study is based on the questionnaire of dispositional empathy by Mehrabian and Epstein (1972) which consists of 22 phrases or statements which refer to feelings of empathy with which the capacity of empathy of the individual can be measured. This questionnaire assesses empathy as the capacity of the person to give a response to others by taking into account both the cognitive and affective aspects, while emphasizing the importance of the ability of the person to distinguish between that of one's own ego and that of others (Davis, 1980).

7.3.2. Norms of administration, scoring and interpretation

The task consists of reading a collection of statements and indicating if the subject habitually does, thinks or feels what the statement says. In order to correct it a point is given in the items when they appear as shown in Table 3 which can be seen below, and in so doing, the raw score can be obtained. In the Spanish adaptation of the instrument (Garaigordobil, 2008) the criteria given allow the raw scores of the scales to be transformed into percentiles.

Diagram 3. Items rated to give the direct scores in the empathy questionnaire

YES	1, 2, 3, 4, 7, 8, 9, 10, 11, 13, 14, 15, 19, 20, 21, 22.
NO	5, 6, 12, 16, 17, 18.

7.3.3. Psychometric studies

Both the internal consistency obtained in the sample of the original study ($\alpha = .74$) as well as that obtained in our study were adequate ($\alpha = .71$). In order to analyse the validity of the adaptation used, with a sample of 174 adolescents, Pearson's correlation coefficient was calculated between the scores obtained in this questionnaire and the scores obtained in the IVE-J scale of impulsiveness, adventure-seeking and empathy (Eysenck, Easting, & Pearson, 1984; adapted by Martorell & Silva, 1993), thus confirming high positive significant correlations ($p < .05$) of the empathy variable in both instruments. These relations highlight that the adolescents who showed a great ability to empathize had also a healthy self-concept, showed many signs of consideration towards others, a lot of assertive, pro-social behaviour, a high level of anxiety as a personality trait and little apathy-withdrawal or aggressive behaviour (Garaigordobil, 2008).

7.4. STAXI-CA. THE STATE-TRAIT ANGER EXPRESSION INVENTORY IN CHILDREN AND ADOLESCENTS (Del Barrio, Aluja, & Spielberger, 2005)

7.4.1. Description of the test

The STAXI-CA allows us to obtain a precise assessment of the various components of anger (experience, expression and control) and its facets as state and trait. It consists of 32 elements divided into 6 scales. The state of anger scale reflects feelings of anger which are experienced at that moment and the expression of these feelings. The trait-anger scale refers to the feelings of anger and frustration which the subject habitually experiences, indicating that the experience of anger is produced over a period of time and is related to traits of personality. The other scales are the external expression of anger scale, the internal expression of anger scale, the external control of anger and the internal control of anger scale.

7.4.2. Norms of administration, scoring and interpretation

The STAXI-CA is self-applicable and self-checking. It can be answered in 15-30 minutes and the administration can be carried out collectively.

For the correction of the test the raw scores are obtained by adding up the values shown in the protocol and then transforming them into percentiles using the test manual criteria.

Below is a brief description of each one of the test scales.

1. The subjects with high scores in STATE ANGER show an intense emotional state due to a specific stimulus.
2. The subjects with high scores in TRAIT ANGER show that the subject reacts frequently with rage and fury. They feel badly-treated and frustrated.
3. The distinct forms of control and expression of anger are explained in the different scales.

- a. High scoring in EXTERNAL EXPRESSION OF ANGER indicate that the subjects assessed show their anger impulsively with no qualms about attacking people or things.
- b. High scoring in INTERNAL EXPRESSION OF ANGER show that the subjects assessed have feelings of anger and rage but they are inhibited and can not find an outlet for their feelings.
- c. The subjects with high scores in EXTERNAL CONTROL OF ANGER are characterized by always being ready to control stimuli that produce furious reactions.
- d. The subjects with high scores in INTERNAL CONTROL OF ANGER succeed in calming down by using cooling-off actions.

7.4.3. Psychometric studies

The reliability of the test is very good, with the range of the alpha coefficient oscillating between .78 and .89 for the scale of state, between .75 and .82 for the scale of trait and between .64 and .84 for the scales of expression of anger and control of anger. The internal consistency obtained in the sample of our study was adequate both in terms of the overall test ($\alpha = .74$) and in terms of the majority of the scales. The internal consistency of the anger-state scale ($\alpha = .90$) is the highest together with the scales of anger-trait ($\alpha = .74$), external control ($\alpha = .77$) and internal control ($\alpha = .76$). The scale of expression has a lower internal consistency (external expression $\alpha = .57$; internal expression $\alpha = .50$).

The convergent and discriminatory validity of the STAXI-CA was assessed with regard to other questionnaires of recognized validity (AFV, BAS-3, BFQ, EPQ-J and SSS-J) in two broad sub-samples presented in the manual. The state-anger, trait- anger, and expression of anger in its various facets, with the exception of internal expression of anger, obtained high correlations with aggressiveness (AFV). Aggressiveness also obtained negative correlations with control of anger in its particular facets. The socialization scales consideration of others and self-control correlated positively with anger control and its scales. Withdrawal correlated positively and significantly with the

state-anger, the trait-anger and expression of anger in both genders and leadership was related positively to control of anger in males, but not in women. The STAXI-CA correlated with the five dimensions of the models of personality of the “big five”, the “big three” and the personality trait of search for sensations. Tenacity correlated negatively with the anger-state and positively with anger control, in both sexes. The emotional stability basically obtained statistically significant negative correlations with the anger-trait, expression of anger and positive correlations with control of anger. Affability was related negatively to the anger-state, anger-trait and positively with anger control. Openness tends to correlate negatively with the anger-state, anger-trait and expression of anger and obtains positive correlations with anger control in both sexes. The neuroticism of the EPQ-J, presents the same pattern of correlations as emotional stability, but the other way round. Psychoticism correlates positively with the anger-state, anger-trait and the external expression of anger and to a lesser extent correlates negatively with anger control (Del Barrio, Aluja, & Spielberger, 2005).

7.5. EQ-i: YV. EMOTIONAL QUOTIENT INVENTORY: YOUTH VERSION. (Bar-On & Parker, 2000; Bar-On, 2006; Spanish adaptation by Ferrándiz et al. 2012)

7.5.1. Description of the test

The EQ-i: YV assesses the level of emotional and social functioning in adolescents and children aged 7 to 18. It is based on the conceptual model of Bar-On and consists of 60 items in five dimensions:

- *Intrapersonal intelligence*: Consciousness of oneself and self-expression.
 - Emotional self-consciousness: Having a precise perception of oneself, understanding oneself and accepting oneself.
 - Assertiveness: Expressing one’s own feelings in an effective and constructive way.
 - Self-consideration: Being aware of and understanding one’s own feelings.
 - Independence: Being self-sufficient and free of an emotional dependence on others.

- *Interpersonal intelligence*: A social consciousness and interpersonal relation.
 - Empathy: Being aware of and being able to understand how other people feel.
 - Interpersonal relations: Establishing satisfactory relations with others.
 - Social responsibility: Identifying with a social group and cooperating with it.
 - *Stress management*: Emotion management and regulation.
 - Stress tolerance: Management of emotions in a constructive and effective way.
 - Control of impulses: Controlling emotions in a constructive and effective way.
- *Adaptability*: Dealing with change.
 - Solution of problems: Solving personal and interpersonal problems in an effective way
 - Validation: Validating objectively feelings and thoughts with the external reality
 - Flexibility: Adapting and adjusting one's thoughts and one's own emotions to new situations
- *General mood*: self-motivation.
 - Happiness: Being happy with oneself, with others and with life in general.
 - Optimism: Being positive and having a positive attitude towards life

7.5.2. Norms of administration, scoring and interpretation

The answers to the questionnaire are given on a likert type scale (1 = rarely happens to me or isn't true, 4 = frequently happens to me or is true) in 25-30 minutes. For the correction the answers of the different scales are added up taking into account the items which are scored but in reverse order (See Table 4). To obtain the Coefficient of Emotional Intelligence we add up the scores of the scales of interpersonal intelligence, intrapersonal intelligence, stress management and adaptability. The items 8, 18, 27, 33, 42 and 52 refer to the positive impression and are not taken into account when calculating the coefficient of emotional intelligence. The Spanish adaptation of the instrument has criteria which allow the direct scores of the scales to be transformed into percentiles.

Diagram 4. Items corresponding to each EQ-i:YV scale

Intrapersonal intelligence	7, 17, 28*, 31, 43, 53*
Interpersonal intelligence	2, 5, 10, 14, 20, 24, 36, 41, 45, 51, 55, 59
Stress management	3, 6*, 11, 15*, 21*, 26*, 35*, 39, 46*, 49*, 54*, 58*
Adaptability	12, 16, 22, 25, 30, 34, 38, 44, 57
General mood	1, 4, 9, 13, 19, 23, 29, 32, 37*, 40, 47, 50, 56, 60

Note: The items with an * are scored in reverse order.

7.5.3. Psychometric studies

Data from various studies show that the different scales have the right internal consistency from $\alpha = .84$ for the intrapersonal to $\alpha = .89$ for scale as a whole (Bar-On & Parker, 2000; Parker et al. 2004).

The internal consistency obtained from the sample of our study was very good both as far as the test as a whole was concerned ($\alpha = .89$) and indeed as it was for all the scales. The internal consistency of the intrapersonal intelligence was $\alpha = .81$ that of the interpersonal intelligence $\alpha = .77$, that of the adaptability scale $\alpha = .78$, that of the general mood scale $\alpha = .80$ and that of stress management $\alpha = .79$.

The studies that have analysed this version of the instrument have shown that the psychometric features are correct. In Spain, the EQ-i:YV has been translated and adapted according to the international standards promulgated by the International Test Commission (Hambleton, 2001) and has provided empirical evidence of the structure and internal consistency of the inventory. The factorial analysis verified that the factors found are clearly very similar to the dimensional structure proposed by the authors of the scale since the majority of the items showed factorial loads in the expected component in conformity with the theory (Bar-On, 1997, 2006).

The internal structure of the five factors has been confirmed in the research carried out by Ferrándiz, Ferrando, Bermejo, and Prieto (2006), who accord it a reliability of $\alpha = .88$ for the whole of the scale. The inventory showed a reasonable reliability according to Cronbach's Alpha ($\alpha = .89$) in the research carried out by Prieto, Bai, Ferrándiz, and Serna (2007).

As for the analysis of concurrent validity, analysis of correlation were carried out between the total score of EI and that of intelligence, personality, self-concept, academic achievement and trait EI. The general intelligence was related in a statistically significant and positive way ($p < .05$) to the total EI as well as with the intrapersonal dimensions and adaptability. In the same way the three factors of personality were related to the total EI. The factors of anxiety and excitability were done in a negative way, while the extraversion factor was done in a positive way. As for the self-concept, the total EI was related in a significant and positive way statistically with the facets of the global, social and psychological Self-concept. As far as academic achievement is concerned, statistically significant relations were found between the total EI and the intrapersonal dimensions and the adaptability. Finally, statistically significant positive correlations ($p < .01$) of a moderate magnitude were found between the trait EI and the SEI (Social-Emotional Intelligence) total. As well as that, the trait EI was related to all the dimensions of the SEI (Ferrándiz, Hernández, Bermejo, Fernando, & Sáinz, 2012).

7.6. TMMS-24. TRAIT META-MOOD SCALE. (Salovey, Mayer, Goldman, Turvei, & Palfai, 1995; Spanish adaptation by Fernández-Berrocal, Extremera, & Ramos, 2004)

7.6.1. Description of the test

The Trait Meta-Mood Scale-24 (TMMS-24) is a version that has been reduced and adapted to the Spanish population by Fernández-Berrocal et al. (2004) from the Trait Meta-Mood Scale (TMMS). This assesses the levels of intrapersonal emotional intelligence based on three factors: emotional attention (the capacity to feel and express feelings in an appropriate way), emotional clarity (the capacity to fully understand one's own feelings) and the emotional repair (the capacity to regulate the emotional states correctly).

7.6.2. Norms of administration, scoring and interpretation

The TMMS-24 consists of 24 statements in which the subject has to indicate their degree of agreement on a scale of 1-5 (1 = Don't agree at all, 5 = Totally agree). To correct and obtain a score in each one of the factors, we add up the items 1 to 8 for the emotional attention factor, the items 9 to 16 for the emotional clarity factor and 17 to 24 for the emotional repair factor. The criteria are different for men and women and for each one of the levels that the test measures. In the level of attention the scores are considered low when the scores are 21 and 24, and considered high when the scores are higher than 33 and 36 for men and women respectively. In the level of clarity the scores are low when they are below 25 and 23, and high when they are higher than 36 and 35. In the level of the repair, the scores are low when they do not reach 23 and high when they are above 36 and 35.

7.6.3. Psychometric studies

In the study of the validation of the Spanish version of the TMMS, the scale shows great internal consistency (each one of the subscales had a Cronbach alpha above .85). The internal consistency obtained from the sample of our study is very good in all the scales and in the overall scoring ($\alpha = .94$). The internal consistency of the attention and emotional clarity scales is $\alpha = .89$ and that of the emotional repair is $\alpha = .86$.

Finally, the Spanish adaptation of the TMMS showed positive correlations between the clarity and emotional reparation and satisfaction with life and negative correlations with depression and rumination, as well as positive correlations between attention and depression and rumination.

7.7. OHQ. HAPPINESS QUESTIONNAIRE (Hills & Argyle, 2002; Spanish adaptation by Garaigordobil & Durá, 2006)

7.7.1. Description of the test

The Happiness Questionnaire is an instrument of 29 items to assess happiness. It is an alternative scale to the Oxford Happiness Inventory (Argyle, Martin, & Crossland, 1989) with other format and qualification system.

7.7.2. Norms of administration, scoring and interpretation

The OHQ consists of 29 statements to which the subject has to reply by indicating their degree of agreement between the values 1 and 6 (1 = totally disagree , 6 = totally agree). For the correction the scores of the 29 items are added up whilst taking into account the 12 which are written in negative. The reverse items are 1, 5, 6, 10, 13, 14, 19, 23, 24, 27, 28 and 29. Once the sum of the valuation of the items has been realized a higher score will reflect a greater happiness with the maximum score being 174. The Spanish version of the instrument does not offer any criteria.

7.7.3. Psychometric studies

As far as the internal consistency is concerned, the total scale shows a high internal consistency ($\alpha = .91$), based on standardized items. The internal consistency obtained with the sample of our study was also high ($\alpha = .84$).

As for the validity of the construct, the OHQ is correlated with the extraversion, neuroticism, self-esteem, satisfaction with life and the scale of depression-happiness.

7.8. BFQ-CA. “BIG FIVE” QUESTIONNAIRE FOR CHILDREN AND ADOLESCENTS (Barbaranelli, Caprara, & Rabasca, 1998; Spanish adaptation by Del Barrio et al. 2006)

7.8.1. Description of the test

The BFQ-CA assesses in children and adolescents from 8-15 the “Big Five Factors of the personality”: Conscientiousness (autonomy, order, precision and complying with norms and compromises), Openness (intellectual aspects, creativity, cultural interests), Extroversion (activity, enthusiasm, assertivity and self-confidence), Agreeableness (preoccupation and sensibility towards others and their needs) and emotional Instability (anxiety, depression, discontent or anger).

7.8.2. Norms of administration, scoring and interpretation

This instrument was designed so that it can be completed by the child with a self-informed format. However, the elements can be formulated in third person so that both teachers and parents or people close to the child can complete it with reference to the child. The administration was done collectively and the duration was 30-35 minutes. The questionnaire consists of 65 items with five possible answers graded from 5 to 1 (5 = almost always 1 = always never). For the interpretation, the direct scores are transformed in percentiles, using for that the criteria available in the test manual.

7.8.3. Psychometric studies

The works which until now have studied the internal consistency (Cronbach’s Alpha) of the different scales of the BFQ-CA have discovered appropriate coefficients which oscillate between .78 in emotional instability and .88 in conscientiousness. The internal consistency of the openness scale was $\alpha = .84$, that of the extroversion scale .79 and that of agreeableness $\alpha = .80$ (del Barrio et al., 2006). The internal consistency obtained from the sample of our study was high in all the scales. The conscientiousness scale has an

internal consistence of $\alpha = .84$, the openness scale $\alpha = .77$, the extraversion scale $\alpha = .80$, the agreeableness $\alpha = .78$ and the emotional instability $\alpha = .84$.

The validity studies carried out in other studies revealed an adequate concurrent and predictive validity. Regarding the concurrent validity, the convergence of the BFQ-CA with the Eysenck Personality Questionnaire showed high correlations between the emotional instability and extraversion factors from both instruments, as well as negative correlation between the psychoticism factor of Eysenck and the factors of agreeableness and consciousness of the BFQ-CA. As for the predictive validity, the adjustment problems, both the interiorized and the exteriorized, were related to high levels of emotional instability, low levels of consciousness, extraversion, agreeableness and openness as described in numerous works which have made the connection between dimensions of personality and behavioural and emotional alterations (Carrasco & del Barrio, 2002; Lynam et al., 2005).

As for the construct validity, the work carried out with the BFQ-CA has found exploratory factorial solutions which correspond to a structure of five factors with adequate adjustment indices, which has been corroborated in various confirmatory analyses (Carrasco, Holgado, & del Barrio, 2005; Peñate, Ibáñez, & González, 1999). The five factors which they mention are ones which correspond to those described by the model of the Big Five which we described before.

7.9. PHQ-15. PATIENT HEALTH QUESTIONNAIRE. (Kroenke, Spitzer, & Williams, 2002; Spanish adaptation by Ros et al. 2010)

7.9.1. Description of the test

The PHQ-15 is made up of 15 items which refer to 15 possible physical problems which the participant might have suffered in the past month: stomach-ache, back-ache, pain in the arms, pain in legs or joints, menstrual pain, headaches, pain in the thorax, dizziness or fainting, feeling the heart-beats go quicker, pains or problems during the sexual act, constipation or diarrhea, feeling tired or being low in energy and problems with sleep.

7.9.2. Norms of administration, scoring and interpretation

The subject has to choose between the options “no pain” (0 points), “a little pain ” (1 point) and “a lot of pain” (2 points) for each of the 15 items taking the last month as a reference. The score is obtained by adding up all the answers of the items and ranging from 0 to 30 (28 for men). If the score is between 0 and 4 there is no problem of somatization. If it is between 5 and 9 there is a low level of somatization. If it is between 10 and 14 then it is medium and when it is higher than 15 then it is considered a high level of somatization.

7.9.3. Psychometric studies

Both the results obtained in the original study as well as in the validation of the Spanish version of the PHQ-15 are very satisfactory. The reliability of the questionnaire was assessed as to its internal consistency and obtained a Cronbach alpha coefficient of .78 in the Spanish validation, a Cronbach alpha of .80 in the original study and .67 in the present study.

Regarding its validity, the correlation was studied between the MADRS questionnaire (The Montgomery-Asberg Depression Rating Scale) and the PHQ-15, finding moderate to high correlations ($r > .30$ and $< .70$). The 15 items showed moderate associations between each other. The majority of the item-item correlations are found between .20 and .29. Only 6% of the item-item correlations score less than .10 and 9% were above .40, the highest correlation being that of “problems of sleep” and “tiredness”.

In order to assess the predictive validity an analysis of multivariate regression was carried out. The patients with most physical symptoms according to the PHQ-15 (scores higher than 4 points) share the following characteristics: women aged 30 to 69, have a partner, have no academic qualifications, have a history of depression or anxiety according to the DSM-IV and with concurrent conditions, more specifically respiratory, endocrine, digestive and osteoarticular problems.

7.10. CECAS. QUESTIONNAIRE FOR THE ASSESSMENT OF THE ABILITY TO ANALYSE FEELINGS (Garaigordobil, 2008)

7.10.1. Description of the test

This instrument is an open questionnaire for exploring the capacity of analysis an adolescent has in relation to 4 negative emotions: sadness, envy, anger and fear. The analysis operates on three levels: causes, consequences and ways of resolving or facing up to these feelings. The capacity to analyse the causes refers to the ability to identify and understand the causes, factors or situations which provoke negative feelings. Likewise, the capacity to analyse the consequences refers to the ability to recognize and be aware of the effects that negative feelings can have. Finally, the capacity to face up to things implies knowing the different ways of resolving problems related to negative feelings.

7.10.2. Norms of administration, scoring and interpretation

The questionnaire consists of three phases: 1) the adolescents analyse the causes of those feelings by describing all the causes that are responsible for producing each emotion, 2) they analyse the consequences of this, 3) they propose possible ways of dealing with each emotion. Correction consists of awarding one point to each reply given with three scores given in each scale: causes, consequences and resolution. The criteria of the manual allow the direct scores of the three scales to be transformed into percentiles.

7.10.3. Psychometric studies

The studies carried out (Garaigordobil, 2008) confirm the guarantees of the instrument. The internal consistency of the test ($\alpha = .77$) confirms its reliability. The internal consistency obtained with the sample of our study was high both regarding the total of the sample ($\alpha = .92$) and in the scales of "Analysis of causes" ($\alpha = .83$), "Analysis of consequences" ($\alpha = .86$) and "Resolution of emotions" ($\alpha = .87$).

Besides that, validation studies found that the adolescents who were capable of giving a high number of answers on the causes of their feelings also showed significantly fewer behavioural signs of withdrawal, were much more social beings, had a good self-concept, a high level of self-restraint, used many cognitive resolution strategies in situations of social interaction and were highly capable of showing empathy. Likewise, it became clear that adolescents who could use a variety of ways of dealing with negative emotions, were also much more self-assertive and could avail of many cognitive resolution strategies in problematic social situations (Garaigordobil, 2008).

7.11. EPC. SCALE OF BEHAVIOURAL PROBLEMS (Navarro, Peiró, Llácer, & Silva, 1993)

7.11.1. Description of the test

The EPC is an instrument for assessing general behaviour problems in children and adolescents. It consists of an estimation scale of 99 items which is complemented by the mother, father or some other relative of the subject. The 99 items are then grouped together in seven factorial scales.

- *School Problems (SP)*: Performance at school and work habits which are not explicitly formulated with reference to school tasks.
- *Antisocial Behaviour (AB)*: Aggressive habits and the like which can be an obstacle to normal social relations.
- *Shyness-Withdrawal (SW)*: It assesses the tendency to loneliness and sensitivity in social relations.
- *Psychopathological Disorders (PD)*: Major Problems (if they happen again and again) and which in most cases is characterized by depression.
- *Anxiety Problems (AP)*: Behaviour which routinely expresses fear and/or anxiety.
- *Psychosomatic Disorders (PD)*: The physical disorders are described without knowing what the medical cause is.
- *Social Adaptation (SA)*: Positive estimation of the habitual behaviour of the child/adolescent in their relations with others.

7.11.2. Norms of administration, scoring and interpretation

This scale is complemented by the parents. The task consists of reading the 99 statements and reporting on whether the son/daughter shows this type of behaviour (No = 0, Sometimes = 1, and Often = 2). The direct scoring of each scale corresponds to the total number of points of the items included in each scale (See Table 5). The manual has criteria to transform the scores into percentiles.

Diagram 5. Items rated to give the direct scores for behavioural problems

School Problems (SP)	4*, 5, 18*, 36, 40, 42, 48, 49, 60, 80, 84*, 87, 93*, 95, 98.
Antisocial Behaviour (AB)	2, 12, 15, 16, 17, 24, 27, 28, 31, 33, 47, 55, 58, 69, 70, 72, 74, 85.
Shyness-Withdrawal (SW)	1, 19, 32, 34, 50, 53, 56, 57, 59, 63, 64, 65, 92
Psychopathological Disorders (PD)	3, 7, 8, 9, 13, 21, 22, 23, 26, 37, 43, 66, 67, 73, 77.
Anxiety Problems (AP):	10, 14, 20, 35, 41, 71*, 78, 79, 81, 83, 89, 96.
Psychosomatic Disorders (PD)	6, 25, 38, 39, 44, 45, 51, 61, 86, 94.
Social Adaptation (SA)	11, 29*, 30, 46, 52, 54, 62, 68, 75, 76, 82, 88, 90, 91, 97, 99.

Note: The items with * are scored the other way round.

7.11.3. Psychometric studies

We have obtained information on the internal consistency of the EPC overall ($\alpha = .88$) and on each one of the factorial scales (Garaigordobil, 2008). Likewise, the EPC was applied on two occasions to a sub-sample ($N = 84$), with a time interval of 9 months between the two administrations, giving a coefficient of between .71 and .88. The internal consistency obtained with the sample of our study was high ($\alpha = .87$). As for the scales, school problems ($\alpha = .87$), antisocial behaviour ($\alpha = .84$), shyness-withdrawal ($\alpha = .73$) and psychopathological disorders ($\alpha = .70$) have better internal consistency than anxiety problems ($\alpha = .64$), psychosomatic disorders ($\alpha = .64$) and social adaptation ($\alpha = .67$).

For a study of the validity criteria of the EPC the instrument was applied to different samples of children and/or adolescents. For the study of the effects attributed to differences between the criteria-groups analyses of multiple regression were carried out in which the variable which reflects the different criteria-groups was finally included in the regression equation. In all the cases the variable was that of belonging to different groups

which shows the largest quantity with the scores in the EPC scales. The connection is significant.

7.12. CEP. PROGRAMME ASSESSMENT QUESTIONNAIRE (Garaigordobil & Peña, 2012)

7.12.1. Description of the test

The CEP is an instrument which assesses the subjective perception of the change which was produced by the intervention programme (in the experimentals) and by the effect of the tutorial-ethics (in the control groups) in the opinion of the participants in the study. It is made up of 29 items which revolve around 5 themes: self-awareness, emotional regulation, general mood, communication and empathy.

7.12.2. Norms of administration, scoring and interpretation

The pupils assess to what extent they have changed in the contents regarding the contents which are shown in the 29 items of the test. The experimental group inform on the change which they have experimented because of the intervention and the control group give their opinion on the change which they have undergone as a consequence of the standard schools tutorial-ethics programme. The assessment is done on a scale of 1 to 10 where 1 indicates that there has been no change at all and 10 shows that there has been a very big change. For the correction the points of all the items are added up. The higher the score, the higher the change perceived by the participants.

7.12.3. Psychometric studies

Reliability: The analysis of internal consistency of the data obtained in the CEP in general highlighted a high level of internal consistency for the test ($\alpha = .98$).

Factorial Analysis: To examine the dimensionality of the programme assessment questionnaire (CEP) a factorial analysis was carried out which analysed the main

components. Before carrying out such an analysis the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the test of sphericity was calculated. The KMO index showed a value of .96 which can be considered very appropriate and the sphericity test of Bartlett was considered statistically significant: $\chi^2(406) = 6430,82, p < .001$; all of which allows us to conclude that the analysis of main components is a priori pertinent. Based on the criteria of extraction of factors of Kaiser one single factor is obtained, with its own value higher than the unit, which explains the 76.99 of the total variance. If we take 0.30 as the cut-off point, the saturations obtained in the factor were very clear for the items which comprise it. Consequently, the CEP proves to be a unidimensional structured scale with 29 items which explores the self-awareness, the capacity for emotional regulation, the general mood, communication and the capacity to show empathy.

Table 1. Matrix of principal components

CEP Statements	Factor 1
19. I can identify and understand better the emotions of others	.918
23. I have learnt suitable ways to express negative feelings like sadness, anger and fear...	.917
27. I can understand better how other people feel	.916
26. I am more aware of the different ways in which people feel things	.914
29. I am more attentive to the feelings of others and I try to think about their feelings	.914
28. I have discovered other different ways of thinking and other points of view quite different to my own	.911
25. I can put myself in the shoes of the other person	.900
11. I am more optimistic	.897
13. I have more positive emotions	.897
12. I am more satisfied with life	.895
24. I have learnt to differentiate between feelings which help in life (love, solidarity) and negative feelings (anger, envy, greed...)	.894
3. I am more aware of the causes and consequences of my feelings	.893
20. I am better at identifying the emotions that are shown in the facial and corporal expressions of other people	.893
9. I have learnt techniques which can be used to resolve conflicts in a positive way	.884
16. I have a greater ability to listen to other people	.883
17. I express my emotions better	.883

5. I understand better my feelings	.881
4. I pay greater attention to my feelings and I am better at identifying them	.875
21. I use more assertive strategies (without losing respect, without insults, or threats but speaking my mind...) in order to resolve conflicts	.874
18. I express my opinions more to others and I communicate more openly	.869
14. I am more motivated about doing things	.868
2. I accept who I am and have a more positive image of myself	.862
22. When there is a source of conflict, I can reach agreements more easily with less recourse to aggressiveness	.853
10. I am happier	.849
7. When I get angry I can control better my feelings of anger	.836
15. I like life better	.825
8. When negative things happen to me I have more positive thoughts	.817
1. I know myself better	.809
6. I can control better my negative emotions (anger, fear, envy..) and draw more on positive ones (love, joy...)	.803

Validity: The analyses carried out confirm the convergent and divergent validity of the CEP, as significant positive correlations were found between the perceived and expressed change in the total scale of the CEP and the significant pretest-posttest of the participants in the ability to show empathy ($r = .32, p = .001$); in the global emotional intelligence ($r = .26, p = .001$), especially regarding intrapersonal emotional intelligence ($r = .39, p = .001$), and in the state of mind ($r = .20, p = .01$); in the ability to pay attention ($r = .35, p = .001$), clarity ($r = .41, p = .001$), and reparation of one's own emotions ($r = .26, p = .001$); in the cognitive ability to analyse causes ($r = .35, p = .001$), consequences ($r = .34, p = .001$), and ways of facing up to negative emotions ($r = .49, p = .001$); in the internal control of anger ($r = .17, p = .032$); in positive social behaviour of security-firmness ($r = .17, p = .039$), and in assertive cognitive strategies of social interaction ($r = .53, p = .001$). Consequently, those who spoke of a high level of change in the CEP also significantly increased their ability to empathize, their emotional intelligence, their positive social behaviour, control of their emotions and more particularly their feelings of anger, which attests to the convergent validity of the instrument used.

CHAPTER 8.
THE INTERVENTION PROGRAMME

CHAPTER 8. THE INTERVENTION PROGRAMME

This chapter contains the general and specific goals of the intervention programme. It also includes the methodological implementation procedure.

8.1. Goals of the programme

The programme has five main goals:

- 1) To promote self-awareness
- 2) To foster emotional regulation
- 3) To improve general mood
- 4) To promote communication
- 5) To improve empathy

8.2. Characteristics and configuration of the programme

Nevertheless the programme has been designed to be implemented in a sample of 13-16 years old adolescents, many activities could be used with adolescents of different ages. Besides, the intervention programme can be carried out by a teacher, a psychologist or a psychopedagogue if and when they have received a training for this purpose. The programme consists of 31 activities divided in 5 modules:

Module 1. Self-awareness: In this module the following aspects are developed: Emotional self-awareness, self-knowledge, self-concept, self-confidence and self-esteem.

Module 2. Emotion regulation: In this module self-control, different ways to reduce negative emotions and to enhance positive emotions, emotion management, impulse control and frustration tolerance are developed.

Module 3. General mood: In this module happiness feelings, optimism and life satisfaction are developed.

Module 4. Communication: In this module active listening and communication (verbal and non-verbal) are developed.

Module 5. Empathy: In this module the ability to assume other person's point of view and the fact that each one feels in a different way are developed.

Moreover, exercises to do at home are proposed. Specifically, the following exercises are suggested:

- Mandalas: They are relaxation techniques, instruments to overcome psychology-spiritual and physical illnesses.

- Answer to questions: When you wake up, ask yourself: "*What has this day to offer me? What do I want to learn today? How can I improve today? How will influence (and will this influence be significant) what I learn today in my life?*". Likewise, at night, before going to sleep, ask yourself: "*What have I learnt today? What have I done today to improve myself? What have I got/won today? Which emotions have I had? With who have I shared them? Who have I loved? Who has loved me?*".

- Make a list with people close to you (parents, friends, teachers...) and write the positive things that you have told them during the week (at least a praise a day).

Hereafter it is presented an example of an activity of the programme and in Annexe III. more information is provided showing some of the activities that comprise the intervention programme.

OBSERVERS
<p>Objectives:</p> <ul style="list-style-type: none"> - Identify emotions in others. - Analyse the causes and consequences of different emotions. - Internalise the strategies to resolve emotional problems. - Learn to resolve conflicts. - Improve the empathy.
<p>Activity description:</p> <p>Students watch different films, documentaries... and afterwards they answer to several questions (*) in small groups. In the end of the session the discussion is carried out.</p> <p>(*) = Which emotions appear in the video?, why "X" feels that way?, how are emotions expressed?, which are the consequences of the emotions?, what would you do in her/his situation?...</p> <p>Videos:</p> <ul style="list-style-type: none"> - Empathy: (second 42 – 1'56) http://www.youtube.com/watch?v=CMiA19kTh6w - Simpson (Marge worried, Homer alcoholic): http://www.youtube.com/watch?v=8hqi3yNY37s&feature=fvwrel - Anger (Friends): (0 – 1'11) http://www.youtube.com/watch?v=GgAxq3GPWco - Happiness (Family guy): http://www.youtube.com/watch?v=pVo-kfcNZv8
<p>Discussion:</p> <p>Questions: is it easy to identify emotions?, have you learnt to resolve problems/emotions?, are emotions seen in the same way from outside and from inside?, have you identified yourself with the characters?, what would you do in their situation?, what have you learnt?...</p>
<p>Material: videos, paper sheet with the questions and a pencil.</p> <p>Duration: 25'.</p> <p>Group structure: SG, BG.</p>

8.3. Modules and activities of the programme

The programme is divided in 31 activities (see Diagram 1).

Diagram 1. Modules and activities of the programme

Modules	Activities
Module 1. Self-awareness	<ul style="list-style-type: none"> - Brain exercise - Collage and dramatisation - Laugh at yourself - Range of feelings - Myself - Who I am
Module 2. Emotion regulation	<ul style="list-style-type: none"> - Emotional perception - Observers - Regulating emotions - Modifying beliefs - Music to regulate emotions
Module 3. General mood	<ul style="list-style-type: none"> - The thousand nights and a night - Exchanging affection - Dancers - Bag - Feeling better - Happiness
Module 4. Communication	<ul style="list-style-type: none"> - Trivial of emotions - Active listening and assertiveness - Non-verbal communication - Assertiveness - Body language - Communication skills - Communication and assertiveness
Module 5. Empathy	<ul style="list-style-type: none"> - Walking - In the other's shoes - Secrets - An image, 1,000 emotions - Stories - Questions and answers - Empathy

8.4. Implementation procedure of the programme

The application of the programme to a group has been carried out following a previous intervention model (Garaigordobil, 2008) and implies the next constant variables that make up the methodological framework:

1. *Inter-session constancy*: The experimental application of the intervention programme has implied the performing of a weekly 55-minute session during 7 months.
2. *Spatial-temporal constancy*: the programme is applied on the same week day, at the same time, and in the same physical space; in this case in the classroom.
3. *The constancy of the adult who directs the programme*: it will be always the same person who will direct the sessions; in this case an adults with psychological training.
4. *Constancy in the session structure*: the sessions are structured in the same way: a) the adolescents sit in a large circle and the adult explains the goals of the activity as well as the instructions to be followed, b) the group carry out the activities, and c) when the activities end, the adolescents sit on the floor in a circle and a discussion is conducted.

All the sessions are distributed following the previously mentioned scheme, except for the first session where a slogan to introduce the programme is provided. Besides, the programme is explained as well as its goals, its duration and the type of activities to be realised.

In the discussion phase, the adult directs the debate towards critical reflections of the results and the development of the activity. This can be accomplished by questions where the adults adhere to an objective position without submitting opinions. The programme uses different group dynamic techniques to foster the activity and the discussion. The role-playing, the brain-storming and the guided discussion by questions are examples of these techniques (Garaigordobil 2008).

8.5. Experimental administration of the intervention programme

Down below the whole activities are presented in the order as they were implemented. Moreover, the duration and the module of the activities are specified.

Diagram 2. Annual proposal: structure of sessions: one hour-long session a week

Session	Activities	Duration	Module
1	The thousand nights and a night	30'	GM
	Brain exercise	25'	SA
2	Emotional perception	25'	ER
	Trivial of emotions	30'	C
3	Collage and dramatisation	55'	SA
4	Active listening and assertiveness	30'	C
	Walking	25'	E
5	Non-verbal communication	25'	C
	Assertiveness	30'	C
6	Body language	50'	C
7	Exchanging affection	15'	GM
	Laugh at yourself	40'	SA
8	Observers	25'	ER
	Dancers	30'	GM
9	Range of feelings	50'	SA
10	Communication skills	50'	C
11	In the other's shoes	50'	E
12	Regulating emotions	50'	ER
13	Myself	50'	SA
14	Secrets	30'	E
	An image, 1,000 emotions	30'	E
15	Bag	20'	GM
	Communication and assertiveness	30'	C
16	Modifying beliefs	50'	ER
17	Stories	20'	E
	Who I am?	35'	SA
18	Feeling better	20'	GM
	Questions and answers	30'	E
19	Empathy	25'	E
	Music to regulate emotions	30'	ER
20	Happiness	50'	GM

Self-awareness = SA; Emotion regulation = ER; General mood = GM; Communication = C; Empathy = E.

9.KAPITULUA

EMAITZAK

9. KAPITULUA. EMAITZAK

Kapitulu honetan, ikerketan lortutako emaitzak aurkezten dira. Programa aurretik eta amaitu arte, partaide experimental eta kontrolen aldaketa esanguratsua izan zen jakiteko asmoz, lehenik pretest-postest eta pretest-segimendu aldaketaren talde barneko analisiak egin ziren (analisi deskriptibo eta bariantza analisiak) experimental eta kontrolen emaitzak modu bereizian aztertuz.

Ondoren, programaren efektuak ebaluatzeko asmoz, parte-hartzaile experimental eta kontrolen artean desberdintasun esanguratsurik egon zen aztertu zen analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi multibariatu (MANOVA) eta unibariatuak (ANOVA) eginez bai pretest, postest eta segimendu etapetan, baita pretest-postest eta pretest-segimendu diferentzietan ere.

Azkenik, programak sexu eta maila sozioekonomikoaren arabera izandako efektuak ebaluatzeko asmoz, analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi multibariatu (MANOVA) eta unibariatuak (ANOVA eta ANCOVAk) egin ziren partaide experimentaletan, bai pretest eta postest etapetan, baita pretest-postest diferentzietan ere.

9.1. ALDAKETAK PARTAIDE EXPERIMENTAL ETA KONTROLENGAN MODU BEREIZIAN: TALDE-BARNEKO ANALISIAK

Programaren efektuak partaide experimental eta kontroletan modu bereizian aztertzeko asmoz, talde-barneko analisiak egin ziren. 1. taulan parte-hartzaile experimentalen batazbestekoak, desbideratze tipikoak eta bariantza analisiaren (ANCOVAk) emaitzak aurkezten dira pretest-postest eta pretest-segimendu diferentzietan. Aldi berean, 2. taulan parte-hartzaile kontrolen batazbestekoak, desbideratze tipikoak eta bariantza analisiaren (ANCOVAk) emaitzak aurkezten dira pretest-postest eta pretest-segimendu diferentzietan.

1. Taula. Parte-hartzaile esperimentalen aldaketaren talde-barneko analisiak

	Pre-Post		Ancova Pre-Post		Pre-segimiendua		Ancova Pre-Segimendua	
	<i>M</i>	<i>DT</i>	<i>F</i> (1, 81)	<i>p</i>	<i>M</i>	<i>DT</i>	<i>F</i> (1, 70)	<i>p</i>
Jokaera soziala (AECS)								
Onarpen soziala	0,90	8,92	0,85	0,359	0,61	7,67	0,45	0,501
Sentsibilitate soziala	-1,24	5,41	4,37	0,040	-1,29	5,98	3,36	0,071
Laguntza-Kolaborazioa	0,02	6,06	0,00	0,971	-0,85	8,40	0,73	0,395
Segurtasun-Tinkotasuna	1,28	7,21	2,60	0,110	-2,04	7,57	5,23	0,025
Buruzagitza Prosoziala	0,66	3,21	3,52	0,064	0,19	3,73	0,19	0,660
Oldarkortasuna	0,83	6,59	1,32	0,254	-1,63	6,32	4,74	0,033
Dominantzia	2,18	7,38	7,24	0,009	2,64	5,84	14,68	0,000
Apatia-Uzkurtasuna	2,52	8,32	7,59	0,007	1,58	6,23	4,64	0,035
Antsietate soziala	1,57	7,70	3,42	0,068	-2,14	6,48	7,83	0,007
*Estrategiak (EIS)								
Pasiboak	-1,05	2,33	16,70	0,000	-0,93	2,76	8,15	0,006
Asertiboak	1,51	2,14	40,97	0,000	1,57	2,20	36,43	0,000
Agresiboak	-0,37	1,65	4,21	0,043	-0,46	1,77	4,79	0,032
Enpatia (EC)	2,12	2,25	73,77	0,000	1,64	3,12	19,82	0,000
Amorrua (STAXI-NA)								
Egoera	0,67	4,16	2,18	0,144	-0,42	3,18	1,23	0,270
Ezaugarria	0,04	2,91	0,02	0,880	0,19	2,83	0,34	0,563
Amorruaren kanpo adierazpena	0,12	1,83	0,35	0,552	0,17	2,16	0,43	0,515
Amorruaren barne adierazpena	-0,67	1,68	13,34	0,000	-0,65	2,00	7,66	0,007
Amorruaren kanpo kontrola	0,51	2,12	4,72	0,033	0,28	2,39	0,97	0,328
Amorruaren barne kontrola	0,80	2,01	12,98	0,001	0,40	2,76	1,53	0,220
AE (EQi:YV)								
Intrapertsonala	3,60	3,05	115,32	0,000	2,72	4,24	29,68	0,000
Interpertsonala	0,42	3,67	1,09	0,298	4,43	4,78	61,88	0,000
Estresaren maneioa	1,02	4,89	3,63	0,060	1,90	6,31	6,55	0,013
Egokitzapena	1,00	4,06	5,02	0,028	3,49	4,82	37,60	0,000
Animo egoera	1,23	4,96	5,08	0,027	0,50	6,46	0,43	0,514
AE koizientea	6,05	9,19	35,88	0,000	12,54	11,72	82,38	0,000
AE Intra. (TMMS-24)								
Arreta	4,71	5,24	66,97	0,000	2,43	6,83	9,11	0,004
Argitasuna	4,96	5,69	63,16	0,000	2,86	7,55	10,32	0,002
Kudeaketa	4,57	5,12	65,87	0,000	3,24	5,96	21,22	0,000
Zoriontasuna (OHQ)								
Zoriontasuna	1,31	16,48	0,52	0,470	5,24	18,66	5,66	0,020
Nortasuna (BFQ-NA)								
Kontzientzia	1,51	10,35	1,75	0,189	-0,76	13,50	0,23	0,633
Irekitasuna	1,42	5,09	6,47	0,013	0,22	5,97	0,10	0,753
Kanporakoitasuna	0,57	5,90	0,76	0,385	-0,49	8,01	0,26	0,608

	Pre-Post		Ancova Pre-Post		Pre-segimiendua		Ancova Pre-Segimendua	
	<i>M</i>	<i>DT</i>	<i>F(1, 81)</i>	<i>p</i>	<i>M</i>	<i>DT</i>	<i>F(1, 70)</i>	<i>p</i>
Adeitasuna	0,42	5,76	0,44	0,507	-0,24	7,86	0,06	0,800
Desoreka emozionala	0,43	6,56	0,36	0,549	-1,24	7,05	2,21	0,141
Psikosomatika (PHQ-15)								
Sintomak	-2,34	2,17	96,19	0,000	-1,92	2,93	30,81	0,000
Sentimendu analisia (CECAS)								
Kausak	2,36	3,05	49,73	0,000	1,65	2,86	24,06	0,000
Ondorioak	1,83	3,18	27,51	0,000	1,99	3,21	27,51	0,000
Ebazpena	2,84	2,79	86,11	0,000	2,22	3,35	31,61	0,000
Jokaera arazoak (EPC)								
Eskola arazoak	0,71	3,01	3,39	0,068	-	-	-	-
Jokaera antisoziala	-0,56	3,95	0,84	0,361	-	-	-	-
Lotsa-Uzkurtasuna	-1,70	3,45	1,61	0,207	-	-	-	-
Trastorno Psikopatologikoak	-0,65	2,91	0,01	0,930	-	-	-	-
Antsietatea	-0,65	2,69	0,49	0,486	-	-	-	-
Trastorno psikosomatikoak	-0,59	2,41	1,84	0,178	-	-	-	-
Egokitzapen soziala	0,11	3,58	0,08	0,772	-	-	-	-

Oharra: EPC galdetgia ez zen segimenduan erabili; Aldaketak esanguratsuak izan ziren aldagaiak letra lodiz idatzita aurkezten dira;*Interakzio sozialeko estrategia kognitiboak; n (pretest-postest) = 83; n (pretest-segimendua) = 72

1.taulan ikus daitekeen bezala, pretest eta postest artean, partaide esperimentalek dominantzia, apatia-uzkurtasuna, interakzio sozialeko estrategia asertiboak, enpatia, amorruren kontrola (barne eta kanpokoak), adimen emozionala (adimen intrapertsonala, egokitzapena, animo egoera, arreta, argitasun eta kudeaketa emozionala), nortasunaren irekitasuna eta sentimendu negatiboak aztertzeke gaitasun kognitiboa esanguratsuki hobetu zituzten. Aldi berean, sentsibilitate soziala, interakzio sozialeko estrategia pasibo eta agresiboak, amorruren barne adierazpena, sintoma psikosomatikoak eta jokaera arazoak esanguratsuki gutxitu zituzten.

Pretest eta segimenduaren arteko aldaketari dagokionez, partaide esperimentalek esanguratsuki handitu zituzten dominantzia, apatia-uzkurtasuna, interakzio sozialeko estrategia asertiboak, enpatia, adimen emozionala (adimen intrapertsonala, interpertsonala, estresaren maneia, egokitzapena, arreta, argitasuna eta kudeaketa emozionala), zorientasuna eta sentimendu negatiboak aztertzeke gaitasun kognitiboa. Bestalde, oldarkortasun-burugogorkeria, antsietate soziala, segurtasun-tinkotasuna, interakzio sozialeko estrategia pasibo eta agresiboak, amorruren barne adierazpena eta sintoma psikosomatikoak esanguratsuki gutxitu zituzten.

2. Taula. Parte-hartzaile kontrolen aldaketaren talde-barneko analisiak

	Pre-Post		Ancova Pre-Post		Pre-seguimiento		Ancova Pre-Seguimiento	
	<i>M</i>	<i>DT</i>	<i>F</i> (1, 63)	<i>p</i>	<i>M</i>	<i>DT</i>	<i>F</i> (1, 56)	<i>p</i>
Jokaera soziala (AECS)								
Onarpen soziala	-1,42	8,88	1,65	0,204	-0,47	8,01	0,19	0,660
Sentsibilitate soziala	-2,15	5,52	9,89	0,003	-2,34	6,46	7,64	0,008
Laguntza-Kolaborazioa	-1,69	8,20	2,76	0,101	-0,47	7,77	0,21	0,650
Segurtasun-Tinkotasuna	-0,88	7,16	0,97	0,328	-3,07	7,40	9,95	0,003
Buruzagitza Prosoziala	0,25	4,14	0,23	0,634	0,12	4,21	0,04	0,828
Oldarkortasuna	0,09	6,75	0,01	0,913	1,10	6,51	1,66	0,202
Dominantzia	2,98	7,14	11,35	0,001	6,12	5,89	62,61	0,000
Apatia-Uzkurtasuna	1,98	10,01	2,55	0,115	3,05	8,55	7,39	0,009
Antsietate soziala	0,15	8,89	0,02	0,889	0,67	7,62	0,45	0,504
*Estrategiak (EIS)								
Pasiboak	-0,57	2,55	3,22	0,077	-0,21	2,83	0,31	0,580
Asertiboak	-1,29	1,42	53,67	0,000	-1,05	2,02	15,70	0,000
Agresiboak	-0,02	1,75	0,00	0,944	0,29	1,56	2,03	0,160
Enpatia (EC)								
Enpatia (EC)	-0,35	2,90	0,96	0,329	-0,31	3,41	0,48	0,492
Amorrua (STAXI-NA)								
Egoera	0,77	3,85	2,59	0,112	0,40	3,50	0,74	0,392
Ezaugarria	0,08	3,14	0,04	0,844	0,48	3,04	1,46	0,232
Amorruaren kanpo adierazpena	-0,46	2,27	2,67	0,107	-0,53	1,86	4,76	0,033
Amorruaren barne adierazpena	-0,06	2,07	0,05	0,812	-0,05	2,53	0,02	0,877
Amorruaren kanpo kontrola	-0,03	1,94	0,01	0,899	-0,05	2,18	0,03	0,858
Amorruaren barne kontrola	-0,38	2,78	1,24	0,269	-0,34	2,82	0,86	0,357
AE (EQi:YV)								
Intrapertsonala	0,26	3,58	0,34	0,558	-0,14	4,27	0,06	0,807
Interpertsonala	-0,63	4,36	1,35	0,249	2,62	4,49	19,71	0,000
Estresaren maneia	0,43	4,99	0,48	0,489	0,26	4,53	0,19	0,666
Egokitzapena	-0,25	3,55	0,31	0,578	2,36	4,75	14,32	0,000
Animo egoera	-1,18	5,49	3,02	0,087	-1,26	5,86	2,67	0,108
AE koizientea	-0,18	9,86	0,02	0,880	5,10	10,23	7,98	0,000
AE Intra. (TMMS-24)								
Arreta	-1,05	7,19	1,37	0,245	-1,26	6,43	2,22	0,142
Argitasuna	-0,06	7,08	0,00	0,944	0,02	8,59	0,00	0,988
Kudeaketa	-0,03	5,66	0,00	0,965	0,05	6,30	0,00	0,950
Zoriontasuna (OHQ)								
Zoriontasuna	-0,58	13,57	0,12	0,730	-4,45	14,02	5,84	0,019
Nortasuna (BFQ-NA)								
Kontzientzia	2,22	8,32	4,60	0,036	-1,52	10,31	1,25	0,267
Irekitasuna	1,02	3,97	4,25	0,043	-0,53	4,52	0,81	0,372
Kanporakoitasuna	0,37	5,83	0,26	0,612	-2,48	6,45	8,59	0,005

	Pre-Post		Ancova Pre-Post		Pre-seguimiento		Ancova Pre-Seguimiento	
	<i>M</i>	<i>DT</i>	<i>F</i> (1, 63)	<i>p</i>	<i>M</i>	<i>DT</i>	<i>F</i> (1, 56)	<i>p</i>
Adeitasuna	0,29	4,89	0,23	0,632	-1,66	6,54	3,71	0,059
Desoreka emozionala	0,69	5,81	0,92	0,340	1,14	7,01	1,53	0,221
Psikosomatika (PHQ-15)								
Sintomak	-0,37	2,89	1,05	0,308	0,10	4,17	1,25	0,267
Sentimendu analisia (CECAS)								
Kausak	-0,22	2,21	0,61	0,437	0,00	2,56	0,00	1,000
Ondorioak	-0,45	2,84	1,59	0,211	0,40	2,78	1,17	0,283
Ebazpena	-0,80	1,97	10,72	0,002	-0,26	1,69	1,35	0,249
Jokaera arazoak (EPC)								
Eskola arazoak	1,87	3,32	3,39	0,068	-	-	-	-
Jokaera antisoziala	0,40	2,95	0,84	0,361	-	-	-	-
Lotsa-Uzkurtasuna	-0,44	2,52	1,61	0,207	-	-	-	-
Trastorno Psikopatologikoak	-0,60	2,54	0,01	0,930	-	-	-	-
Antsietatea	-0,13	2,64	0,49	0,486	-	-	-	-
Trastorno psikosomatikoak	0,24	1,54	1,84	0,178	-	-	-	-
Egokitzapen soziala	0,36	3,82	0,08	0,772	-	-	-	-

Oharra: EPC galdetegia ez zen segimenduan erabili; Aldaketak esanguratsuak izan ziren aldagaiak letra lodiz idatzita aurkezten dira;*Interakzio sozialeko estrategia kognitiboak; n (pretest-posttest) = 83; n (pretest-segimendua) = 72

Kontrol taldeetako partaideei dagokienez, 2. taulan ikus daiteke pretest eta postest artean dominantzia, nortasun ezaugarriak (kontzientzia eta irekitasuna) eta eskola arazoak modu esanguratsuan igo zirela. Era berean, sentsibiltate soziala, interakzio sozialeko estrategia asertiboak eta sentimendu negatiboak aztertzeko gaitasun kognitiboa esanguratsuki jaitsi ziren.

Pretest eta segimendu artean, partaide kontrolek dominantzia, apatia-uzkurtasuna eta adimen emozionala (adimen interpersonala, egokitzapena, totala) modu esanguratsuan igo zituzten. Azkenik, sentsibiltate soziala, segurtasun-tinkotasuna, interakzio sozialeko estrategia asertiboak, zorientasuna eta kanporakoitasuna (nortasun ezaugarria) modu esanguratsuan jaitsi zituzten.

9.2. PARTAIDE ESPERIMENTAL ETA KONTROLEN ALDAKETAREN KONPARAZIOA: TALDE-ARTEKO ANALISIAK

Programa inplementatu baino lehen eta ondoren erabilitako 11 ebaluazio tresnek emandako emaitzak (puntuazio zuzenak), eta postest etapan erabilitako Programaren Ebaluazio Galdetegia (PEG) tresnak erakutsitako emaitzekin, talde esperimental eta kontrolatan ikertutako aldagaien aldaketa aztertu da bi kondizioen artean desberdintasun esanguratsurik dagoen aztertuz.

Ikertutako aldagaien aldaketa ebaluatzeko asmoz, analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi multibariatu (MANOVAK) eta unibariatuak (ANOVAK) egin ziren pretest, postest eta pretest-postest diferentzietan. Gainera, pretest-postest kobariantza analisiak (ANCOVA eta MANCOVAK) egin ziren pretestean bi taldeen (esperimental eta kontrol) arteko desberdintasunak kobariatuz.

Aldi berean, programak sustatutako efektuen egonkortasuna baloratzeko, esku-hartzea amaitu eta urtebetara segimendu fasea egin zen. Segimenduan lortutako emaitzekin analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisiak egin ziren pretest-segimendu alaketan partaide esperimental eta kontrolen arteko desberdintasunak aztertzeko. Gainera, pretest-segimendu kobariantza analisiak ere egin ziren pretest etapako puntuazioak kobariatuz.

3. taulan partaide esperimental eta kontrolen batazbesteko eta desbideratze tipikoak aurkezten dira pretest, postest eta segimenduan. 4. taulan partaide esperimental eta kontrolen pretest-postest eta pretest-segimendu arteko desberdintasunen batazbestekoak eta desbideratze tipikoak aurkezten dira. Azkenik, 5. taulan parte-hartzaile esperimental eta kontrolen bariantza analisiak (F balioak, esanguratsutasuna eta efektuaren tamaina) aurkezten dira pretestean, pretest-postest eta pretest-segimendu etapetan. Emaizak hauek 1-33 grafikoetan ere aurkezten dira.

3. Taula. Pretest, posttest eta segimendu etapetako parte-hartzaile esperimental eta kontrolen batezbesteko eta desbideratze tipikoak ikerketutako aldagaietan

	Pretest				Posttest				Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Jokaera soziala (AECS)												
Onarpen soziala	44,89	6,38	44,00	7,62	45,80	8,59	42,58	7,46	44,85	7,95	43,53	7,03
Sentsibilitate soziala	45,87	5,68	45,58	6,05	44,63	6,21	43,43	6,42	44,71	6,39	43,67	5,58
Laguntza-Kolaborazioa	52,22	6,65	50,92	7,75	52,24	7,23	49,23	7,94	51,32	7,48	50,50	7,45
Segurtasun-Tinkotasuna	51,53	7,33	51,92	7,53	52,81	7,41	51,05	9,01	49,19	7,24	48,36	6,49
Buruzagitza prosoziala	17,42	3,85	17,20	3,74	18,08	3,84	17,45	3,77	17,71	3,74	17,55	3,77
Oldarkortasuna	30,08	6,32	28,98	6,55	30,92	7,47	29,08	6,76	28,89	7,00	30,38	7,38
Dominantzia	15,75	6,62	14,48	5,29	17,93	7,53	17,46	6,81	18,21	5,89	20,38	5,51
Apatia-Uzkurtasuna	26,45	7,62	28,14	8,03	28,96	9,10	30,12	10,58	27,65	7,89	30,50	7,67
Antsietate soziala	24,95	7,91	24,28	7,97	26,52	8,24	24,43	8,66	22,94	6,96	24,91	7,75
*Estrategiak (EIS)												
Pasiboak	3,55	2,58	3,29	2,47	2,51	2,06	2,72	2,11	2,78	1,99	3,21	2,30
Asertiboak	4,17	1,63	4,43	1,77	5,67	1,81	3,14	1,65	5,86	1,94	3,34	1,51
Agresiboak	1,86	1,33	1,88	1,66	1,48	1,24	1,86	1,65	1,32	1,32	2,14	1,51
Enpatia (EC)	16,49	3,17	15,52	2,88	18,61	2,17	15,17	3,53	18,17	2,33	15,19	3,81
Amorrua (STAXI-NA)												
Egoera	9,48	2,67	9,49	2,74	10,16	3,47	10,26	3,76	9,06	2,10	9,90	3,31
Ezaugarria	13,53	3,10	13,49	3,13	13,58	3,23	13,57	3,32	13,63	3,28	14,09	2,66

	Pretest				Postest				Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Amorruaren kanpo adierazpena	7,17	1,93	7,66	2,10	7,29	1,87	7,20	1,91	7,38	1,95	7,12	1,96
Amorruaren barne adierazpena	6,89	1,83	6,68	1,76	6,22	1,68	6,62	1,87	6,33	1,72	6,69	2,08
Amorruaren kanpo kontrola	8,22	2,33	8,05	2,05	8,72	2,02	8,02	2,33	8,58	2,13	8,05	2,18
Amorruaren barne kontrola	8,42	2,22	8,37	2,45	9,22	2,19	7,98	2,40	8,79	2,13	8,10	2,20
AE (EQi:YV)												
Intrapertsonala	13,69	3,77	14,58	4,40	17,29	2,90	14,85	3,80	16,38	3,06	14,21	3,67
Interpertsonala	34,04	4,74	33,52	4,65	34,46	3,95	32,89	5,08	38,39	4,86	36,12	4,75
Estresaren maneiu	32,43	6,34	32,46	5,79	33,46	5,52	32,89	6,48	34,47	5,38	32,66	5,75
Egokitzapena	23,69	4,13	24,20	4,55	24,69	4,02	23,95	4,68	27,21	4,77	26,33	5,78
Animo egoera	43,70	5,89	42,35	7,18	44,93	5,08	41,17	5,96	44,43	4,92	40,64	6,31
AE koizientea	103,84	10,55	104,77	11,60	109,89	11,22	104,58	13,98	116,44	11,43	109,31	12,67
AE Intra. (TMMS-24)												
Arreta	26,58	6,14	26,22	6,33	31,29	5,38	25,17	6,74	28,97	6,21	24,79	6,40
Argitasuna	26,16	6,04	26,18	6,39	31,12	5,90	26,12	6,45	29,06	6,53	26,12	5,73
Kudeaketa	27,76	5,03	26,03	6,02	32,33	5,27	26,00	5,80	30,82	5,53	25,64	5,08
Zoriontasuna (OHQ)	121,23	14,12	119,78	16,90	122,54	17,26	119,20	16,95	126,64	16,46	114,76	16,83
Nortasuna (BFQ-NA)												
Kontzientzia	67,10	10,37	66,32	11,95	68,60	10,27	68,54	10,62	66,39	11,30	65,47	9,92
Irekitasuna	26,54	4,70	26,31	5,35	27,96	4,77	27,32	4,52	26,93	5,14	26,05	4,85
Kanporakoitasuna	38,49	5,73	38,48	6,96	39,06	5,61	38,85	6,20	37,93	6,35	36,07	6,09

	Pretest				Postest				Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Adeitasuna	37,01	5,18	36,05	6,06	37,43	5,51	36,34	5,20	36,72	6,55	34,69	5,20
Desoreka emozionala	28,84	8,13	28,49	7,10	29,28	7,66	29,18	7,41	27,36	6,73	29,91	6,37
Psikosomatika (PHQ-15)	5,71	2,63	6,29	2,89	3,37	1,61	5,92	2,72	3,93	2,05	6,45	3,72
Sentimendu analisi (CECAS)												
Kausak	4,47	2,08	4,31	1,66	6,83	2,95	4,09	2,31	6,12	2,54	4,31	2,32
Ondorioak	3,93	2,10	3,83	2,21	5,76	2,80	3,38	2,64	5,93	3,07	4,12	2,47
Ebazpena	3,51	1,61	3,85	1,33	6,35	2,41	3,05	1,87	5,72	2,66	3,55	1,67
Jokaera arazoak (EPC)												
Eskola arazoak	4,87	4,18	4,33	4,12	5,57	4,75	7,06	5,93	-	-	-	-
Jokaera antisoziala	5,70	4,96	4,93	3,98	5,17	3,86	6,41	5,50	-	-	-	-
Lotsa-Uzkurtasuna	8,08	4,41	6,56	4,04	6,52	3,71	6,51	3,74	-	-	-	-
Trastorno psikopatologikoak	3,90	3,74	3,60	2,23	3,35	3,10	3,14	2,56	-	-	-	-
Antsietate arazoak	4,90	3,00	4,35	2,38	4,45	2,89	4,53	2,55	-	-	-	-
Trastorno psikosomatikoak	2,09	2,49	1,45	1,50	1,72	2,05	1,98	1,84	-	-	-	-
Egokitzapen soziala	25,64	3,51	25,82	4,57	25,63	3,26	25,22	4,31	-	-	-	-

Oharra: EPC galdetegia ez zen segimenduan erabili; *Interakzio sozialeko estrategia kognitiboak.

4. Taula. Parte-hartzaile esperimental eta kontrolen pretest-posttest eta pretest-segimendu diferentzien batezbesteko eta desbideratze tipikoak ikertutako aldagai guztietan

	Pretest-Posttest				Pretest-Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Jokaera soziala (AECS)								
Onarpen soziala	0,90	8,92	-1,42	8,88	0,61	7,67	-0,47	8,01
Sentsibilitate soziala	-1,24	5,41	-2,15	5,52	-1,29	5,98	-2,34	6,46
Laguntza-Kolaborazioa	0,02	6,06	-1,69	8,20	-0,85	8,40	-0,47	7,77
Segurtasun-Tinkotasuna	1,28	7,21	-0,88	7,16	-2,04	7,57	-3,07	7,40
Buruzagitza prosoziala	0,66	3,21	0,25	4,14	0,19	3,73	0,12	4,21
Oldarkortasuna	0,83	6,59	0,09	6,75	-1,63	6,32	1,10	6,51
Dominantzia	2,18	7,38	2,98	7,14	2,64	5,84	6,12	5,89
Apatia-Re traitemiento	2,52	8,32	1,98	10,01	1,58	6,23	3,05	8,55
Antsietate soziala	1,57	7,70	0,15	8,89	-2,14	6,48	0,67	7,62
*Estrategiak (EIS)								
Pasibak	-1,05	2,33	-0,57	2,55	-0,93	2,76	-0,21	2,83
Asertiboak	1,51	2,14	-1,29	1,42	1,57	2,20	-1,05	2,02
Agresiboak	-0,37	1,65	-0,02	1,75	-0,46	1,77	0,29	1,56
Enpatia (EC)	2,12	2,25	-0,35	2,90	1,64	3,12	-0,31	3,41
Amorrua (STAXI-NA)								
Egoera	0,67	4,16	0,77	3,85	-0,42	3,18	0,40	3,50
Ezaugarria	0,05	2,91	0,08	3,14	0,19	2,83	0,48	3,04

	Pretest-Posttest				Pretest-Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Amorruaren kanpo adierazpena	0,12	1,83	-0,46	2,27	0,17	2,16	-0,53	1,86
Amorruaren barne adierazpena	-0,67	1,68	-0,06	2,07	-0,65	2,00	-0,05	2,53
Amorruaren kanpo kontrola	0,51	2,12	-0,03	1,94	0,28	2,39	-0,05	2,18
Amorruaren barne kontrola	0,80	2,01	-0,38	2,78	0,40	2,76	-0,34	2,82
AE (EQi:YV)								
Intrapertsonala	3,60	3,05	0,26	3,58	2,72	4,24	-0,14	4,27
Interpertsonala	0,42	3,67	-0,63	4,36	4,43	4,78	2,62	4,49
Estresaren maneia	1,02	4,89	0,43	4,99	1,90	6,31	0,26	4,53
Egokitzapena	1,00	4,06	-0,25	3,55	3,49	4,82	2,36	4,75
Animo egoera	1,23	4,96	-1,18	5,49	0,50	6,46	-1,26	5,86
AE koizientea	6,05	9,19	-0,18	9,86	12,54	11,72	5,10	10,23
AE Intrapertsonala (TMMS-24)								
Arreta	4,71	5,24	-1,05	7,19	2,43	6,83	-1,26	6,43
Argitasuna	4,96	5,69	-0,06	7,08	2,86	7,55	0,02	8,59
Kudeaketa	4,57	5,12	-0,03	5,66	3,24	5,96	0,05	6,30
Zoriontasuna (OHQ)	1,31	16,48	-0,58	13,57	5,24	18,66	-4,45	14,02
Nortasuna (BFQ-NA)								
Kontzientzia	1,51	10,35	2,22	8,32	-0,76	13,50	-1,52	10,31
Irekitasuna	1,42	5,09	1,02	3,97	0,22	5,97	-0,53	4,52
Kanporakoitasuna	0,57	5,90	0,37	5,83	-0,49	8,01	-2,48	6,45
Adeitasuna	0,42	5,76	0,29	4,89	-0,24	7,86	-1,66	6,54

	Pretest-Posttest				Pretest-Segimendua			
	Esperimentala (n=83)		Kontrola (n=65)		Esperimentala (n=72)		Kontrola (n=58)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Desoreka emozionala	0,43	6,56	0,69	5,81	-1,24	7,05	1,14	7,01
Psikosomatika (PHQ-15)	-2,34	2,17	-0,37	2,89	-1,92	2,93	0,10	4,17
Sentimenduen analisisia (CECAS)								
Kausak	2,36	3,05	-0,22	2,21	1,65	2,86	0,00	2,56
Ondorioak	1,83	3,18	-0,45	2,84	1,99	3,21	0,40	2,78
Ebazpena	2,84	2,79	-0,80	1,97	2,22	3,35	-0,26	1,69
Jokaera arazoak (EPC)								
Eskola arazoak	0,71	3,01	1,87	3,32	-	-	-	-
Jokaera antisoziala	-0,56	3,95	0,40	2,95	-	-	-	-
Lotsa-Uzkurtasuna	-1,70	3,45	-0,44	2,52	-	-	-	-
Trastorno psikopatologikoak	-0,65	2,91	-0,60	2,54	-	-	-	-
Antsietate arazoak	-0,65	2,69	-0,13	2,64	-	-	-	-
Trastorno psikosomatikoak	-0,59	2,41	0,24	1,54	-	-	-	-
Egokitzapen soziala	0,11	3,58	0,36	3,82	-	-	-	-

Oharra: EPC galdetegia ez zen segimenduan erabili; Emandako aldaketan, bi kondizioen arteko desberdintasunak esanguratsuak izan ziren aldagaiak letra lodiz idatzita aurkezten dira.

*Interakzio sozialeko estrategia kognitiboak.

5. Taula. Bariantza analisisien emaitzak pretestean, pretest-postest eta pretest-segimendu diferentzietan eta efektuaren tamaina (Cohen-en d) ikertutako aldagai guztietan, parte-hartzaile esperimental eta kontroletan

	Anova Pretest			Ancova Pretest-Postest			Ancova Pretest-Segimendua		
	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 128)	<i>p</i>	<i>d</i>
Jokaera soziala (AECS)									
Onarpen soziala	0,59	0,440	0,12	7,76	0,006	0,26	3,13	0,079	0,13
Sentsibilitate soziala	0,08	0,771	-0,05	2,14	0,145	0,16	1,25	0,266	0,17
Laguntza-Kolaborazioa	1,29	0,256	0,18	7,51	0,007	0,23	1,43	0,233	-0,04
Segurtasun-Tinkotasuna	0,10	0,748	-0,05	3,94	0,049	0,30	0,97	0,327	0,13
Buruzagitza prosoziala	0,12	0,726	0,05	0,61	0,434	0,11	0,02	0,875	0,02
Oldarkortasuna	1,06	0,303	0,17	0,67	0,415	0,11	4,65	0,033	-0,42
Dominantzia	1,59	0,209	0,21	0,02	0,889	-0,11	8,54	0,004	-0,59
Apatia-Uzkurtasuna	1,71	0,193	-0,21	0,12	0,722	-0,06	4,75	0,031	-0,19
Antsietate soziala	0,26	0,608	0,08	2,08	0,151	0,17	4,26	0,041	-0,39
*Estrategiak (EIS)									
Pasibak	0,39	0,534	0,10	0,82	0,366	-0,19	1,76	0,187	-0,25
Asertiboak	0,87	0,352	-0,15	98,98	0,000	1,54	70,35	0,000	1,24
Agresiboak	0,01	0,931	-0,01	3,08	0,081	-0,20	12,65	0,001	-0,45
Enpatia (EC)	3,69	0,057	0,32	59,30	0,000	0,95	25,19	0,000	0,59
Amorrua (STAXI-NA)									
Egoera	0,00	0,982	-0,00	0,01	0,905	-0,02	2,57	0,111	-0,24
Ezaugarria	0,00	0,942	0,01	0,02	0,867	-0,00	0,40	0,526	-0,09
Amorruaren kanpo adierazpena	2,19	0,141	-0,24	1,06	0,305	0,28	2,30	0,131	0,34

	Anova Pretest			Ancova Pretest-Posttest			Ancova Pretest-Segimendua		
	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 128)	<i>p</i>	<i>d</i>
Amorruaren barne adierazpena	0,51	0,474	0,11	3,51	0,063	-0,32	1,24	0,266	-0,26
Amorruaren kanpo kontrola	0,21	0,643	0,07	3,37	0,068	0,26	1,27	0,262	0,14
Amorruaren barne kontrola	0,02	0,892	0,02	14,69	0,000	0,48	2,93	0,089	0,26
AE (EQi:YV)									
Intrapertsonala	1,77	0,184	-0,21	39,69	0,000	1,00	16,95	0,000	0,67
Interpertsonala	0,43	0,511	-0,11	7,59	0,007	0,26	6,81	0,010	0,39
Estresaren maneia	0,00	0,978	-0,00	0,39	0,532	0,12	4,08	0,046	0,30
Egokitzapena	0,51	0,474	-0,11	3,32	0,070	0,32	1,41	0,238	0,23
Animo egoera	1,56	0,213	0,20	22,47	0,000	0,46	11,63	0,001	0,28
AE koizientea	0,25	0,613	-0,08	13,95	0,000	0,65	14,46	0,000	0,67
AE Intra. (TMMS-24)									
Arreta	0,12	0,725	0,05	44,47	0,000	0,91	14,45	0,000	0,55
Argitasuna	0,00	0,978	-0,00	27,87	0,000	0,78	5,88	0,017	0,35
Kudeaketa	3,61	0,059	0,31	48,93	0,000	0,85	24,37	0,000	0,52
Zoriontasuna (OHQ)	0,32	0,572	-0,09	1,07	0,302	0,12	16,79	0,000	0,58
Nortasuna (BFQ-NA)									
Kontzientzia	0,17	0,675	0,07	0,23	0,633	-0,07	0,14	0,706	0,06
Irekitasuna	0,08	0,778	0,04	0,36	0,545	0,08	0,80	0,372	0,14
Kanporakoitasuna	0,00	0,987	0,00	0,00	0,930	0,03	3,08	0,082	0,27
Adeitasuna	1,09	0,298	0,17	0,69	0,407	0,02	3,26	0,073	0,19
Desoreka emozionala	0,07	0,783	0,04	0,07	0,792	-0,04	6,05	0,015	-0,34
Psikosomatika (PHQ-15)	1,62	0,204	-0,21	54,49	0,000	-0,77	22,46	0,000	-0,56

	Anova Pretest			Ancova Pretest-Posttest			Ancova Pretest-Segimendua		
	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 146)	<i>p</i>	<i>d</i>	<i>F</i> (1, 128)	<i>p</i>	<i>d</i>
Sentimendu analisi (CECAS)									
Kausak	0,26	0,610	0,08	39,72	0,000	0,96	17,11	0,000	0,60
Ondorioak	0,07	0,786	0,04	26,33	0,000	0,75	12,73	0,001	0,53
Ebazpena	1,87	0,174	-0,23	84,97	0,000	1,50	26,93	0,000	0,93
Jokaera arazoak (EPC)									
Eskola arazoak	0,54	0,461	0,13	3,39	0,068	-0,36	-	-	-
Jokaera antisoziala	0,91	0,340	0,17	0,84	0,361	-0,27	-	-	-
Lotsa-Uzkurtasuna	4,04	0,046	0,36	1,61	0,207	-0,42	-	-	-
Trastorno psikopatologikoak	0,27	0,601	0,09	0,01	0,930	-0,01	-	-	-
Antsietatea	1,27	0,261	0,20	0,49	0,486	-0,19	-	-	-
Trastorno psikosomatikoak	2,83	0,095	0,31	1,84	0,178	-0,41	-	-	-
Egokitzapen soziala	0,06	0,796	-0,04	0,08	0,772	-0,06	-	-	-

Oharra: EPC galdetegia ez zen segimenduan erabili; Emandako aldatetan, bi kondizioen arteko desberdintasunak esanguratsuak izan ziren aldagaiak letra lodiz idatzita aurkezten dira.

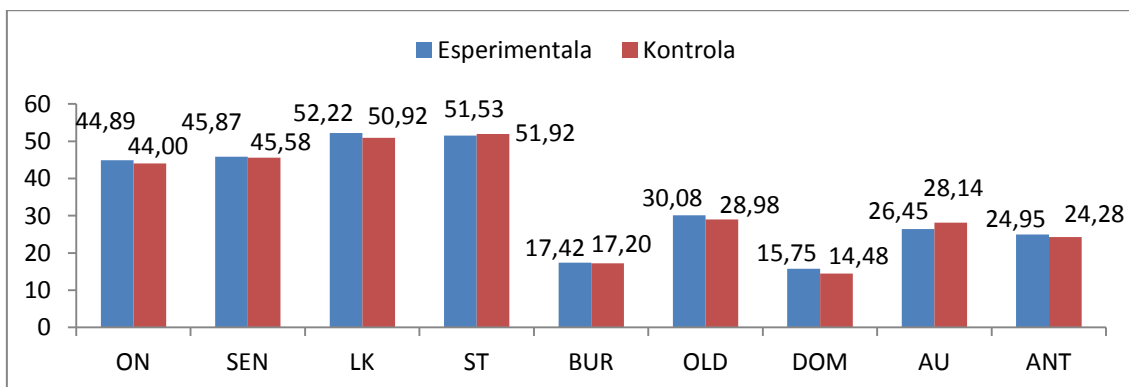
*Interakzio sozialeko estrategia kognitiboak.

9.2.1. Programaren efektuak jokaera sozialean

Lehenik, programak hainbat jokaera sozialean izandako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimenteral eta kontrolen pretestean lortutako puntuazioekin, AECS galdetegian oinarrituz. Aldagai hauen MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,923$, $F(9, 138) = 1,28$, $p = 0,252$, adierazten dute ez zela desberdintasun estatistikoki esanguratsurik egon esperimenteral eta kontrolen artean pretest etapan, efektuaren tamaina txikia izanik ($\eta^2 = 0,077$; $r = 0,27$).

Ondoren, analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisiak (ANOVAs) egin ziren pretesteko emaitzekin. Emaizak hauek 3, 4 eta 5. tauletan ikus daitezke. Baita 1. grafikoa ere. Pretesteko bariantza analisi unibariatuen emaitzek (5. taula) erakusten dute ez zela desberdintasun esanguratsurik egon kondizio esperimenteral eta kontrolen artean 9 jokaera sozialean (onarpen soziala, sentsibilitate soziala, laguntza-kolaborazioa, segurtasuna-tinkotasuna, buruzagitza prosoziala, oldarkortasun-burugogorkeria, dominantzia, apatia-uzkurtasuna eta antsietate soziala). Efektuaren tamaina txikia izan zen.

1. Grafikoa. Parte-hartzaile esperimenteral eta kontrolen jokaera sozialen irudikapen grafikoa pretest etapan



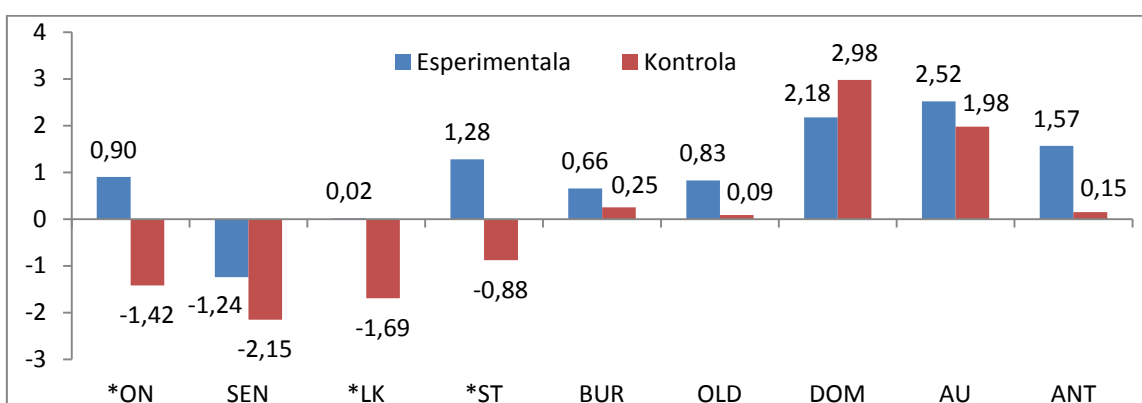
ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Antsietate soziala.

Bigarren, analisi multibariatu bat egin zen partaide esperimenteral eta kontrolen pretest-posttest arteko diferentzien puntuazioekin. Jokaera sozialen pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,884$, $F(9, 129) = 1,88$, $p = 0,060$,

adierazten dute talde esperimental eta kontrolen artean desberdintasun tendentzialak egon zirela efektuaren tamaina txikia izanik ($\eta^2 = 0,116$; $r = 0,34$).

Ondoren, 3, 4 eta 5. tauletan, baita 2. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbesteko eta desbideratze tipikoak) eta bariantza analisiak (ANCOVAk) egin ziren. Pretest-postest ANCOVA (5. taula) emaitzen arabera, desberdintasun estatistikoki esanguratsuak ikus daitezke kondizio esperimental eta kontrolen artean ikertutako hiru aldagaietan (onarpen soziala, laguntza-kolaborazioa, segurtasun-tinkotasuna). Zehazki, partaide esperimentalak dira jokaera sozial positiboak gehien hobetzen dituztenak. ***Emaitza hauek baieztatzen dute esku-hartzeak onarpen sozial, laguntza-kolaborazio eta segurtasun-tinkotasun jokera sozial positiboak hobetu zituela.*** Efektuaren tamaina txikia izan zen aldagai guztietan.

2. Grafikoa. Jokaera sozialen pre-post aldaketaren irudikapen grafikoa esperimental eta kontroletan



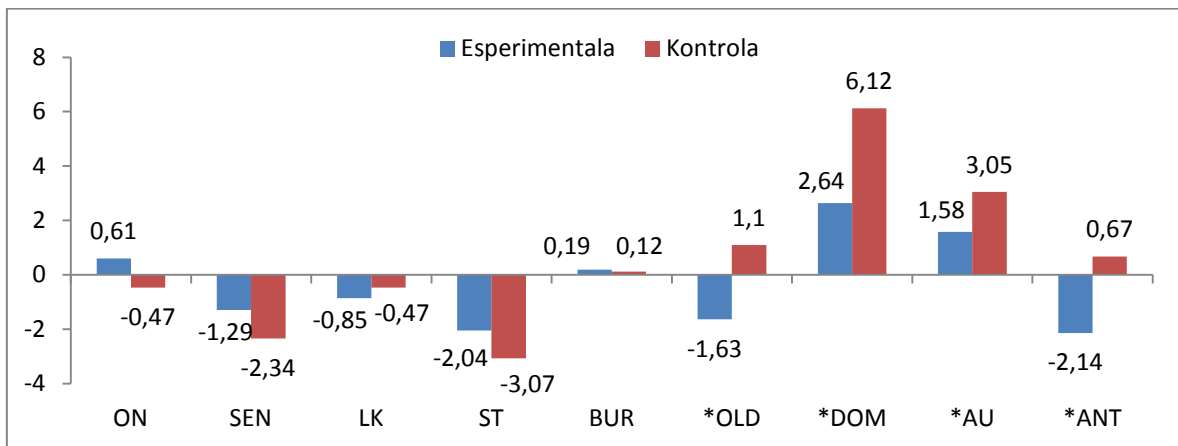
ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Ansietate soziala.

Hirugarren, pretest-segimendu diferentzien puntuazioekin analisi multibariatu bat egin zen partaide esperimental eta kontrolekin. Jokaera sozialen pretest-segimendu MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,882$, $F(9, 111) = 1,66$, $p = 0,108$, ez dute partaide esperimental eta kontrolen arteko desberdintasun estatistikoki esanguraturik azaltzen efektuaren tamaina txikia izanik ($\eta^2 = 0,118$; $r = 0,34$).

Ondoren, 3, 4 eta 5. tauletan, baita 3. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptiboak (batazbesteko eta desbideratze tipikoak) eta bariantza analisiak (ANCOVAk) egin ziren. Pretest-segimenduko ANCOVA emaitzek (ikus 5. taula)

adierazten dute desberdintasun estatistikoki esanguratsuak egon zirela jokaera sozial negatiboetan. Zehazki, partaide esperimentalek oldarkortasun-burugogorkeria eta antsietate soziala gutxitu zituzten eta dominantzia eta apatia-uzkurtasuna gehitu. Kontrol taldeetako partaideek berriz, jokaera sozial negatibo guztiak gehitu zituzten. Emaizak hauek programaren eragin positiboa bermatzen dute jokaera sozial negatiboen inguruan (oldarkortasun-burugogorkeria eta antsietate soziala). Efektuaren tamaina txikia izan zen aldagai guztietan, oldarkortasun-burugogorkeria, dominantzia eta antsietate sozialean izan ezik, non efektuaren tamaina ertain-handia izan zen.

3. Grafikoa. Jokaera sozialen pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan



ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Antsietate soziala.

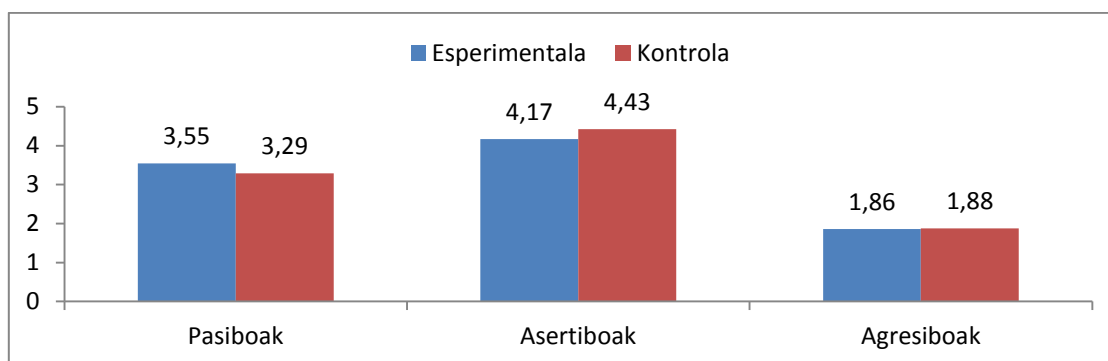
9.2.2. Programaren efektuak egoera sozialetako gatazken konponketa estrategia kognitiboetan

Lehenik, programak egoera sozialen ebazpenerako estrategia kognitiboetan izandako efektuak neurtzeko asmoz, analisi multibariatu bat egin zen nerabe esperimental eta kontrolak pretestean lortutako puntuazioekin, EIS galdetegian oinarrituz. Pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,988$, $F(3, 144) = 0,58$, $p = 0,629$, adierazten dute ez zela desberdintasun estatistikoki esanguratsurik egon partaide esperimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,012$; $r = 0,11$).

Ondoren, analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisiak (ANOVAs) egin ziren pretesteko emaitzekin. Emaizak hauek 3, 4 eta 5.

tauletan ikus daitezke. Baita 4. grafikoan ere. Pretesteko bariantza analisi unibariatuen emaitzek (5. taula) erakusten dute ez zela desberdintasun esanguratsurik egon kondizio experimental eta kontrolen artean hiru aldagaietarikoa batean ere ez (estrategia pasiboak, asertiboak eta agresiboak). Efektuaren tamaina txikia izan zen.

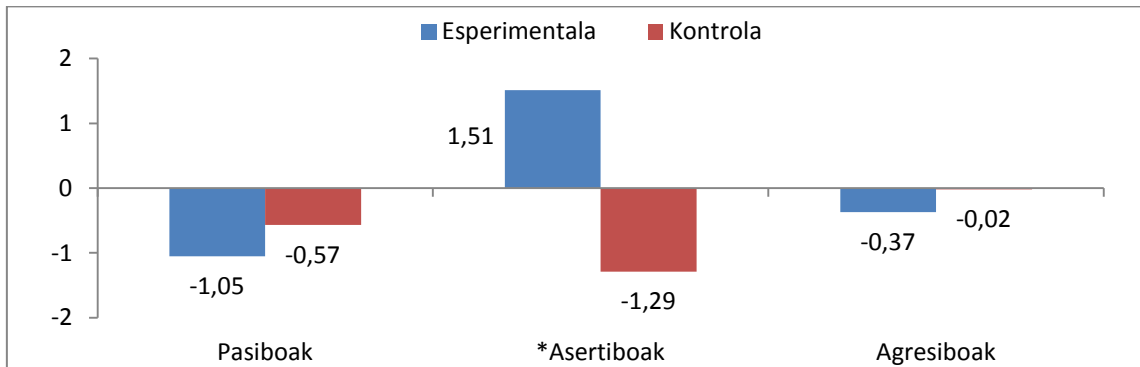
4. Grafikoa. Parte-hartzaile experimental eta kontrolen egoera sozialetako gatazkak konpontzeko estrategia kognitiboen irudikapen grafikoa pretest etapan



Bigarren, analisi multibariatu bat egin zen partaide experimental eta kontrolen pretest-postest arteko diferentzien puntuazioekin. Egoera sozial gatazkatsuen ebazpenerako estrategia kognitiboen pretest-postest arteko MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,572$, $F(3, 141) = 35,106$, $p < 0,001$, nerabe experimental eta kontrolen artean desberdintasun estatistikoki esanguratsuak egon zirela adieratzen dute efektuaren tamaina ertain-handia izanik ($\eta^2 = 0,428$; $r = 0,65$).

Ondoren, 3, 4 eta 5. tauletan, baita 5. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptiboak (batazbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Jasotako emaitzek (ikus 5. taula) partaide experimental eta kontrolen arteko diferentzia esanguratsuak nabarmentzen dituzte interakzio sozialeko estrategia asertiboetan, non parte-hartzaile experimentalek gehiago hobetu zuten kontrolek baino. Diferentzia tendentzialak ere aurkitzen dira interakzio sozialeko estrategia agresiboetan, non partaide experimentalek (kontrolekin alderatuz) gehiago gutxitu zituzten. **Emaitzek baieztatzen dutenez, esku-hartzeak egoera sozial gatazkatsuak ebazteko estrategia asertiboen ezagupena gehitu zuen.** Efektuaren tamaina handia izan zen interakzio sozialeko estrategia asertiboen aldagaian eta txikia beste bietan.

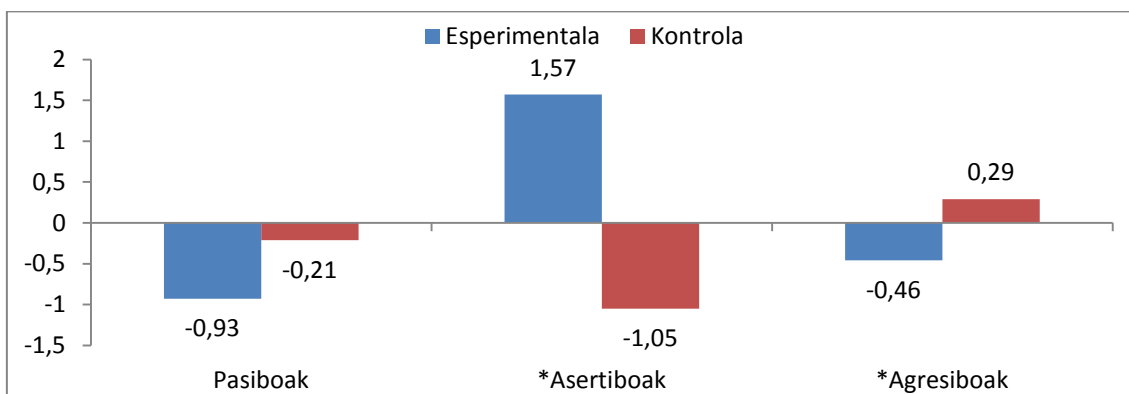
5. Grafikoa. Egoera sozialetako gatazkak konpontzeko estrategia kognitiboen pretest aldaketaren irudikapen grafikoa esperimental eta kontrolatan



Hirugarren, partaide esperimental eta kontrolen pretest-segimendu arteko puntuazioekin analisi multibariatu bat egin zen. Egoera sozial gatazkatsuen ebazpenerako estrategia kognitiboen pretest-segimendu arteko MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,599$, $F(3, 123) = 27,48$, $p < 0,001$, desberdintasun estatistikoki esanguratsuak erakutsi zituzten talde esperimental eta kontrolen artean, non efektuaren tamaina ertain-handia izan zen ($\eta^2 = 0,401$; $r = 0,63$).

Ondoren, 3, 4 eta 5. tauletan, baita 6. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptiboak (batazbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5. taula) desberdintasun estatistikoki esanguratsuak azaleratzen dituzte nerabe esperimental eta kontrolen artean. Honela, parte-hartzaile esperimentalek esanguratsuki hobetu zituzten estrategia asertiboak eta nabarmenki gutxitu estrategia agresiboak. Emaitza hauek programaren eraginkortasuna bermatzen dute. Izan ere, interakzio sozialeko estrategia asertiboen hobekuntza segimendu fasean mantendu egiten da eta estrategia agresiboen gutxitzea, tendentziala izatetik esanguratsua izatera pasatzen da segimendu etapan. Efektuaren tamaina handia izan zen interakzio sozialeko estrategia asertiboetan, ertaina agresiboetan eta txikia pasiboetan.

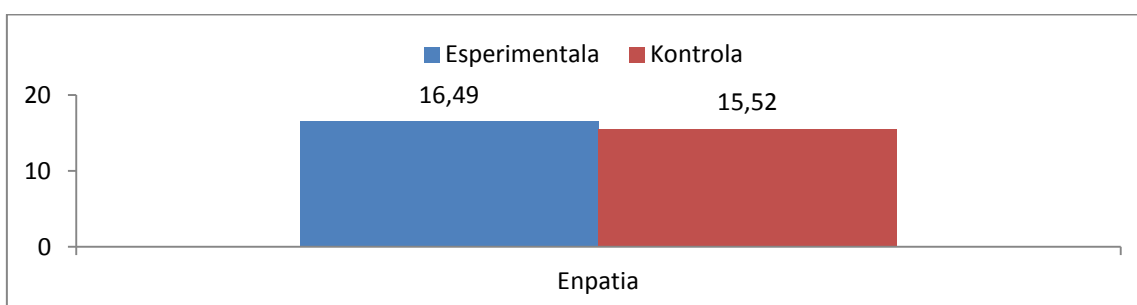
6. Grafikoa. Egoera sozialetako gatazkak konpontzeko estrategia kognitiboen pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan



9.2.3. Programaren efektuak enpatian

Lehenik, programak enpatia gaitasunean izandako efektuak baloratzeko asmoz, 3, 4 eta 5. tauletan, baita 7. grafikoan ere ikus daitezkeen analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren pretesteko puntuazioekin. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 5. taula) adierazten dute desberdintasun tendentzialak zeudela partaide esperimental eta kontrolen artean, efektuaren tamaina txikia izanik.

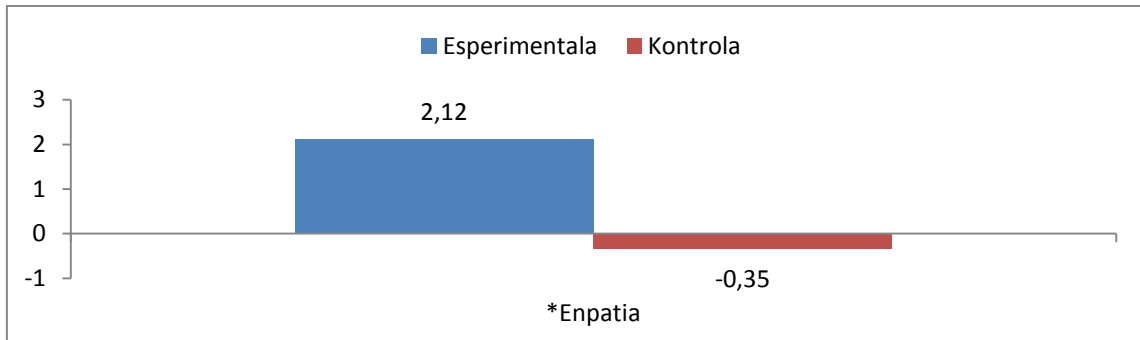
7. Grafikoa. Parte-hartzaile esperimental eta kontrolen enpatiaren irudikapen grafikoa pretest etapan



Bigarren, 3, 4 eta 5. tauletan, baita 8. grafikoan ere ikus daitezkeen pretest-postest arteko analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAK) egin ziren. Pretest-postest arteko ANCOVA emaitzen arabera (ikus 5. taula), desberdintasun esanguratsuak aurkitzen dira partaide

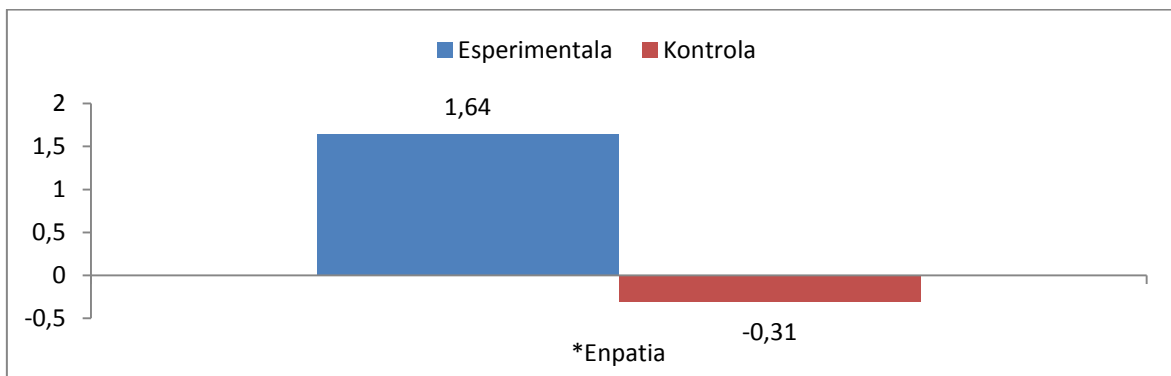
esperimental eta kontrolen artean, non partaide esperimentalek gehiago hobetzen duten partaide kontrolek okerrera egiten duten bitartean. ***Emaitzek baieztatzen dute esku-hartzeak esanguratsuki hobetu zuela enpatia gaitasuna.*** Efektuaren tamaina handia izan zen.

8. Grafikoa. Enpatiaren pre-post aldaketaren irudikapen grafikoa esperimental eta kontrolatan



Hirugarren, 3, 4 eta 5. tauletan, baita 9. grafikoan ere ikus daitezkeen pretest-segimendu arteko analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5.taula) agerian jartzen dute pretest eta segimendu artean esanguratsuki hobetu zela partaide esperimentalen enpatia (kontrolekin alderatuz). Emaiza hauek esku-hartzearen eraginkortasuna bermatzen dute enpatiaren hobekuntza eta mantentzean. Efektuaren tamaina ertaina izan zen.

9. Grafikoa. Enpatiaren pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

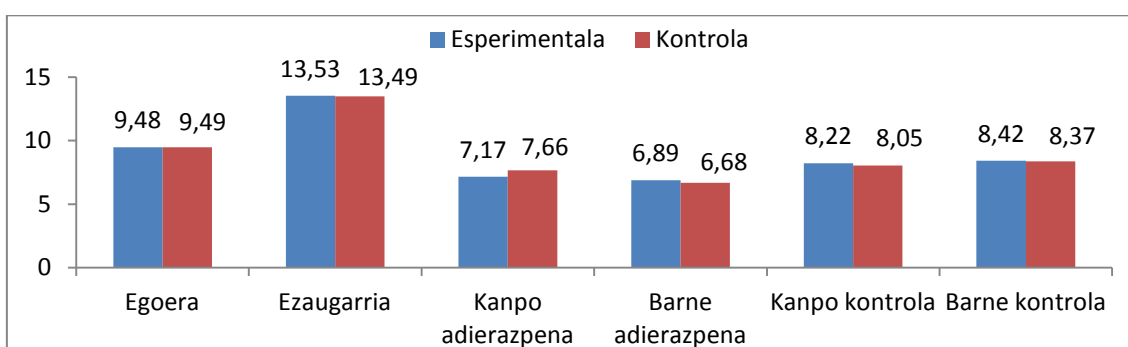


9.2.4. Programaren efektuak amorru sentimenduetan

Lehenik, programak amorru sentimenduetan izandako efektua ebaluatzeko asmoz, analisi multibariatu bat egin zen partaide experimental eta kontrolen pretest etapan lortutako puntuazioekin Amorruren Adierazpen Galdetegian, STAXI-NA. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,980$, $F(6, 141) = 0,47$, $p = 0,825$, ez dute parte-hartzaile experimental eta kontrolen arteko desberdintasun estatistikoki esanguratsurik azaltzen, efektuaren tamaina txikia izanik ($\eta^2 = 0,020$; $r = 0,14$).

Ondoren, 3, 4 eta 5. tauletan, baita 10. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretest etapako bariantza analisi unibariatuaren emaitzek (ikus 5. taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon kondizio experimental eta kontrolaren artean, aztertutako bost aldagaietarikoa batean ere ez (amorru egoera, amorru ezaugarria, amorruren kanpo adierazpena, amorruren barne adierazpena, amorruren bane kontrola eta amorruren kanpo kontrola). Efektuaren tamaina txikia izan zen.

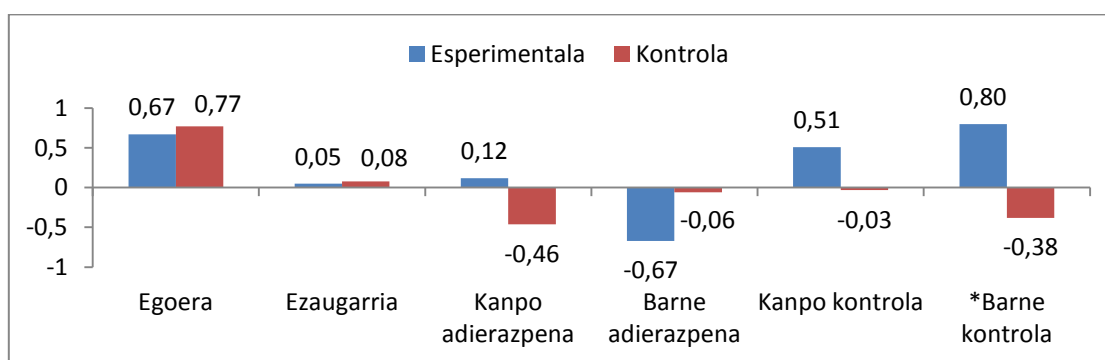
10. Grafikoa. Parte-hartzaile experimental eta kontrolen amorru sentimenduen irudikapen grafikoa pretest etapan



Bigarren, pretest-posttest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide experimental eta kontrolen artean. Amorru aldagaien pretest-posttest arteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,860$, $F(6, 135) = 3,66$, $p = 0,002$, desberdintasun estatistikoki esanguratsuak erakusten dituzte talde experimental eta kontrolen artean efektuaren tamaina txikia izanik ($\eta^2 = 0,140$; $r = 0,37$).

Ondoren, 3, 4 eta 5. tauletan, baita 11. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest arteko ANCOVA emaitzen arabera (ikus 5. taula), diferentzia estatistikoki esanguratsuak aurkitzen dira nerabe experimental eta kontrolen artean, amorruren barne kontrolean. Aldi berean, aldaketa tendentzial bat ikusten da partaide experimental eta kontrolen arteko amorruren barne adierazpenean. **Emaitzek baieztatzen dute esku-hartzeak esanguratsuki hobetu zuela amorruren barne kontrola.** Efektuaren tamaina ertaina da amorruren barne kontrolean eta txikia gainontzeko aldagaietan.

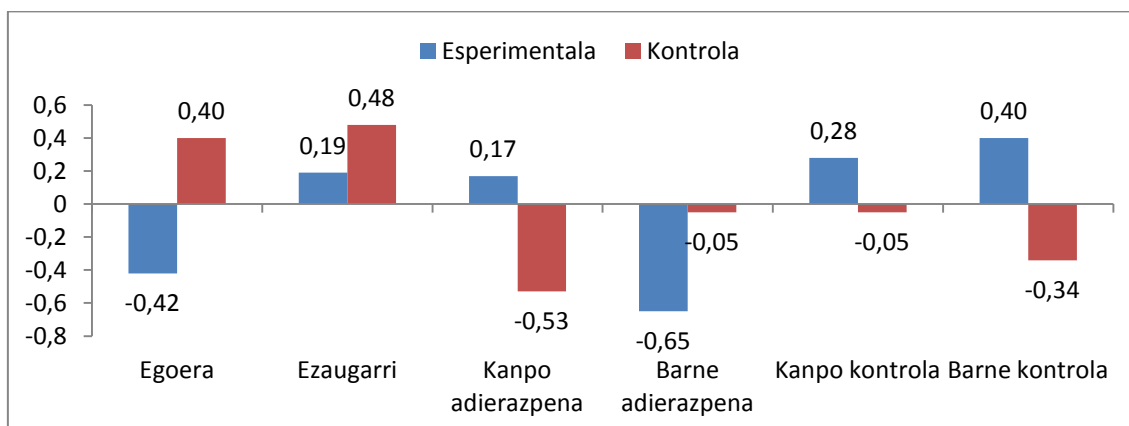
11. Grafikoa. Amorru sentimenduen pre-post aldaketaren irudikapen grafikoa experimental eta kontrolatan



Hirugarren, pretest-segimendu arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide experimental eta kontrolen artean. Amorru sentimenduen pretest-segimendu arteko MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,916$, $F(6, 117) = 1,77$, $p = 0,110$, adierazten dute ez zela talde experimental eta kontrolen arteko diferentzia estatistikoki esanguratsurik egon, efektuaren tamaina txikia izanik ($\eta^2 = 0,084$; $r = 0,29$).

Ondoren, 3, 4 eta 5. tauletan, baita 12. grafikoan ere ikus daitezkeen pretest-segimendu arteko analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-segimendu arteko ANCOVA emaitzek (ikus 5. taula), ez dute kondizio experimental eta kontrolen arteko desberdintasun estatistikoki esanguratsurik azalerazi amorruren sentimenduetan. Beraz, amorruren barne kontrolari loturiko pretest-postest hobekuntza ez da segimenduan mantendu.

12. Grafikoa. Amorru sentimenduen pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

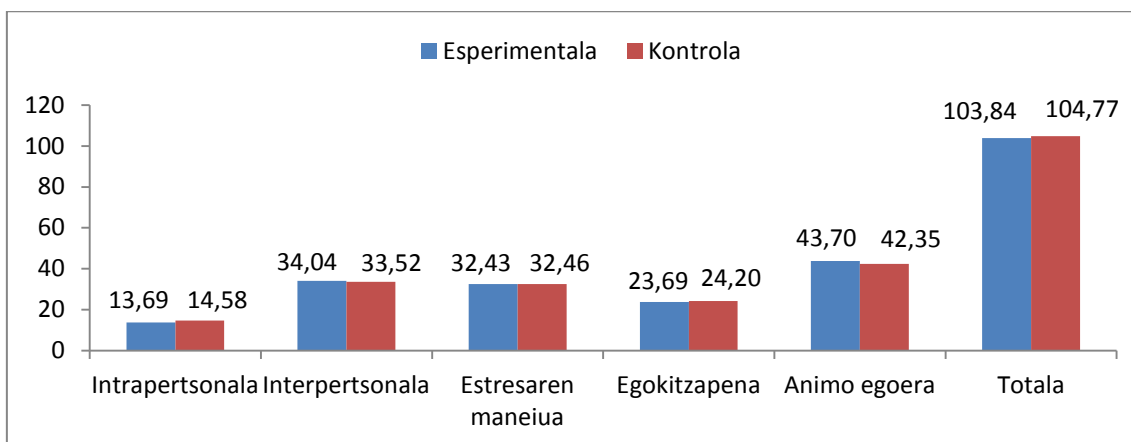


9.2.5. Programaren efektuak adimen emozionalean: adimen interpertsonala, intrapertsonala, estresaren maneia, egokitzapena eta egoera animikoa

Lehenik, programak adimen emozionalean izandako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimental eta kontrolen pretesteko puntuazioekin, adimen emozionaleko aldagaietan, EQi:YV galdetegian oinarrituz. Pretesteko AE aldagaiaren MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,955$, $F(5, 142) = 1,33$, $p = 0,255$, adierazten dute, pretest etapan ez zela desberdintasun estatistikoki esanguratsurik egon talde esperimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,045$; $r = 0,21$).

Ondoren, 3, 4 eta 5. tauletan, baita 13. grafikoan ere ikus daitezkeen pretest etapako analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretest etapako bariantza analisi unibariatuen emaitzek (ikus 5. taula) adierazten dute ez zela estatistikoki diferentzia esanguratsurik egon kondizio esperimental eta kontrolaren artean, aztertutako 6 aldagaietariko batean ere ez (intrapertsonala, interpertsonala, estresaren maneia, egokitzapena, animo egoera eta adimen emozional totala). Efektuaren tamaina txikia izan zen.

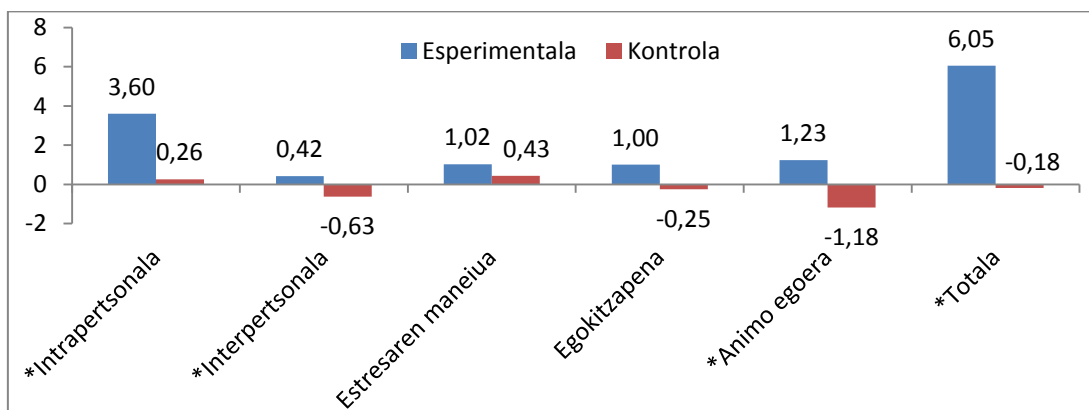
13. Grafikoa. Parte-hartzaile experimental eta kontrolen adimen emozionalaren irudikapen grafikoa pretest etapan



Bigarren, pretest-postest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide experimental eta kontrolatan. AE aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,752$, $F(5, 137) = 9,05$, $p < 0,001$, diferentzia estatistikoki esanguratsuak nabarmentzen dituzte talde experimental eta kontrolen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,248$; $r = 0,49$).

Ondoren, 3, 4 eta 5. tauletan, baita 14. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5. taula) parte-hartzaile experimental eta kontrolen arteko diferentzia estatistiko esanguratsuak adierazten dituzte adimen intrapertsonal, interpertsonal, animo egoera eta AE totalan, non experimentalek gehiago hobetzen duten. **Emaitzek esku-hartzearen eraginkortasuna bermatzen dute. Izan ere, programak esanguratsuki hobetu zituen AE totala eta zehazki adimen emozional intrapertsonala, interpertsonala eta animo egoera.** Egokitzapen aldagaian, diferentziak tendentzialak izan ziren. Efektuaren tamaina handia izan zen adimen intrapertsonal eta AE totalan, ertaina animo egoeran, eta txikia adimen interpertsonal, egokitzapen eta estresaren maneian.

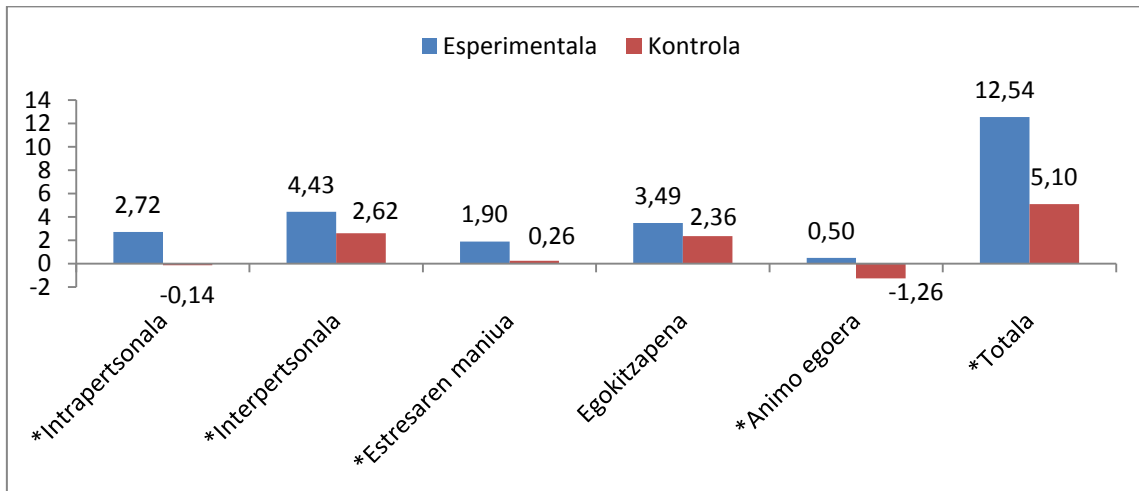
14. Grafikoa. Adimen emozionalaren pre-post aldaketaren irudikapen grafikoa esperimental eta kontrolatan



Hirugarren, pretest-segimendu arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide esperimental eta kontrolatan. AE aldagaiaren pretest-segimendu arteko MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,823$, $F(5, 119) = 5,11$, $p < 0,001$, diferentzia estatistikoki esanguratsuak erakusten dituzte talde esperimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,177$; $r = 0,42$).

Ondoren, 3, 4 eta 5. tauletan, baita 15. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batzbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAK) egin ziren. Pretest-segimendu arteko ANCOVA emaitzek (ikus 5. taula) diferentzia estatistikoki esanguratsuak nabarmentzen dituzte partaide esperimental eta kontrolen artean adimen intrapertsonal, interpertsonal, animo egoera, estresaren maneiu eta AE totalen, non partaide esperimentalek puntuazio esanguratsuki hobekuntzak mantentzea baieztatzen dute esku-hartzea amaitu eta urtebetera. Gainera, postesteko hobekuntzak mantentzeaz gain, estresaren maneiu esanguratsuki hobetzen da segimenduan. Efektuaren tamaina ertain-handia izan zen adimen intrapertsonal eta AE totalen, ertaina adimen interpertsonalean eta txikia gainontzekoetan.

15. Grafikoa. Adimen emozionalaren pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

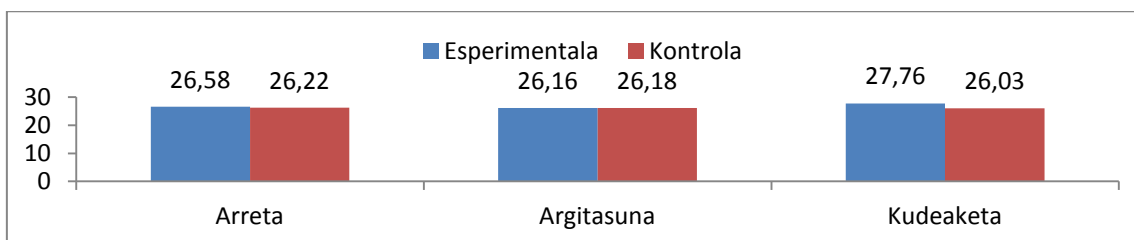


9.2.6. Programaren efektuak adimen emozional intrapertsonalean: arreta, argitasuna eta kudeaketa

Lehenik, programak AE intrapertsonalean izandako efektuak baloratzeko asmoz, analisi multibariatu bat egin zen nerabe esperimental eta kontrolen pretesteko puntuazioekin, TMMS-24 galdetegian oinarrituz. Pretesteko AE intrapertsonal aldagaiaren MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,972$, $F(3, 144) = 1,40$, $p = 0,244$, agerian jartzen dute ez zela desberdintasun estatistikoki esanguratsurik egon talde esperimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,028$; $r = 0,17$).

Ondoren, 3, 4 eta 5. tauletan, baita 16. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuak (ikus 5. taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon kondizio esperimental eta kontrolaren artean, aztertutako 3 aldagaietariko batean ere ez (arreta, argitasun eta kudeaketa emozionala). Efektuaren tamaina txikia izan zen.

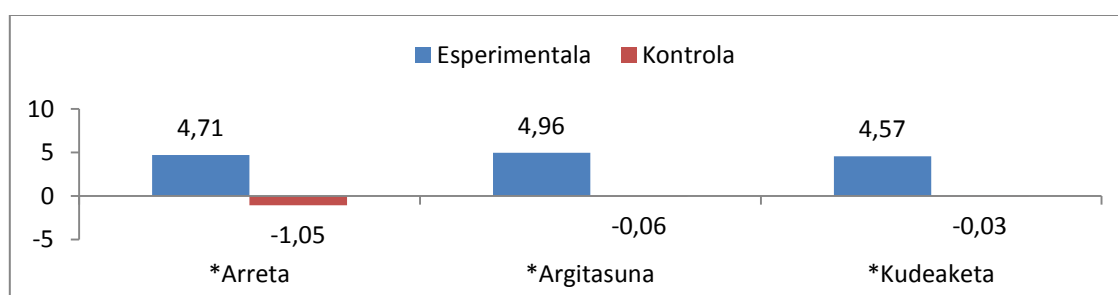
16. Grafikoa. Parte-hartzaile experimental eta kontrolen adimen emozional intrapertsonalaren irudikapen grafikoa pretest etapan



Bigarren, pretest-postest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide experimental eta kontroletan. Pretesteko AE intrapertsonal aldagaiaren MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,673$, $F(3, 141) = 22,85$, $p < 0,001$, talde experimental eta kontrolen arteko desberdintasun estatistikoki esanguratsuak erakusten dituzte, efektuaren tamaina ertain-handia izanik ($\eta^2 = 0,327$; $r = 0,57$).

Ondoren, 3, 4 eta 5. tauletan, baita 17. grafikoan ere ikus daitezkeen pretest-postest arteko analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5. taula) kondizio experimental eta kontrolaren arteko desberdintasun estatistikoki esanguratsuak azaleratzen dituzte aztertutako 3 aldagaietan, non partaide experimentalek modu esanguratsuan hobetu zuten (kontrolekin alderatuz). Izan ere, parte-hartzaile experimentalek esanguratsuki hobetu zituzten beraien arreta, argitasun eta kudeaketa emozionala, kontrol partaideek okerrera egin zutelarik. **Emaitzek bermatzen dute esku-hartzeak adimen emozional intrapertsonala esanguratsuki hobetu zuela, nerabe experimentalen arreta, argitasun eta kudeaketa emozional gaitasunak hobetu baitzuten.** Efektuaren tamaina handia da aldagai guztietan.

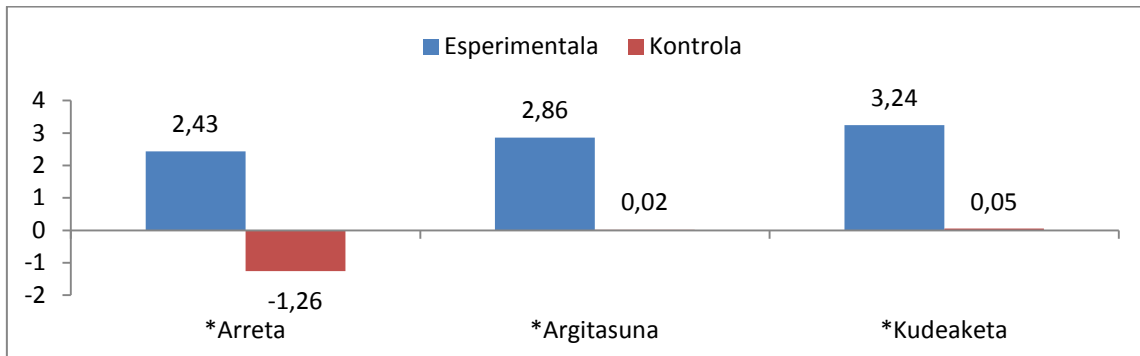
17. Grafikoa. Adimen emozional intrapertsonalaren pre-post aldaketaren irudikapen grafikoa experimental eta kontroletan



Hirugarren, pretest-segimendu arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide experimental eta kontrolengan. AE intrapertsonal aldagaiaren pretest-segimendu arteko MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,812$, $F(3,123) = 9,51$, $p < 0,001$, desberdintasun estatistikoki esanguratsuak erakusten dituzte talde experimental eta kontrolen artean, efektuaren tamaina txiki-ertaina izanik ($\eta^2 = 0,188$; $r = 0,43$).

Ondoren, 3, 4 eta 5. tauletan, baita 18. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuek (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5. taula) erakusten duten bezala, desberdintasun estatistikoki esanguratsuak egon ziren partaide experimental eta kontrolen artean arreta, argitasun eta kudeaketa emozionalean, non partaide experimentalek esanguratsuki puntuazio altuagoak lortu zituzten. Emaiza hauek baieztatu zuten, esku-hartzearen adimen emozional intrapertsonala hobetzeko efektu positiboa, programa inplementatu eta urtebetera mantentzen zela. Efektuaren tamaina ertaina da arreta eta kudeaketa emozionalean, eta txikia argitasun emozionalean.

18. Grafikoa. Adimen emozional intrapertsonalaren pre-segimendu aldaketaren irudikapen grafikoa experimental eta kontroletan

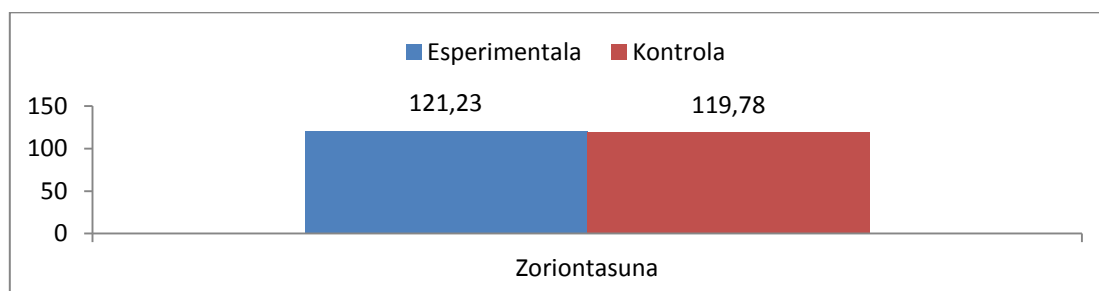


9.2.7. Programaren efektuak zorientasun sentimenduetan

Lehenik, programak zorientasun mailan izandako efektuak aztertzeko asmoz, 3, 4 eta 5. tauletan, baita 19. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuek (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 5. taula) adierazten

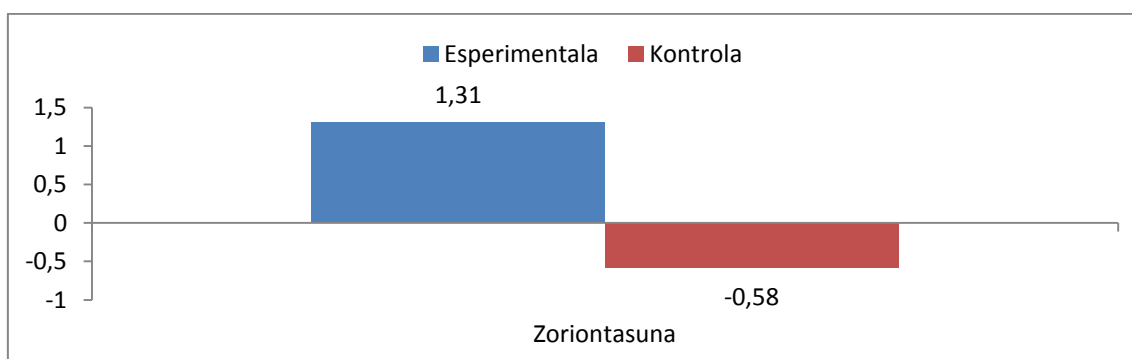
dute ez zela desberdintasun estatistikoki esanguratsurik aurkitu kondizio experimental eta kontrolaren artean. Efektuaren tamaina txikia izan zen.

19. Grafikoa. Parte-hartzaile experimental eta kontrolen zoriontasunaren irudikapen grafikoa pretest etapan



Bigarren, 3, 4 eta 5. tauletan, baita 20. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Jasotako emaitzek (ikus 5. taula) adierazten dute partaide esperimentalek (kontrolekin alderatuz) gehiago hobetu zituztela zoriontasun sentimenduak, nahiz eta desberdintasun hauek ez izan esanguratsuak. Efektuaren tamaina txikia izan zen. Beraz, esku-hartzeak ez zuen modu estatistikoki esanguratsuan eragin zoriontasun sentimenduetan.

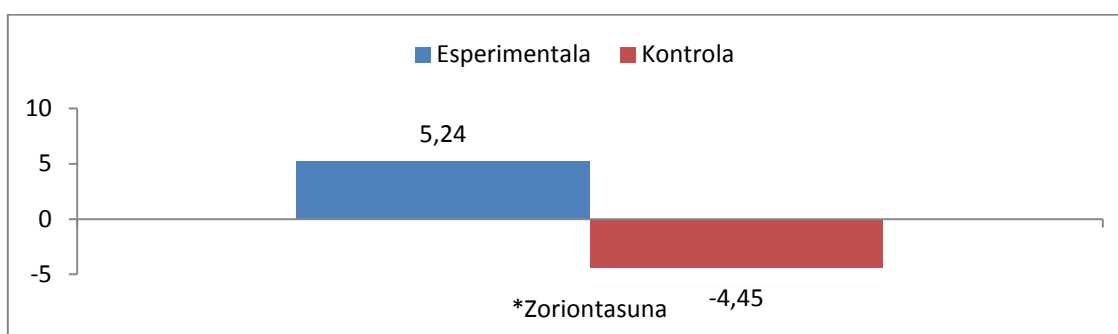
20. Grafikoa. Zoriontasunaren pre-post aldaketaren irudikapen grafikoa experimental eta kontrolatan



Hirugarren, 3, 4 eta 5. tauletan, baita 21. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-segimendu arteko ANCOVA emaitzek

(ikus 5. taula) partaide esperimental eta kontrolen arteko desberdintasun estatistikoki esanguratsuak nabarmentzen dituzte. Izan ere, programa amaitutakoan nerabe esperimentaletan antzemandako zoriontasunaren hobekuntza, esku-hartzea amaitu eta urtebetera esanguratsuki hobetu zen. Kontrol taldeetako nerabeek ordea, zoriontasun sentimendu hauek jaitzi zituzten. Efektuaren tamaina ertaina izan zen.

21. Grafikoa. Zoriontasunaren pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

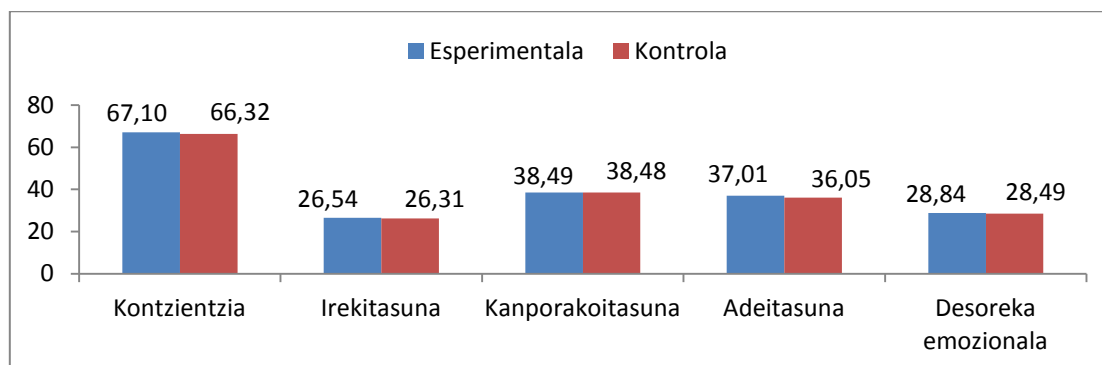


9.2.8. Programaren efektuak nortasunaren dimentsio handietan

Lehenik, programak nortasunean izandako efektuak aztertzeko asmoz, nerabe esperimental eta kontrolak pretest etapan lortutako puntuazioekin analisi multibariatu bat egin zen nortasun faktore handien “big five” galdetegian oinarrituz, BFQ-NA. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,986$, $F(5, 142) = 0,402$, $p = 0,847$, adierazten dute pretestean ez zela diferentzia estatistikoki esanguratsurik egon talde esperimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,014$; $r = 0,12$).

Ondoren, 3, 4 eta 5. tauletan, baita 22. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretest etapako bariantza analisi unibariatuen emaitzek (ikus 5. taula) ez dute kondizio esperimental eta kontrolaren arteko diferentzia estatistikoki esanguratsurik nabarmendu aztertutako 5 aldagaietariko batean ere ez (kontzientzia, irekitasuna, kanporakoitasuna eta desoreka emozionala). Efektuaren tamaina txikia izan zen.

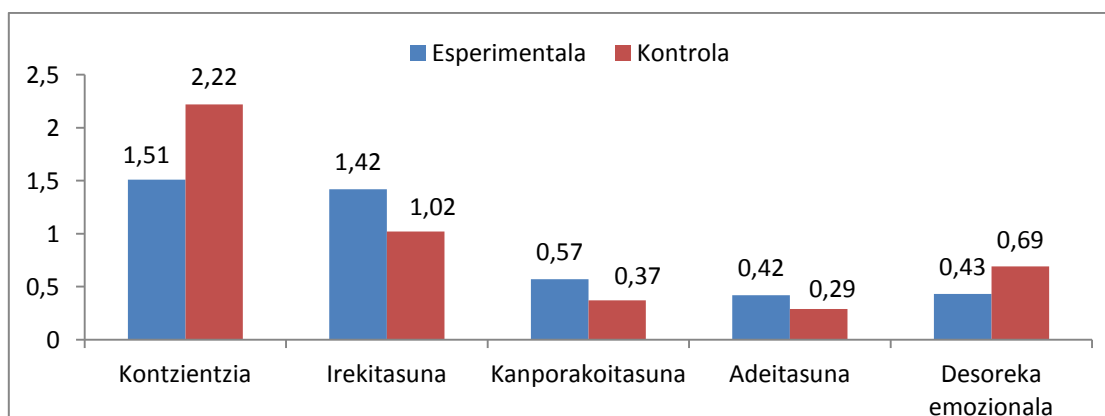
22. Grafikoa. Parte-hartzaile esperimental eta kontrolen nortasunaren irudikapen grafikoa pretest etapan



Bigarren, pretest-postest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide esperimental eta kontrolengan. Nortasun aldagaien pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,969$, $F(5, 137) = 0,864$, $p = 0,507$, ez dute talde esperimental eta kontrolen arteko diferentzia estatistikoki esanguratsurik azalerarazi efektuaren tamaina txikia izanik ($\eta^2 = 0,031$; $r = 0,17$).

Ondoren, 3, 4 eta 5. tauletan, baita 23. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batzbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5.taula) adierazten dute, nortasunari dagokionez ez zela desberdintasun estatistikoki esanguratsurik egon kondizio esperimental eta kontrolaren artean. Emaitza hauek erakusten dute esku-hartzeak ez zuela aldaketa esanguratsurik eragin nerabeen nortasun ezaugarrietan. Efektuaren tamaina txikia izan zen aldagai guztietan.

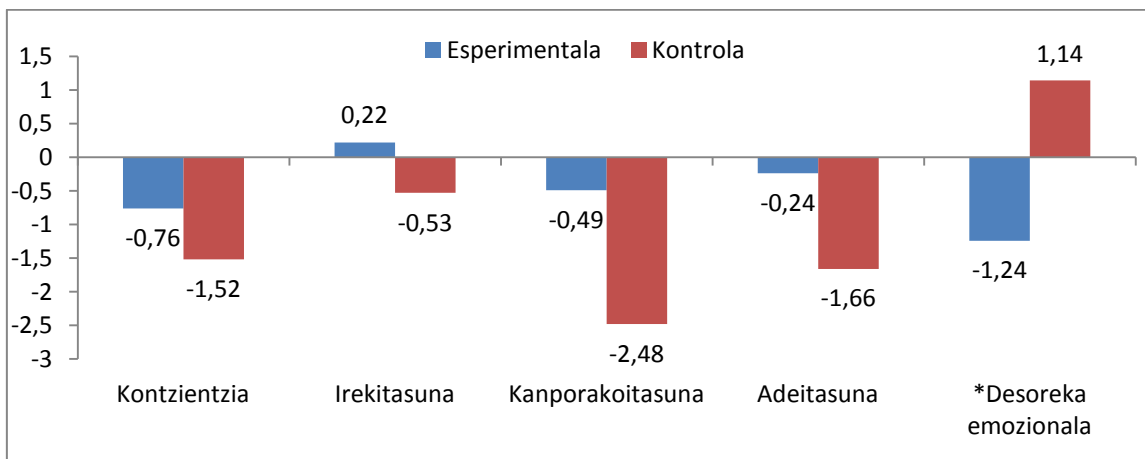
23. Grafikoa. Nortasunaren pre-post aldaketaren irudikapen grafikoa esperimental eta kontrolatan



Hirugarren, pretest-segimendu arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide esperimental eta kontrolatan. Nortasun aldagaiaren pretest-segimendu MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,915$, $F(5, 119) = 2,22$, $p = 0,057$, ez dute talde esperimental eta kontrolen arteko desberdintasun estatistikoki esanguratsurik adierazi efektuaren tamaina txikia izanik ($\eta^2 = 0,085$; $r = 0,29$).

Ondoren, 3, 4 eta 5. tauletan, baita 24. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Jasotako emaitzek (ikus 5. taula) agerian jartzen dute kondizio esperimental eta kontrolen arteko diferentzia estatistikoki esanguratsu bakarra desoreka emozionalean aurkitzen dela, non partaide esperimentalek nabarmenki hobetzen duten kontrol partaideek okerrera egiten duten bitartean. Emaitza hauek adierazten dutenaren arabera, esku-hartzea amaitu eta urtebetera, partaide esperimentalen desoreka emozionala modu esanguratsuan gutxitu zen kontrolekin alderatuz. Efektuaren tamaina txikia izan zen aldagai guztietan.

24. Grafikoa. Nortasunaren pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

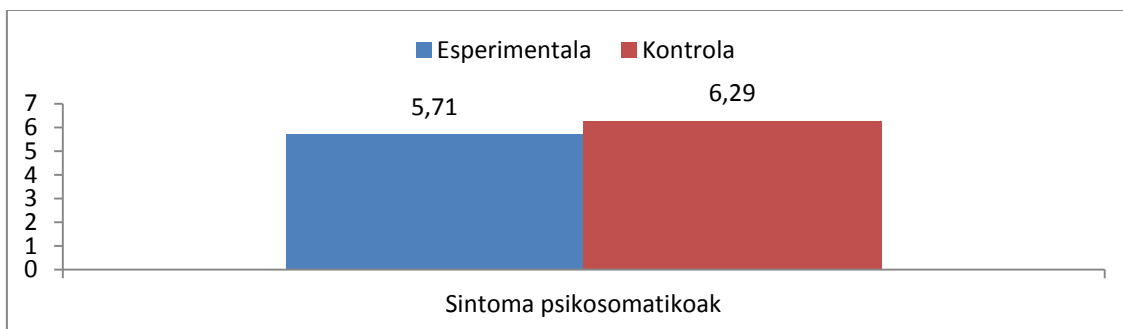


9.2.9. Programaren efektuak sintoma psikosomatikoetan

Lehenik, programak sintoma psikosomatikoetan izandako efektuak baloratzeko asmoz, 3, 4 eta 5. tauletan, baita 25. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza unibariatu analisisien emaitzek (ikus 5. taula) ez

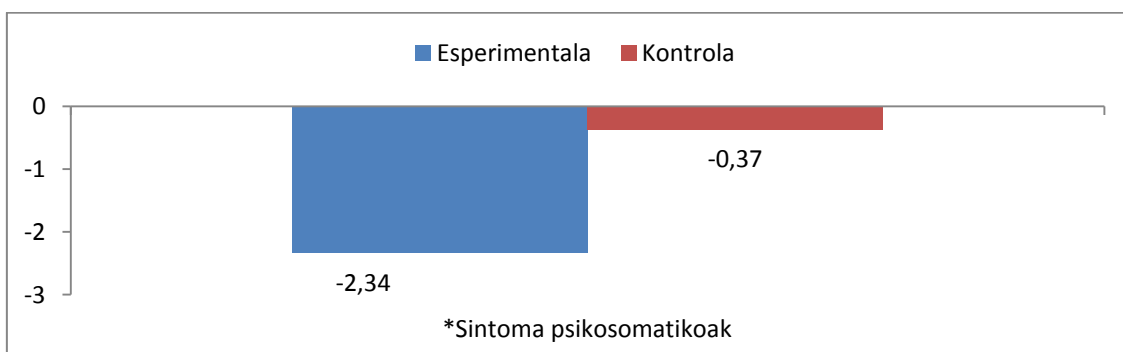
dute kondizio experimental eta kontrolaren arteko diferentzia estatistiko esanguratsurik aurkitu, efektuaren tamaina txikia izanik.

25. Grafikoa. Parte-hartzaile experimental eta kontrolen sintoma psikosomatikoaren irudikapen grafikoa pretest etapan



Bigarren, 3, 4 eta 5. tauletan, baita 26. grafikoa ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAK) egin ziren. Lortutako emaitzek (ikus 5. taula) kondizio experimental eta kontrolaren arteko diferentzia estatistikoki esanguratsuak erakusten dituzte, non partaide experimentalek nabarmenki gutxitzen dituzten sintoma psikosomatikoak. **Emaitza hauek esku-hartzeak sintoma psikosomatikoak esanguratsuki gutxitzen dituela baieztatzen dute.** Efektuaren tamaina handia izan zen.

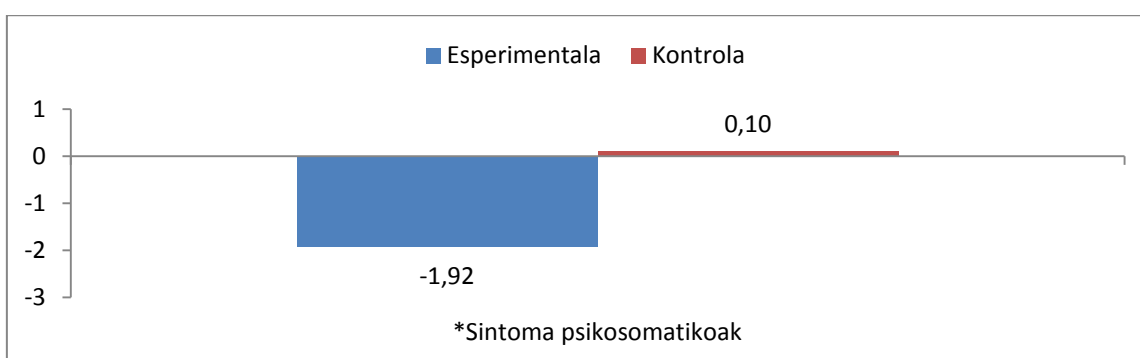
26. Grafikoa. Sintoma psikosomatikoaren pre-post aldaketaren irudikapen grafikoa experimental eta kontrolatan



Hirugarren, 3, 4 eta 5. tauletan, baita 27. grafikoa ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza

analisi unibariatuak (ANCOVAk) egin ziren. Jasotako emaitzek (ikus 5. taula) diferentzia estatistikoki esanguratsuak nabarmentzen dituzte kondizio esperimenteral eta kontrolaren artean, non partaide esperimenteralek nabarmenki gutxitu zituzten sintoma psikosomatikoak. Emaitza hauek baieztatzen dute sintoma psikosomatikoen jaitsiera, inplementazioa amaitu eta urtebetera mantendu zela. Efektuaren tamaina ertaina izan zen.

27. Grafikoa. Sintoma psikosomatikoen pre-segimendu aldaketaren irudikapen grafikoa esperimenteral eta kontrolatan

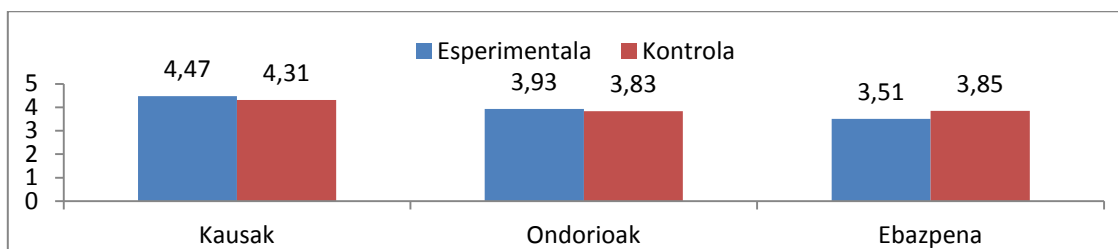


9.2.10. Programaren efektuak sentimenduak aztertzeke gaitasunean

Lehenik, programak sentimenduak aztertzeke gaitasun kognitiboan izandako efektuak aztertzeke asmoz, analisi multibariatu bat egin zen parte-hartzaile esperimenteral eta kontrolen pretesteko puntuazioekin, CECAS galdetegian oinarrituz. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,978$, $F(3, 144) = 1,10$, $p = 0,350$, baieztatzen dute ez dagoela talde esperimenteral eta kontrolen arteko diferentzia estatistikoki esanguratsurik, efektuaren tamaina txikia izanik ($\eta^2 = 0,022$; $r = 0,15$).

Ondoren, 3, 4 eta 5. tauletan, baita 28. grafikotan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAk) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 5. taula) ez dute kondizio esperimenteral eta kontrolen arteko desberdintasun estatistiko esanguratsurik antzeman aztertutako 3 aldagaietarik batean ere ez (sentimenduen kausak, ondorioak eta ebazpena). Efektuaren tamaina txikia izan zen.

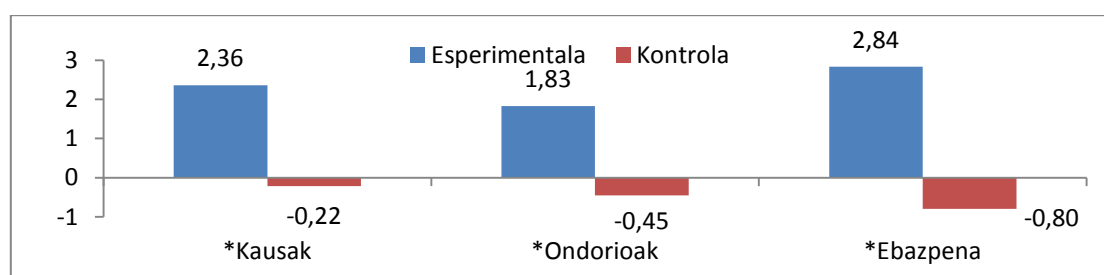
28. Grafikoa. Parte-hartzaile esperimental eta kontrolen sentimenduak aztertzeko gaitasunaren irudikapen grafikoa pretest etapan



Bigarren, pretest-posttest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen partaide esperimental eta kontrolatan. Sentimenduak aztertzeko gaitasun kognitibo aldagaien pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,615$, $F(3, 141) = 29,44$, $p < 0,001$, estatistikoki diferentzia esanguratsuak erakusten dituzte talde esperimental eta kontrolen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,385$; $r = 0,62$).

Ondoren, 3, 4 eta 5. tauletan, baita 29. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 5. taula) diferentzia estatistikoki esanguratsuak azaleratzen dituzte kondizio esperimental eta kontrolaren artean, aztertutako 3 aldagaietan, non esperimentalek nabarmenki hobetzen duten. Egiaz, parte-hartzaile esperimentalek nabarmenki hobetzen dituzte 3 aldagaiak, kontrol partaideek okerrera egiten duten bitartean. ***Emaitza hauek baietatzen dute esku-hartzeak sentimendu negatiboen kausa eta ondorioak aztertzeko gaitasun kognitiboa, eta sentimendu hauek ebazteko gaitasuna hobetu zituela.*** Efektuaren tamaina handia izan zen aldagai guztietan.

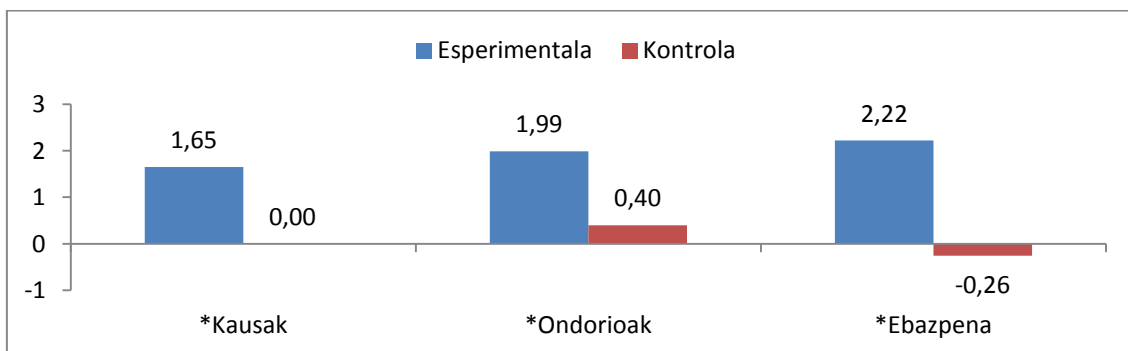
29. Grafikoa. Sentimenduak aztertzeko gaitasunaren pre-post aldaketaren irudikapen grafikoa esperimental eta kontrolatan



Hirugarren, pretest-segimendu arteko diferentzien puntuazioekin analisi multibariatu bat egin zen esperimental eta kontrolatan. Sentimenduak aztertzeko gaitasun kognitiboaren aldagaiaren pretest-segimendu MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,812$, $F(3, 123) = 9,48$, $p < 0,001$, diferentzia estatistikoki esanguratsuak adierazten dituzte talde esperimental eta kontrolen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,188$; $r = 0,43$).

Ondoren, 3, 4 eta 5. tauletan, baita 30. grafikoan ere ikus daitezkeen pretest-segimendu analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-segimendu arteko ANCOVA emaitzek (ikus 5. taula) desberdintasun estatistikoki esanguratsuak erakusten dituzte kondizio esperimental eta kontrolen artean, sentimenduak aztertzeko gaitasun kognitiboan. Izan ere, pretest eta segimenduaren artean, parte-hartzaile esperimentalek nabarmenki hobetzen dituzte gaitasun hauek kontrol partaideek okerrera (edo mantentzera) egiten duten bitartean. Emaitza hauek baieztatzen dute esku-hartzeak izandako efektu positiboa (bai sentimendu negatiboen kausa eta ondorioak aztertzen, baita sentimendu hauen ebazpenerako gaitasun kognitiboa hobetzen ere) programa amaitu eta urtebetera mantendu egin zela. Efektuaren tamaina ertaina izan zen sentimenduen kausa eta ondorioak aztertzeko gaitasunean, eta handia ebazpen gaitasunean.

30. Grafikoa. Sentimenduak aztertzeko gaitasunaren pre-segimendu aldaketaren irudikapen grafikoa esperimental eta kontrolatan

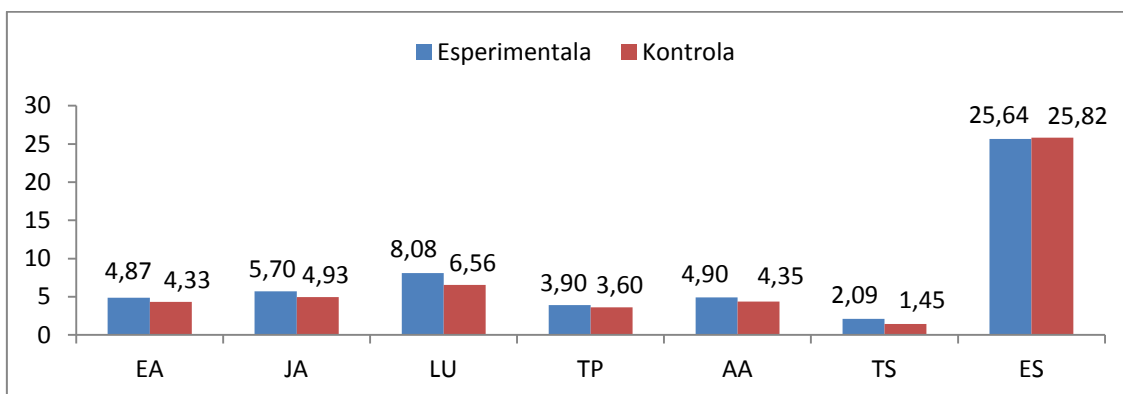


9.2.11. Programaren efektuak jokaera arazoetan

Lehenik, programaren efektua jokaera arazoetan aztertzeko asmoz, analisi multibariatu bat egin zen nerabe experimental eta kontrolak pretestean lortutako puntuazioekin, jokaera arazoaren eskalan, EPC. Jokaera arazoaren aldagaien pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,938$, $F(7, 124) = 1,17$, $p = 0,321$, adierazten dute ez zela desberdintasun estatistikoki esanguratsurik egon talde experimental eta kontrolen artean, efektuaren tamaina txiki-ertaina izanik ($\eta^2 = 0,062$; $r = 0,25$).

Ondoren, 3, 4 eta 5. tauletan, baita 31. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 5. taula) ez dute kondizio experimental eta kontrolen arteko diferentzia estatistikoki esanguratsurik aurkitu, latsa-uzkurtasuna aldagaian izan ezik. Efektuaren tamaina txikia izan zen aldagai guztietan.

31. Grafikoa. Parte-hartzaile experimental eta kontrolen jokaera arazoaren irudikapen grafikoa pretest etapan

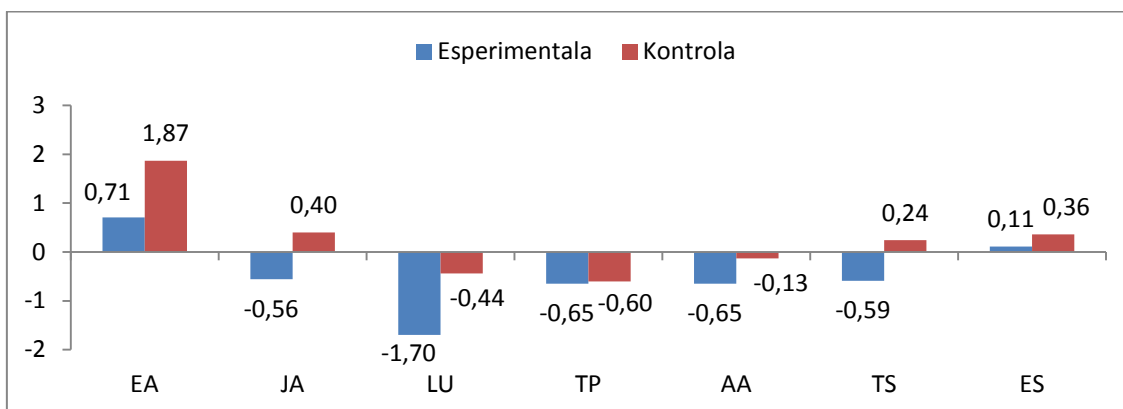


EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Latsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

Bigarren, pretest-posttest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen experimental eta kontrolen artean. Jokaera arazoaren aldagaien pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,935$, $F(7, 93) = 0,93$, $p = 0,488$, adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon talde experimental eta kontrolen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,065$; $r = 0,25$).

Ondoren, 3, 4 eta 5. tauletan, baita 32. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak egin ziren. Pretest-postest arteko ANCOVA emaitzek (ikus 5. taula) ez dute partaide experimental eta kontrolen arteko diferentzia estatistiko esanguratsurik azalerazi. Honek esan nahi du, gurasoen iritziz, programak ez zituela jokaera arazoak estatistikoki modu esanguratsuan hobetu, nahiz eta aldagai batzuetan hobekuntzak ikusi. Esaterako jokaera antisozial, lotsa-uzkurtasuna, trastorno psikopatologiko eta antsietate arazoetan, non partaide experimentalek kontrolak baino gehiago hobetzen duten. Segimendu fasean ez zen tresna hau erabili.

32. Grafikoa. Jokaera arazoaren pre-post aldaketaren irudikapen grafikoa experimental eta kontrolatan



EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Lotsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

9.2.12. Programaren efektuak nerabeen ikuspuntu subjektibotik

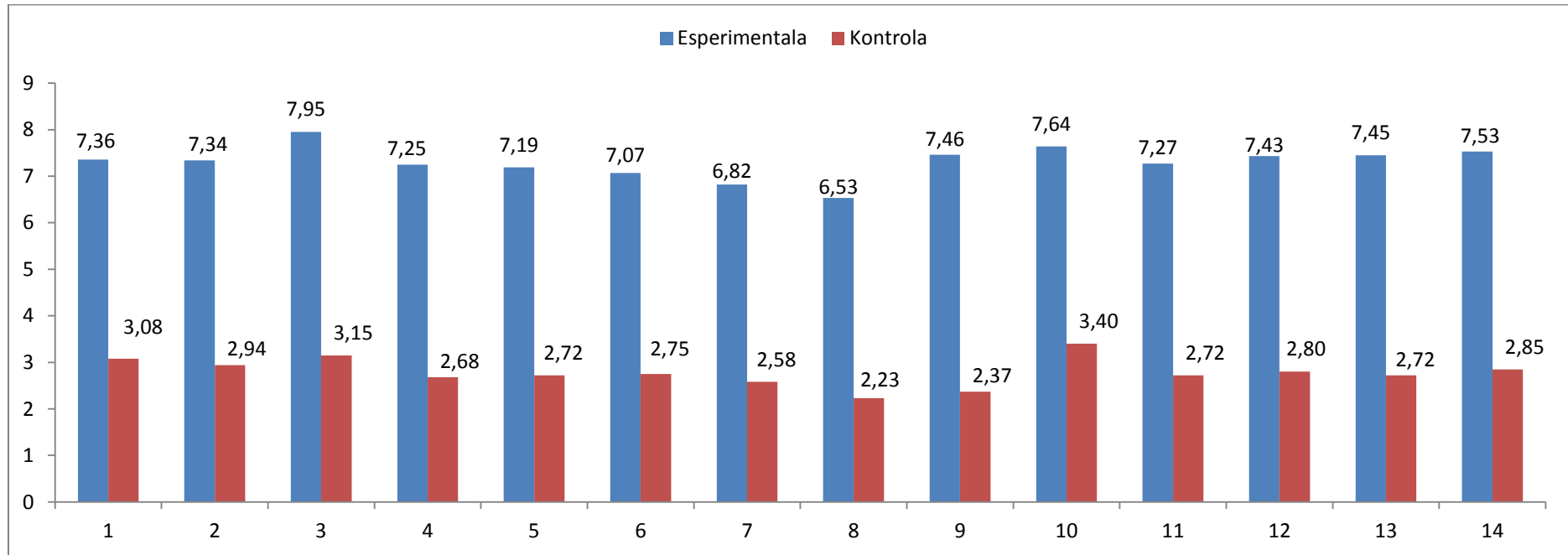
Azkenik, programaren efektuak nerabeen pertzepzio subjektibotik aztertzeko asmoz, nerabeek prozesua amaitutakoan erantzundako PEG (Programaren Ebaluazio Galdetegia) galdetegiarekin jasotako datuak aurkezten dira. Honetarako, nerabe experimental eta kontrolen postesteko puntuazioekin analisi multibariatu bat egin zen. PEG galdetegiaren postest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,263$, $F(29, 118) = 11,39$, $p = 0,000$, adierazten dute diferentzia estatistikoki esanguratsua zeudela talde experimental eta kontrolen artean, efektuaren tamaina handia izanik ($\eta^2 = 0,737$; $r = 0,85$). Ondoren, 6.taulan aurkezten diren analisi unibariatuak egin ziren.

6. Taula. Esperimental eta kontrolen postest etapako batezbesteko, desbideratze tipiko, bariantza-analisisen emaitza eta efektuaren tamainak (d) programaren ebaluazio subjektiboan

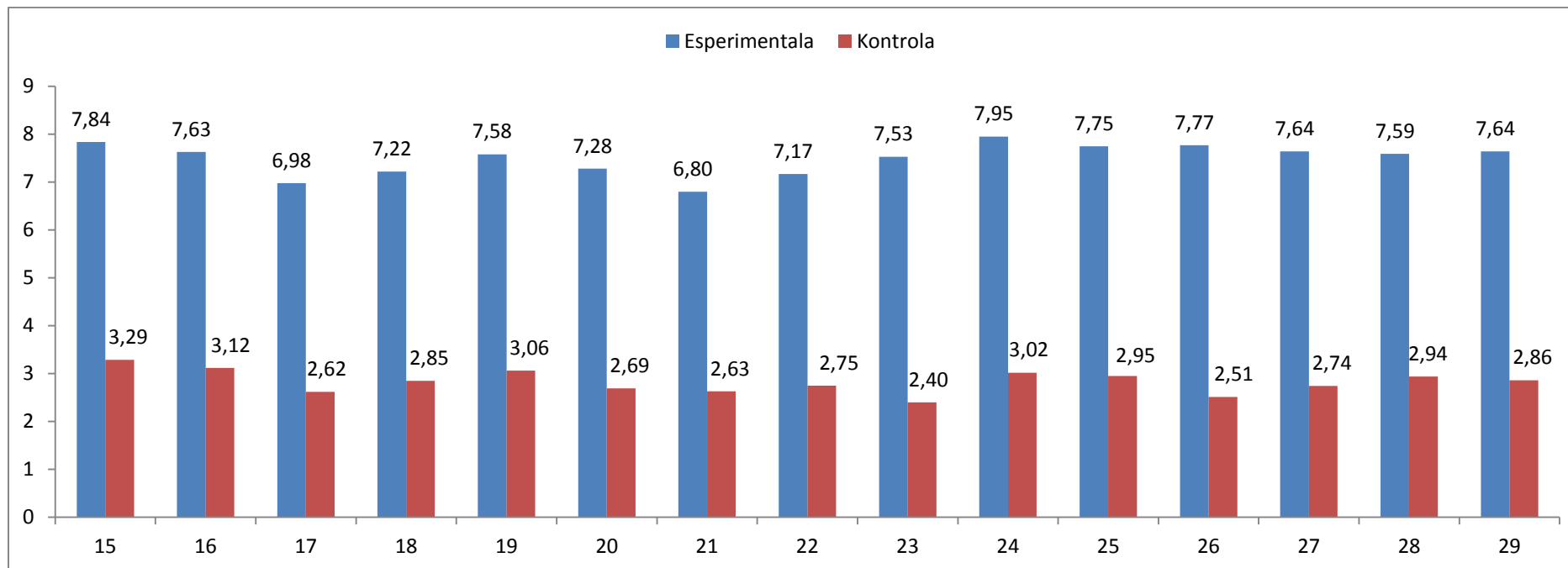
	Postest				Anova Postest		d
	Esperimentala (n=83)		Kontrola (n=65)		F(1, 146)	p	
	M	DT	M	DT			
1. Hobeto ezagutzen dut nire burua	7,36	2,13	3,08	2,88	107,86	0,000	1,69
2. Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat	7,34	1,82	2,94	2,56	148,32	0,000	1,98
3. Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez	7,95	1,68	3,15	2,50	193,16	0,000	2,25
4. Arreta gehiago eskaintzen diet nire sentimenduei haiek hobeto identifikatuz	7,25	1,70	2,68	2,43	180,36	0,000	2,18
5. Hobeto ulertzen ditut nire sentimenduak	7,19	1,97	2,72	2,62	140,28	0,000	1,92
6. Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...)	7,07	2,01	2,75	2,74	121,98	0,000	1,79
7. Haserretzen naizenean hobeto kontrolatu ditzaket amorrurik sentimenduak	6,82	1,90	2,58	2,51	136,32	0,000	1,90
8. Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket	6,53	2,34	2,23	2,41	119,93	0,000	1,81
9. Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut	7,46	1,82	2,37	2,35	219,53	0,000	2,42
10. Zoriontsuagoa naiz	7,64	2,25	3,40	2,94	98,49	0,000	1,62
11. Baikorragoa naiz	7,27	2,20	2,72	2,72	126,02	0,000	1,84
12. Bizitzarekin gustorago nago	7,43	2,04	2,80	2,80	134,95	0,000	1,89
13. Emozio positibo gehiago dauzkat	7,45	1,62	2,72	2,77	167,77	0,000	2,08
14. Motibatuago nago gauzak egiteko	7,53	2,07	2,85	2,78	138,16	0,000	1,90
15. Bizitzeko gogo gehiago daukat	7,84	2,35	3,29	3,33	94,50	0,000	1,58
16. Beste persona batzuei entzuteko gaitasun handiagoa daukat	7,63	1,89	3,12	3,07	120,13	0,000	1,77
17. Hobeto adierazten ditut nire emozioak	6,98	2,10	2,62	2,67	123,50	0,000	1,81
18. Nire iritziak gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz	7,22	2,03	2,85	2,63	129,58	0,000	1,86
19. Besteen emozioak hobeto identifikatu eta ulertzen ditut	7,58	1,69	3,06	2,77	148,73	0,000	1,97

	Postest				Anova Postest		<i>d</i>
	Esperimentala (n=83)		Kontrola (n=65)		<i>F</i> (1, 146)	<i>p</i>	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>			
20. Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut	7,28	2,00	2,69	2,77	136,35	0,000	1,90
21. Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut	6,80	1,80	2,63	2,70	125,29	0,000	1,81
22. Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe	7,17	1,78	2,75	2,67	144,53	0,000	1,94
23. Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut	7,53	1,67	2,40	2,69	201,16	0,000	2,29
24. Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, envidia...) bereizten ikasi dut	7,95	2,05	3,02	2,95	143,33	0,000	1,94
25. Beste persona baten lekuan errezago jarri naiteke	7,75	2,18	2,95	3,03	124,69	0,000	1,81
26. Kontzienteagoa naiz jendek sentitzeko modu desberdinak dituela	7,77	1,83	2,51	2,71	197,40	0,000	2,27
27. Hobeto ulertzen dut nola sentitzen diren beste pertsonak	7,64	1,79	2,74	2,80	166,02	0,000	2,08
28. Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak	7,59	1,99	2,94	2,72	143,99	0,000	1,95
29. Adiago nago besteen sentimenduez eta hauen sentimenduetan pentsatzen saiatzen naiz	7,64	1,83	2,86	2,72	162,16	0,000	2,06
PEG TOTALA	7,40	1,28	2,81	2,17	257,27	0,000	2,57

33. Grafikoa. Programaren ebaluazio subjektiboaren irudikapen grafikoa esperimental eta kontrolatan, postest etapan



1 = Hobeto ezagutzen dut nire burua; 2 = Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat; 3 = Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez; 4 = Arreta gehiago eskaintzen diet nire sentimenduei hauek hobeto identifikatuz; 5 = Hobeto ulertzen ditut nire sentimenduak; 6 = Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...); 7 = Haserretzen naizenean hobeto kontrolatu ditzaket amorrutik sentimenduak; 8 = Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket; 9 = Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut; 10 = Zoriontsuagoa naiz; 11 = Baikorragoa naiz; 12 = Bizitzarekin gustorago nago; 13 = Emozio positibo gehiago dauzkat; 14 = Motibatuago nago gauzak egiteko.



15 = Bizitzeko gogo gehiago daukat; 16 = Beste persona batzuei entzuteko gaitasun handiagoa daukat; 17 = Hobeto adierazten ditut nire emozioak; 18 = Nire iritzia gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz; 19 = Besteen emozioak hobeto identifikatu eta ulertzen ditut; 20 = Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut; 21 = Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut; 22 = Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe; 23 = Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut; 24 = Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, enbidia...) bereizten ikasi ditut; 25 = Beste pertsona baten lekuan errezago jarri naiteke; 26 = Kontzienteagoa naiz jendeak sentitzeko modu desberdinak dituela; 27 = Hobeto ulertzen dut nola sentitzen diren beste pertsonak; 28 = Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak; 29 = Adiago nago besteen sentimenduz eta hauen sentimenduetan pentsatzen saiatzen naiz.

6. taulan aurkezten diren emaitzek agerian jartzen dute diferentzia estatistikoki esanguratsuak egon zirela kondizio esperimental eta kontrolaren artean PEGeko item guztietan non parte-hartzaile esperimentalek puntuazio esanguratsuki altuagoak lortu dituzten. Efektuaren tamaina handia da aldagai guztietan. ***Emaitza hauek esku-hartzearen efektu positiboa baieztatzen dute programak lantzen dituen bost aspektuetan: autokontzientzia, erregulazio emozionala, animo egoera orokorra, komunikazioa eta empatia.***

9.3. PROGRAMAREN EFEKTUAK SEXUAREN ALDETIK

Programak sexuaren arabera modu desberdinean eragin zuen jakiteko, analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi multibariatu (MANOVAK) eta unibariatuak (ANOVAK) egin ziren partaide esperimentalen pretestean, postestean eta pretes-postest diferentzietan. Gainera, pretest-postest kobariantza analisiak ere egin ziren neska eta mutilen arteko pretesteko desberdintasunak kobariatuz (ANCOVA eta MANCOVAK).

Jarraian bi taula aurkezten dira non partaide esperimentalen batazbesteko eta desbideratze tipikoak (7. taula) eta bariantza analisiak (8. taula) aurkezten diren pretestean eta pretest-postest diferentzietan, sexuaren arabera. Aldi berean, emaitza hauek 34-56 grafikoetan ere azaltzen dira.

7. Taula. Ikertutako aldagaien batezbesteko eta desbideratze tipikoak pretest eta pre-post aldaketetan generoaren aldetik

	Pretest				Pretest-Posttest			
	Mutilak (n=67)		Neskak (n=81)		Mutilak (n=67)		Neskak (n=81)	
	M	DT	M	DT	M	DT	M	DT
Jokaera soziala (AECS)								
Onarpen soziala	43,32	5,64	46,15	6,71	4,08	6,19	-1,65	9,97
Sentsibilitate soziala	42,73	5,22	48,39	4,73	0,05	6,28	-2,28	4,39
Laguntza-Kolaborazioa	50,22	6,46	53,83	6,43	0,95	6,49	-0,72	5,66
Segurtasun-Tinkotasuna	49,65	5,78	53,04	8,13	2,05	8,04	0,65	6,48
Buruzagitza prosoziala	17,27	3,46	17,54	4,17	0,78	3,47	0,57	3,03
Oldarkotasuna	30,78	5,76	29,52	6,75	0,62	5,14	1,00	7,61
Dominantzia	18,08	6,80	13,87	5,89	2,35	7,55	2,04	7,32
Apatia-Uzkurtasuna	29,70	7,82	23,83	6,43	3,22	7,88	1,96	8,71
Antsietate soziala	23,62	7,15	26,02	8,39	3,38	6,05	0,11	8,60
*Estrategiak (EIS)								
Pasibak	3,51	2,58	3,59	2,61	-1,05	2,08	-1,04	2,54
Asertiboak	3,57	1,88	4,65	1,21	1,57	2,31	1,46	2,02
Agresiboak	1,92	0,95	1,80	1,58	-0,27	1,57	-0,46	1,73
Enpatia (EC)								
	14,78	3,17	17,87	2,44	2,68	2,17	1,67	2,23
Amorruaren inbentarioa (STAXI-NA)								
Egoera	10,19	3,42	8,91	1,69	-0,30	4,00	1,46	4,16
Ezaugarria	13,51	3,11	13,54	3,12	0,08	3,17	0,02	2,71
Amorruaren kanpo adierazpena	6,76	1,84	7,50	1,95	0,00	1,81	0,22	1,87

	Pretest				Pretest-Posttest			
	Mutilak (n=67)		Neskak (n=81)		Mutilak (n=67)		Neskak (n=81)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Amorruaren barne adierazpena	6,76	1,92	7,00	1,77	-0,97	1,44	-0,43	1,83
Amorruaren kanpo kontrola	8,95	2,05	7,63	2,39	-0,05	1,91	0,96	2,19
Amorruaren barne kontrola	8,11	2,14	8,67	2,27	0,78	1,88	0,80	2,12
Adimen emozionala (EQi:YV)								
Intrapertsonala	13,46	3,66	13,87	3,89	3,46	2,54	3,72	3,43
Interpertsonala	31,95	4,99	35,72	3,81	1,46	3,75	-0,41	3,41
Estresaren maneiu	33,19	5,65	31,83	6,85	1,19	4,80	0,89	5,02
Egokitzapena	24,03	3,85	23,41	4,36	1,73	4,33	0,41	3,78
Animo egoera	43,65	6,21	43,74	5,68	1,14	5,70	1,30	4,34
AE koizientea	102,62	11,67	104,82	9,58	7,83	9,26	4,60	8,99
AE Intrapertsonala (TMMS-24)								
Arreta	24,32	5,47	28,39	6,09	6,92	5,34	2,93	4,48
Argitasuna	25,78	6,14	26,46	6,01	6,03	5,62	4,11	5,66
Kudeaketa	26,62	5,67	28,67	4,30	5,46	5,64	3,85	4,60
Zoriontasun sentimenduak (OHQ)	117,19	15,21	124,48	12,42	2,46	17,88	0,39	15,40
Nortasuna (BFQ-NA)								
Kontzientzia	67,86	10,53	66,48	10,32	0,70	11,86	2,15	9,05
Irekitasuna	27,59	5,00	25,70	4,32	0,76	5,48	1,96	4,74
Kanporakoitasuna	36,73	5,81	39,91	5,31	0,49	6,89	0,63	5,05
Adeitasuna	35,35	5,07	38,35	4,91	0,16	7,14	0,63	4,44
Desoreka emozionala	27,89	8,80	29,61	7,55	1,27	7,66	-0,24	5,52

	Pretest				Pretest-Postest			
	Mutilak (n=67)		Neskak (n=81)		Mutilak (n=67)		Neskak (n=81)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Sintoma psikosomatikoak (PHQ-15)	5,76	2,64	5,67	2,66	-2,76	1,84	-2,00	2,36
Sentimenduen analisisia (CECAS)								
Kausak	3,84	1,66	4,98	2,26	2,05	2,65	2,61	3,34
Ondorioak	3,38	2,06	4,37	2,04	1,78	3,21	1,87	3,18
Ebazpena	3,16	1,42	3,78	1,72	2,97	3,07	2,74	2,57
Jokaera arazoak (EPC)								
Eskola arazoak	5,12	4,89	4,68	3,60	1,04	2,98	0,50	3,05
Jokaera antisoziala	5,00	4,82	6,23	5,05	0,32	2,41	-1,13	4,64
Lotsa-Uzkurtasuna	8,52	4,99	7,75	3,95	-2,00	3,24	-1,50	3,59
Trastorno psikopatologikoak	3,70	4,18	4,05	3,41	-0,84	2,76	-0,53	3,03
Antsietate arazoak	4,15	3,03	5,45	2,89	0,12	2,54	-1,16	2,69
Trastorno psikosomatikoak	1,91	2,91	2,23	2,16	-0,36	2,44	-0,74	2,41
Egokitzapen sozialal	25,76	3,60	25,55	3,47	-0,36	3,51	0,42	3,64

Oharra: *Interakzio sozialeko estrategia kognitiboak; Aldaketa esanguratsua izan zen aldagaiak letra lodiz idatzita aurkezten dira

8. Taula. Pretest eta pre-post aldaketan bariantza analisisien emaitzak eta efektuaren tamaina (Cohen-en d) ikertutako aldagaietan, generoaren aldetik

	Anova Pretest			Ancova Pretest-Posttest		
	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>
Jokaera soziala (AECS)						
Onarpen soziala	4,18	0,044	-0,45	3,52	0,064	0,69
Sentsibilitate soziala	26,75	0,000	-1,13	1,06	0,306	0,43
Laguntza-Kolaborazioa	6,43	0,013	-0,56	1,16	0,284	0,27
Segurtasun-Tinkotasuna	4,58	0,035	-0,48	0,08	0,770	0,19
Buruzagitza prosoziala	0,10	0,751	-0,07	0,15	0,698	0,06
Oldarkortasuna	0,81	0,369	0,20	0,00	0,976	-0,05
Dominantzia	9,12	0,003	0,66	0,63	0,428	0,04
Apatia-Uzkurtasuna	14,11	0,000	0,81	3,05	0,085	0,15
Antsietate soziala	1,90	0,171	-0,30	0,46	0,496	0,44
*Estrategiak (EIS)						
Pasiboak	0,01	0,898	-0,03	0,12	0,724	-0,00
Asertiboak	10,09	0,002	-0,68	4,37	0,040	0,05
Agresiboak	0,15	0,700	0,09	1,25	0,266	0,11
Enpatia (EC)	25,04	0,000	-1,09	4,06	0,047	0,46
Amorruaren inbentarioa (STAXI-NA)						
Egoera	4,90	0,030	0,47	0,64	0,425	-0,43
Ezaugarria	0,00	0,965	-0,01	0,67	0,414	0,02
Amorruaren kanpo adierazpena	3,11	0,081	-0,39	4,64	0,034	-0,12
Amorruaren barne adierazpena	0,35	0,552	-0,13	4,47	0,038	-0,32

	Anova Pretest			Ancova Pretest-Postest		
	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>
Amorruaren kanpo kontrola	7,00	0,010	0,59	0,78	0,379	-0,49
Amorruaren barne kontrola	1,33	0,251	-0,25	0,61	0,435	-0,01
Adimen emozionala (EQi:YV)						
Intrapertsonala	0,24	0,626	-0,11	0,13	0,719	-0,08
Interpertsonala	15,21	0,000	-0,85	0,99	0,323	0,52
Estresaren maneia	0,94	0,334	0,21	0,96	0,328	0,06
Egokitzapena	0,45	0,504	0,15	1,81	0,182	0,32
Animo egoera	0,00	0,945	-0,01	0,01	0,926	-0,03
AE koizientea	0,89	0,347	-0,20	0,38	0,539	0,35
AE Intrapertsonala (TMMS-24)						
Arreta	9,98	0,002	-0,70	4,03	0,048	0,80
Argitasuna	0,25	0,617	-0,11	4,33	0,041	0,34
Kudeaketa	3,51	0,065	-0,40	0,94	0,335	0,31
Zoriontasun sentimenduak (OHQ)	5,78	0,019	-0,52	0,11	0,741	0,12
Nortasuna						
Kontzientzia	0,36	0,548	0,13	0,32	0,570	-0,13
Irekitasuna	3,43	0,067	0,40	0,03	0,850	-0,23
Kanporakoitasuna	6,76	0,011	-0,57	1,49	0,226	-0,02
Adeitasuna	7,40	0,008	-0,60	4,23	0,043	-0,08
Desoreka emozionala	0,91	0,342	-0,21	1,66	0,201	0,22
Sintoma psikosomatikoak (PHQ-15)	0,02	0,888	0,03	6,02	0,016	-0,36
Sentimenduen analisisa (CECAS)						
Kausak	6,54	0,012	-0,57	3,80	0,055	-0,18

	Anova Pretest			Ancova Pretest-Postest		
	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>	<i>F</i> (1, 81)	<i>p</i>	<i>d</i>
Ondorioak	4,78	0,032	-0,48	2,30	0,133	-0,03
Ebazpena	3,09	0,082	-0,39	0,22	0,641	0,08
Jokaera arazoak (EPC)						
Eskola arazoak	0,20	0,651	0,10	0,18	0,670	0,18
Jokaera antisoziala	1,15	0,286	-0,25	0,85	0,359	0,39
Lotsa-Uzkurtasuna	0,56	0,455	0,17	0,01	0,935	-0,14
Trastorno psikopatologikoak	0,16	0,689	-0,09	0,00	0,941	-0,10
Antsietate arazoak	3,67	0,059	-0,44	0,01	0,922	0,49
Trastorno psikosomatikoak	0,30	0,584	-0,12	0,03	0,849	0,15
Egokitzapen soziala	0,06	0,795	0,06	0,35	0,553	-0,22

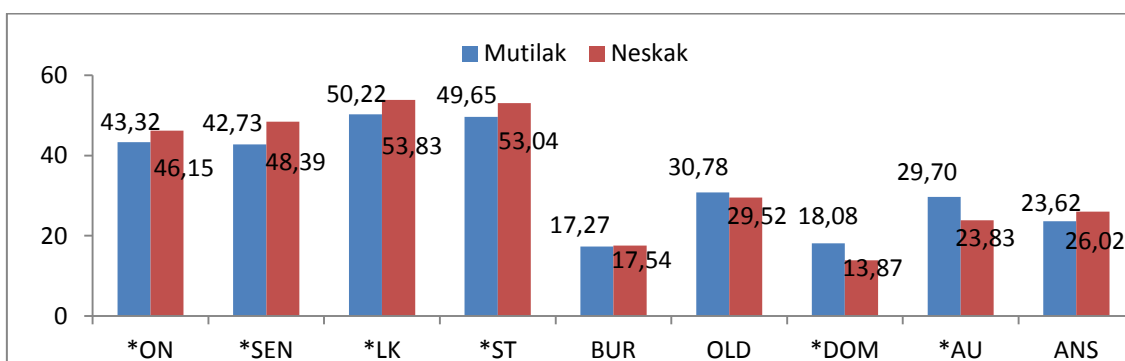
Oharra: *Interakzio sozialeko estrategia kognitiboak; Aldaketa esanguratsua izan zen aldagaiak letra lodiz idatzita aurkezten dira

9.3.1. Programaren efektuak jokaera sozialean sexuaren aldetik

Lehenik, programaren efektuak hainbat jokaera sozialean baloratzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalek pretestean lortutako puntuazioekin, AECS galdetegiarekin neurtutako jokaera sozialean. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,629$, $F(9, 73) = 4,77$, $p < 0,001$, adierazten dute, pretestean diferentzia estatistikoki esanguratsuak zeudela neska eta mutilen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,371$; $r = 0,61$).

Ondoren, 7 eta 8. tauletan, baita 34. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak aurkitu zirela neska eta mutil esperimentalen artean onarpen sozial, sentsibilitate sozial, laguntza-kolaborazio, segurtasun-tinkotasun, dominantzia eta apatia-uzkurtasuna aldagaietan, non mutilek puntuazio altuagoak izan zituzten jokaera negatiboetan eta neskek positiboetan. Efektuaren tamaina txikia izan zen buruzagitza prosozial eta oldarkortasun-burugogorkeria aldagaietan, ertaina onarpen sozial, laguntza-kolaborazio, segurtasun-tinkotasuna eta dominantzian, eta handia sentsibilitate sozial, dominantzia eta apatia-uzkurtasuna aldagaietan.

34. Grafikoa. Neska eta mutilen jokaera sozialen irudikapen grafikoa pretest etapan

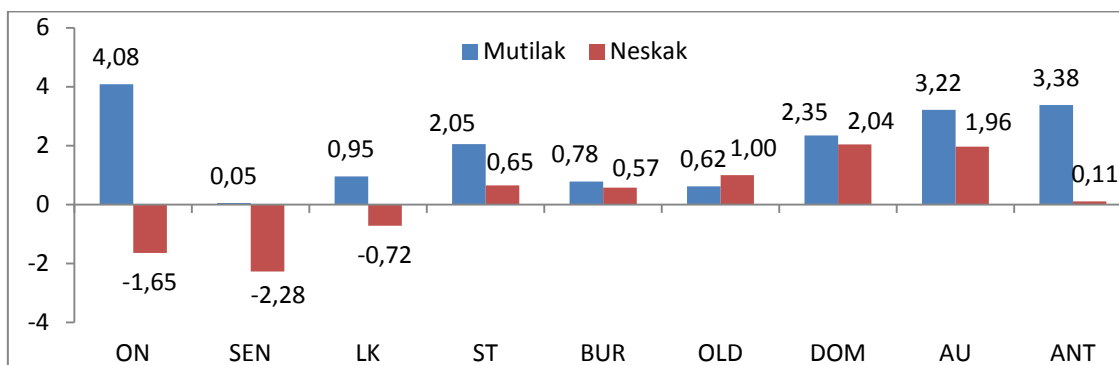


ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Ansietate soziala.

Bigarren, pretest-postest diferentzien puntuazioekin analisi multibariatu bat egin zen neska eta mutil esperimentalekin. Jokaera sozialen aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,889$, $F(9, 64) = 0,89$, $p = 0,537$, adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon talde esperimentaletako neska eta mutilen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,111$; $r = 0,33$).

Ondoren, 7 eta 8. tauletan, baita 35. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest ANCOVA emaitzek (ikus 8.taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon neska eta mutil esperimentalen artean, aztetutako aldagai batean ere ez. Emaiza hauek neska eta mutilen arteko aldaketak antzekoak izan direla baieztatzen dute. **Programak hobekuntza esanguratsua eragin zuen jokaera sozialetan (onarpen soziala, laguntza-kolaborazioa, segurtasun-tinkotasuna) partaide esperimental eta kontrolak alderatzerakoan, bi sexuen aldaketa antzekoa izan zen.** Beraz, programa eraginkorra izan zen hiru aldagaietan, programak berdin eragin zuen neska eta mutiletan.

35. Grafikoa. Neska eta mutilen jokaera sozialen pre-post aldaketaren irudikapen grafikoa



ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Ansietate soziala.

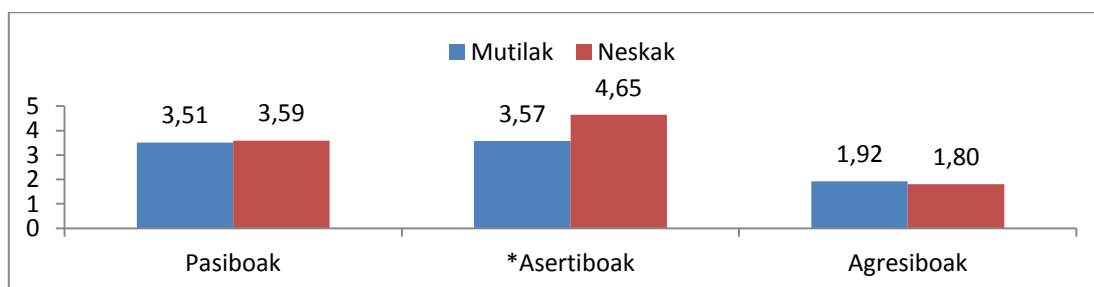
9.3.2. Programaren efektuak egoera sozialetako gatazken konponketa estrategia kognitiboetan sexuaren aldetik

Lehenik, programak egoera sozial gatazkatuen ebazpenerako estrategia kognitiboetan izandako efektuak baloratzeko asmoz, analisi multibariatu bat egin zen

partaide esperimentalen pretesteko puntuazioekin. Egoera sozial gatazkatsuen ebazpenerako estrategia kognitibo aldagaien pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,886$, $F(3, 79) = 3,38$, $p = 0,022$, adierazten dute diferentzia estatistikoki esanguratsuak zeudela kondizio esperimentaleko neska eta mutilen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,114$; $r = 0,34$).

Ondoren, 7 eta 8. tauletan, baita 36. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) erakusten dute desberdintasun estatistikoki esanguratsuak egon zirela interakzio sozialeko estrategia asertiboetan, talde esperimentaletako neska eta mutilen artean, non neskek puntuazio hobekak lortu zituzten mutilekin alderatuz. Efektuaren tamaina handia izan zen aldagai honetan.

36. Grafikoa. Neska eta mutilen egoera sozialetako gatazkak konpontzeko estrategia kognitiboen irudikapen grafikoa pretest etapan

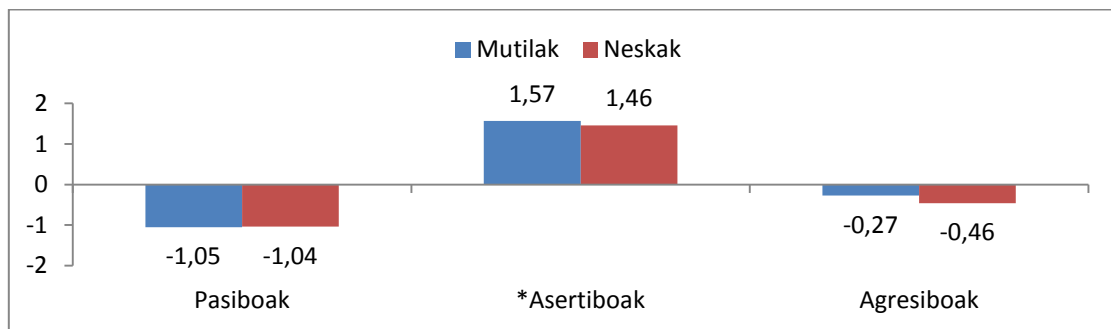


Bigarren, analisi multibariatu bat egin zen talde esperimentaletako neska eta mutilen pretest-posttest diferentzien puntuazioekin. Egoera sozial gatazkatsuen ebazpenerako estrategia kognitiboen aldagaiaren pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,926$, $F(3, 76) = 2,03$, $p = 0,116$, ez dute diferentzia estatistikoki esanguratsurik nabarmendu talde esperimentaletako neska eta mutilen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,074$; $r = 0,27$).

Ondoren, 7 eta 8. tauletan, baita 37. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptiboak (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVak) egin ziren. Lortutako emaitzek (ikus 8. taula) erakusten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutil esperimentalen artean interakzio sozialeko estrategia asertiboetan. Interakzio sozialeko estrategia pasibo eta

agresiboen aldaketa antzekoa izan zen bi sexuetan nahiz eta programaren efektuak aztertzerakoan, esperimental eta kontrolen arteko diferentzia ez zen izan esanguratsua. **Emaitzek baieztatzen dute esku-hartzeak gehiago hobetu zituela interakzio sozialeko estrategia asertiboak mutilengan nesken baino.** Efektuaren tamaina txiki izan zen.

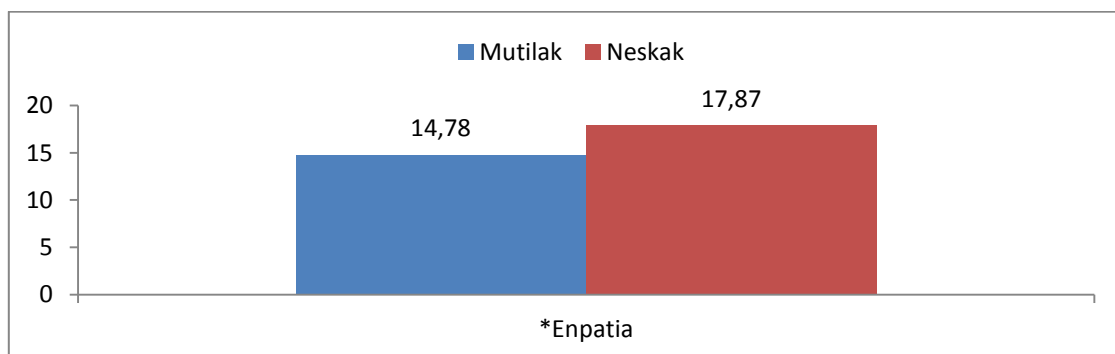
37. Grafikoa. Neska eta mutilen egoera sozialetako gatazkak konpontzeko estrategia kognitiboen pre-post aldaketaren irudikapen grafikoa



9.3.3. Programaren efektuak empatian sexuaren aldetik

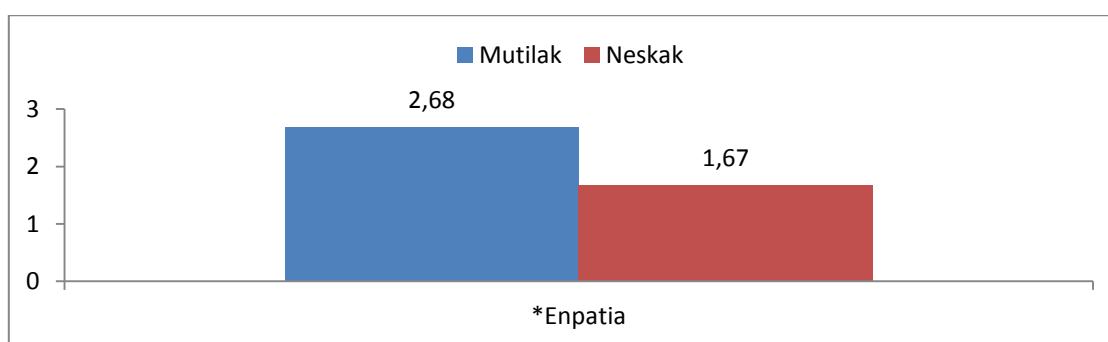
Lehenik, programaren efektuak empatia gaitasunean aztertzeko asmoz, 7 eta 8. tauletan, baita 38. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batzbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren partaide esperimentalekin. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela kondizio esperimentaleko neska eta mutilen artean, non neskek puntuazio esanguratsuki altuagoak erakutsi zituzten. Efektuaren tamaina handia izan zen.

38. Grafikoa. Neska eta mutilen empatiaren irudikapen grafikoa pretest etapan



Bigarren, 7 eta 8. tauletan, baita 39. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest arteko ANCOVA emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutil experimentalen artean, non mutilek nabarmenki hobetu zuten enpatia (neskekin alderatuz). Beraz, **esku-hartzeak gehiago hobetu zuen enpatia mutilengan, neskegan baino**. Efektuaren tamaina ertaina izan zen.

39. Grafikoa. Neska eta mutilen enpatiaren pre-post aldaketaren irudikapen grafikoa

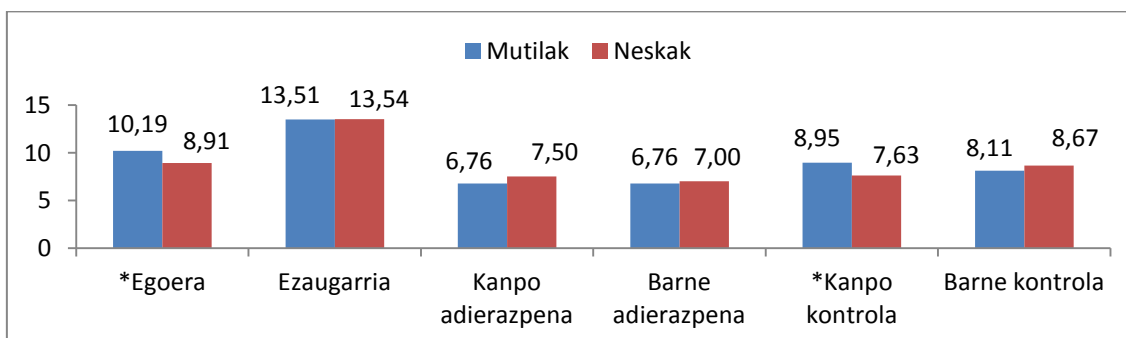


9.3.4. Programaren efektuak amorrutik sentimenduetan sexuaren aldetik

Lehenik, programaren efektuak amorrutik sentimenduetan aztertzeko asmoz, analisi multibariatu bat egin zen nerabe experimentalen pretesteko puntuazioekin, Amorrutik Adierazpen Galdetegiaren STAXI-NA aldagaiaren MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,811$, $F(6, 76) = 2,95$, $p = 0,012$, adierazten dute pretestean ez zela diferentzia estatistikoki esanguratsurik egon talde experimentaleko neska eta mutilen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,189$; $r = 0,43$).

Ondoren, 7 eta 8. tauletan, baita 40. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak zeudela neska eta mutilen artean amorrutik egoera eta amorrutik kanpo kontrolean, non mutilek puntuazio altuagoak erakutsi zituzten. Efektuaren tamaina ertaina izan zen.

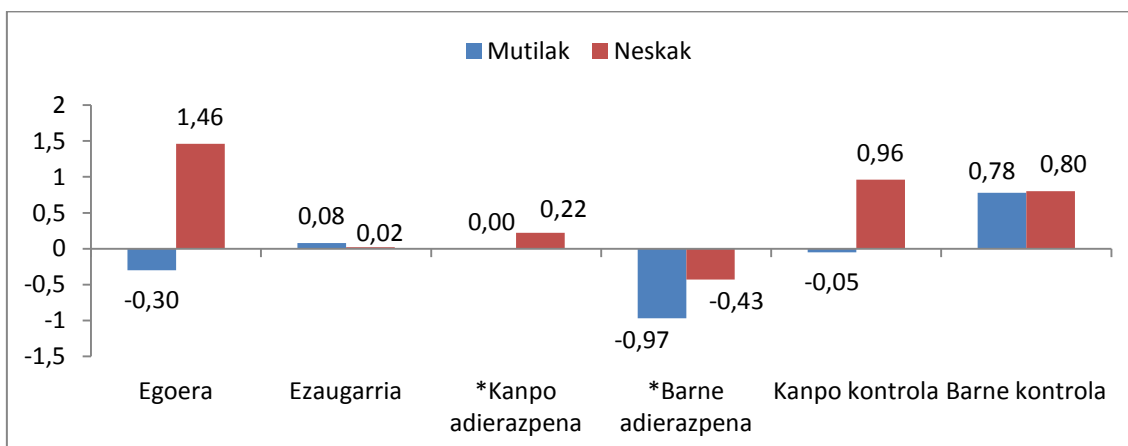
40. Grafikoa. Neska eta mutilen amorru sentimenduen irudikapen grafikoa pretest etapan



Bigarren, neska eta mutil esperimentalen pretest-postest arteko diferentzien puntuazioekin analisi multibariatu bat egin zen. Amorru sentimenduen aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,813$, $F(6, 70) = 2,68$, $p = 0,021$, adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon neska eta mutil esperimentalen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,187$; $r = 0,43$).

Ondoren, 7 eta 8. tauletan, baita 41. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Jasotako emaitzek (ikus 8. taula) diferentzia estatistikoki esanguratsuak nabarmentzen dituzte neska eta mutil esperimentalen artean, amorraren barne eta kanpo adierazpenean. Esku-hartzeak amorraren kanpo adierazpenean eragin ez bazuen ere, sexuaren arteko desberdintasun esanguratsuak aurkitzen dira bertan, non mutilek adierazpen maila mantentzen duten, neskek amorraren kanpo adierazpena igotzen dutelarik. Bestalde, mutilek neskek baino gehiago gutxitu dute amorraren barne adierazpena. Emaitza hauek baieztatzen dute **programak antzeko eragina izan zuela neska eta mutiletan amorraren barne kontrolan, non esku-hartzeak (esperimental eta kontrolak alderatuz) eragin esanguratsua izan zuen**. Efektuaren tamaina ertaina izan zen amorr-egoera eta amorraren kanpo kontrolan, eta txikia gainontzeko aldagaietan.

41. Grafikoa. Neska eta mutilen amorru sentimenduen pre-post aldaketaren irudikapen grafikoa pretest etapan

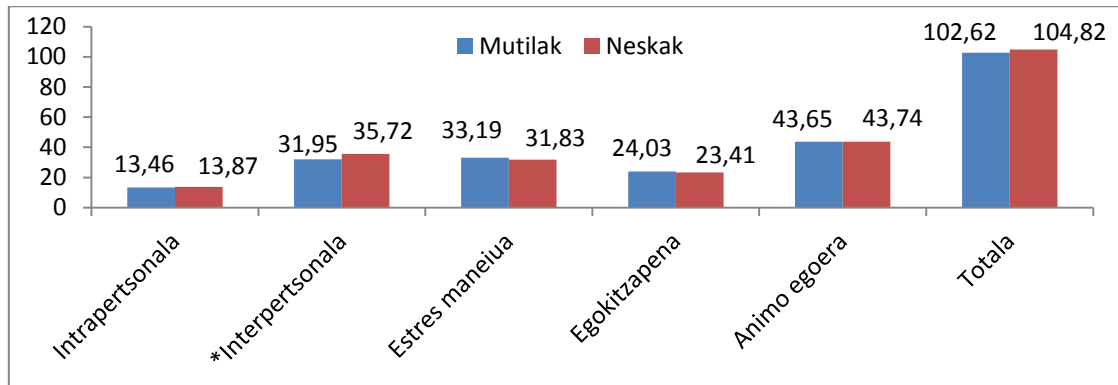


9.3.5. Programaren efektuak adimen emozionalean: adimen interpertsonala, intrapertsonala, estresaren maneia, egokitzapena eta egoera animikoa sexuaren aldetik

Lehenik, programak AEean izandako efektua aztertzeko asmoz, analisi multibariatu bat egin zen pretestean neska eta mutil esperimentalek lortutako puntuazioekin, EQi:YV-arekin neurtutako aldagaietan. AE aldagaien pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,749$, $F(5, 77) = 5,17$, $p < 0,001$, adierazten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutil esperimentalen artean, efektuaren tamaina ertaina izanik ($\eta^2 = 0,251$; $r = 0,50$).

Ondoren, 7 eta 8. tauletan, baita 42. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute neska eta mutilen arteko diferentzia estatistikoki esanguratsu bakarra adimen interpertsonal aldagaien aurkitzen dela, non neskek puntuazio altuagoak lortzen dituzten. Efektuaren tamaina handia izan zen aldagai honetan.

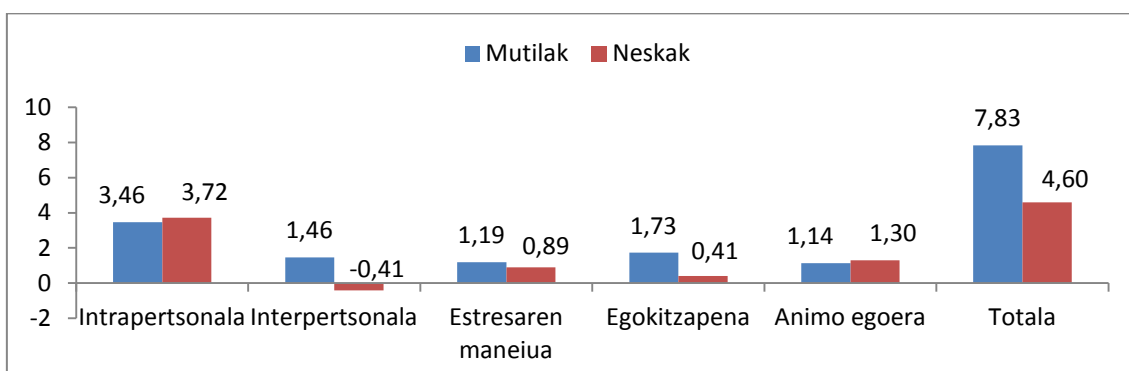
42. Grafikoa. Neska eta mutilen adimen emozionalaren irudikapen grafikoa pretest etapan



Bigarren, analisi multibariatu bat egin zen neska eta mutil esperimentalen pretest-postest diferentzien puntuazioekin. Pretest-postest adimen emozional aldagaien MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,942$, $F(5, 72) = 0,88$, $p = 0,499$, ez dute neska eta mutilen arteko desberdintasun esanguratsurik nabarmantzen, efektuaren tamaina txikia izanik ($\eta^2 = 0,058$; $r = 0,24$).

Ondoren, 7 eta 8. tauletan, baita 43. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest ANCOVA emaitzek (ikus 8. taula) ez dute neska eta mutilen arteko diferentzia estatistiko esanguratsurik erakutsi AEean. Beraz, **esku-hartzea eraginkorra izan zen AE aldagaietan (adimen intrapertsonala, interpertsonala, animo egoera), programak antzeko aldaketak eragin zituen neska eta mutilengan.**

43. Grafikoa. Neska eta mutilen adimen emozionalaren pre-post aldaketaren irudikapen grafikoa

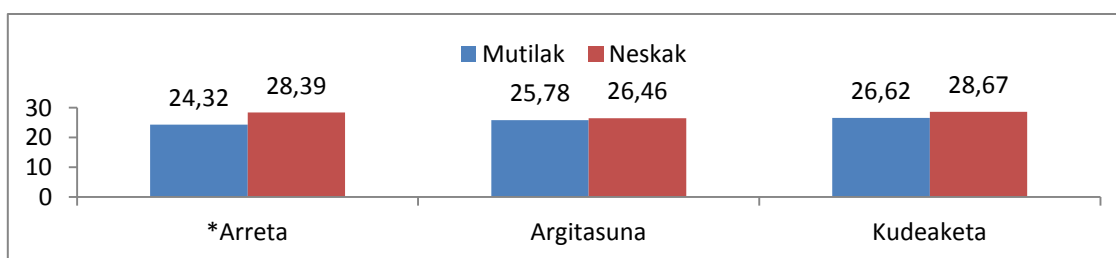


9.3.6. Programaren efektuak adimen emozional intrapertsonalean: arreta, argitasuna eta kudeaketa sexuaren aldetik

Lehenik, programaren efektuak AE intrapertsonalean aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalen pretesteko puntuazioekin, TMMS-24 eskalan oinarrituz. Pretesteko AE intrapertsonal aldagaiaren MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,864$, $F(3, 79) = 4,13$, $p = 0,009$, adierazten dute diferentzia estatistikoki esanguratsuak egon zirela talde esperimentaletako neska eta mutilen artean, non neskek puntuazio hobekak lortu zituzten. Efektuaren tamaina txikia izan zen ($\eta^2 = 0,136$; $r = 0,37$).

Ondoren, 7 eta 8. tauletan, baita 44. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutilen artean arreta emozional aldagaian, non neskek puntuazio altuagoak lortu zituzten. Kudeaketa emozional aldagaian, desberdintasunak tendentzialak dira. Efektuaren tamaina handia izan zen arreta emozionalean, ertaina kudeaketa emozionalean eta txikia argitasun emozionalean.

44. Grafikoa. Neska eta mutilen adimen emozional intrapertsonalaren irudikapen grafikoa pretest etapan

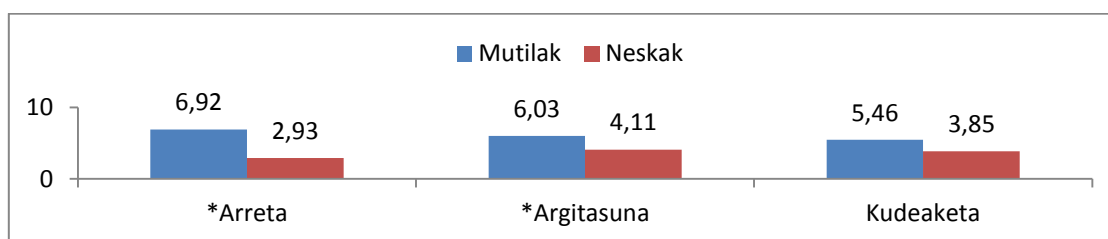


Bigarren, analisi multibariatu bat egin zen neska eta mutil esperimentalen pretest-posttest arteko diferentzien puntuazioekin. Pretest-posttest arteko AE intrapertsonalaren aldagaiaren MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,938$, $F(3, 76) = 1,69$, $p = 0,176$, ez dute neska eta mutilen arteko desberdintasun estatistikoki esanguratsurik erakutsi, efektuaren tamaina txikia izanik ($\eta^2 = 0,062$; $r = 0,25$).

Ondoren, 7 eta 8. tauletan, baita 45. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi

unibariatuak (ANCOVAk) egin ziren. Pretest-posttest ANCOVA emaitzek (ikus 8.taula) adierazten dute desberdintasun estatistikoki esanguratsuak egon zirela neska eta mutilen artean arreta eta argitasun emozionalean. Hala ere, ez zen desberdintasunik aurkitu kudeaketa emozionalean. Emaiza hauek adierazten dute **esku-hartzeak gehiago hobetu zuela AE intrapertsonala (arreta eta argitasun emozionala) mutilengan neskegan baino, nahiz eta kudeaketa emozionalean, programaren eragina antzekoa izan**. Efektuaren tamaina handia izan zen lehenengo aldagaian eta txikia beste bietan.

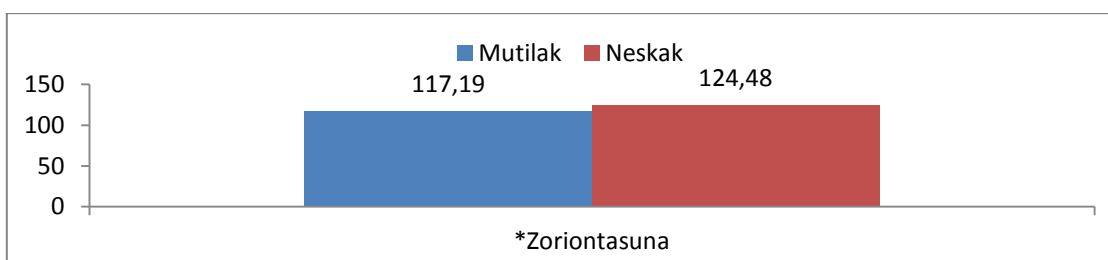
45. Grafikoa. Neska eta mutilen adimen emozional intrapertsonalaren pre-post aldaketaren irudikapen grafikoa



9.3.7. Programaren efektuak zoriontasun sentimenduetan sexuaren aldetik

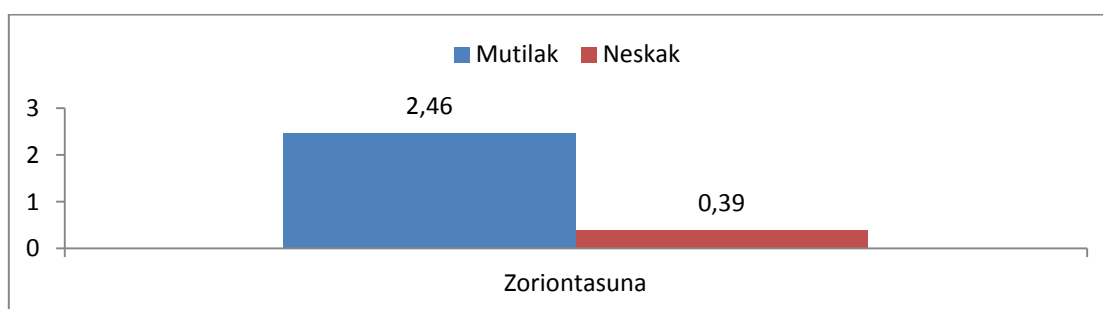
Lehenik, programaren efektua zoriontasunean baloratzeko asmoz, 7 eta 8. tauletan, baita 46. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batzbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutil esperimentalen artean, non neskek puntuazio altuagoak lortu zituzten. Efektuaren tamaina ertaina izan zen.

46. Grafikoa. Neska eta mutilen zoriontasun sentimenduen irudikapen grafikoa pretest etapan



Bigarren, 7 eta 8. tauletan, baita 47. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVak) egin ziren. Lortutako emaitzek (ikus 8. taula) ez dute neska eta mutil experimentalen arteko diferentzia estatistikoki esanguratsurik nabarmendu zoriontasun sentimenduetan. Efektuaren tamaina txikia izan zen.

47. Grafikoa. Neska eta mutilen zoriontasun sentimenduen pre-post aldaketaren irudikapen grafikoa

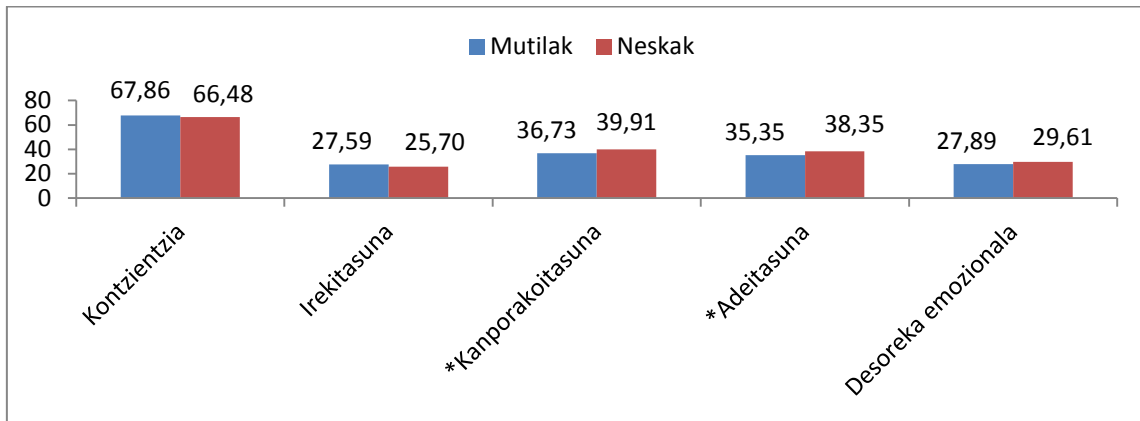


9.3.8. Programaren efektuak nortasunaren dimentsio handietan sexuaren aldetik

Lehenik, programak nortasunean eragindako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe experimentalen pretesteko puntuazioekin, nortasunaren dimentsio handien “big five” galdetegian oinarrituz. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,760$, $F(5, 77) = 4,87$, $p = 0,001$, diferentzia estatistikoki esanguratsuak erakusten dituzte neska eta mutil experimentalen artean, efektuaren tamaina ertaina izan zelarik ($\eta^2 = 0,240$; $r = 0,45$).

Ondoren, 7 eta 8. tauletan, baita 48. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute neska eta mutilen artean diferentzia estatistikoki esanguratsuak egon zirela kanporakoitasun eta adeitasun aldagaietan, non neskek puntuazio altuagoak lortu zituzten. Efektuaren tamaina ertaina izan zen bi aldagai hauetan eta txikia gainontzekoetan.

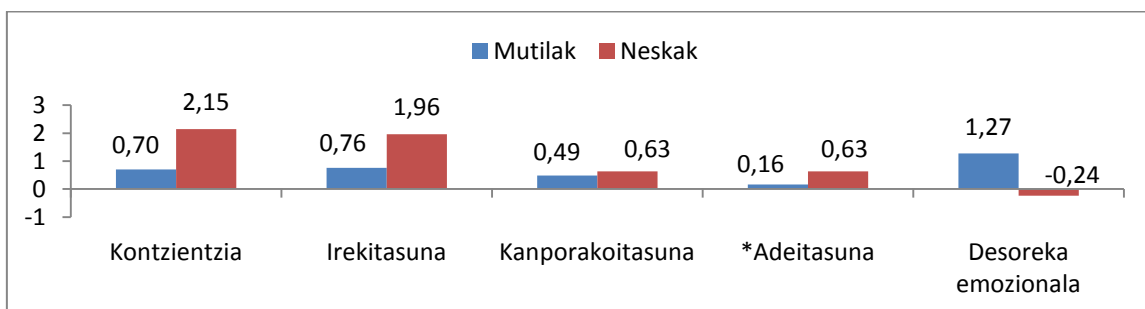
48. Grafikoa. Neska eta mutilen nortasunaren irudikapen grafikoa pretest etapan



Bigarren, analisi multibariatu bat egin zen neska eta mutil esperimentalen pretest-postest diferentzien puntuazioekin. Nortasun aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,919$, $F(5, 72) = 0,28$, $p = 0,287$, adierazten dute ez zela diferentzia estatistiko esanguratsurik aurkitu neska eta mutil esperimentalen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,081$; $r = 0,28$).

Ondoren, 7 eta 8. tauletan, baita 49. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Programak nortasunean eragin ez bazuen ere, pretest-postest arteko ANCOVA emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela neska eta mutil esperimentalen artean adeitasun aldagaian, non neskek mutilek baino gehiago hobetu zuten. Efektuaren tamaina txikia izan zen aldagai guztietan.

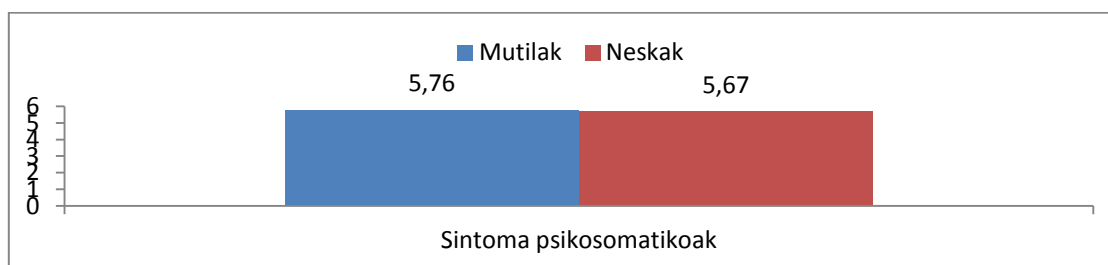
49. Grafikoa. Neska eta mutilen nortasunaren pre-post aldaketaren irudikapen grafikoa



9.3.9. Programaren efektuak sintoma psikosomatikoetan sexuaren aldetik

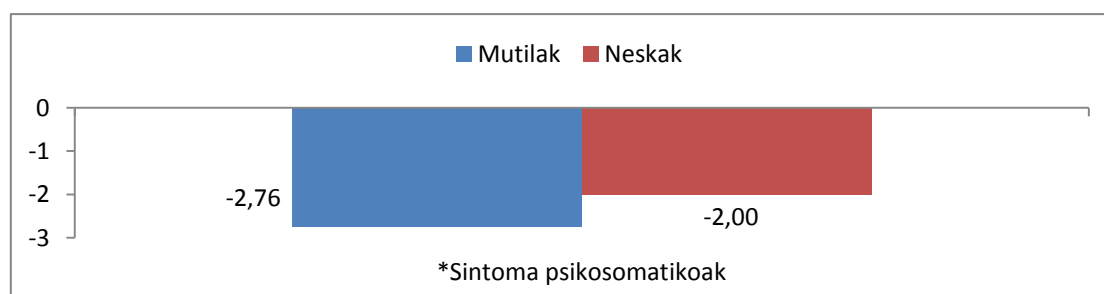
Lehenik, programaren efektuak sintoma psikosomatikoetan aztertzeko asmoz, 7 eta 8. tauletan, baita 50. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 8.taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon talde esperimentaletako neska eta mutilen artean, efektuaren tamaina txikia izanik.

50. Grafikoa. Neska eta mutilen sintoma psikosomatikoen irudikapen grafikoa pretest etapan



Bigarren, 7 eta 8.tauletan, baita 51.grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAK) egin ziren. Lortutako emaitzek (ikus 8.taula) diferentzia estatistikoki esanguratsuak erakusten dituzte neska eta mutil esperimentalen artean, non mutilek nabarmenki hobetu zituzten beraien sintomak neskekin alderatuz. Emaitza hauek baieztatzen dute **programak gehiago gutxitu zituela mutilen sintoma psikosomatikoak (neskenak baino), desberdintasun hau esanguratsua izanik.** Efektuaren tamaina txikia izan zen.

51. Grafikoa. Neska eta mutilen sintoma psikosomatikoen pre-post aldaketaren irudikapen grafikoa

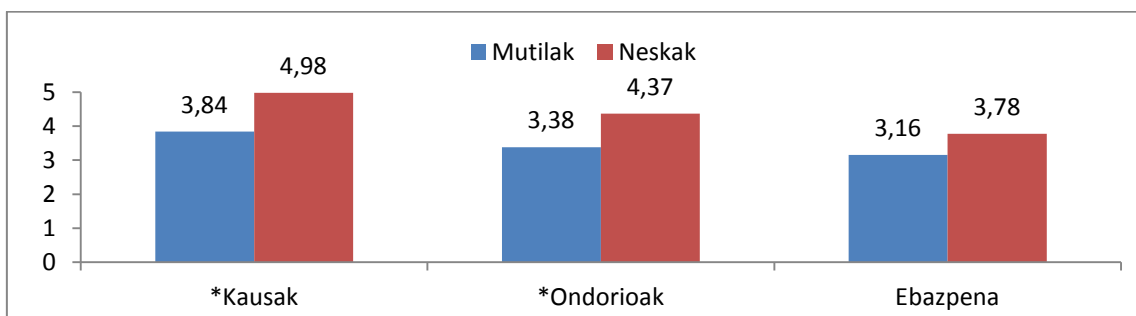


9.3.10. Programaren efektuak sentimenduak aztertze gaitasunean sexuaren aldetik

Lehenik, programak sentimenduak aztertze gaitasunean izandako eragina aztertze asmoz, analisi multibariatu bat egin zen nerabe esperimentalen pretesteko puntuazioekin, CECAS galdetegian oinarrituz. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,909$, $F(3, 79) = 2,64$, $p = 0,055$, diferentzia tendentzialak nabarmentzen dituzte neska eta mutil esperimentalen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,091$; $r = 0,30$).

Ondoren, 7 eta 8. tauletan, baita 52. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 8. taula) adierazten dute diferentzia estatistikoki esanguratsuak zeudela neska eta mutilen arteko sentimenduen kausa eta ondorioak aztertze gaitasunean, non neskek puntuazio altuagoak lortu zituzten. Efektuaren tamaina ertaina izan zen hiru aldagaietan.

52. Grafikoa. Neska eta mutilen sentimenduak aztertze gaitasunaren irudikapen grafikoa pretest etapan

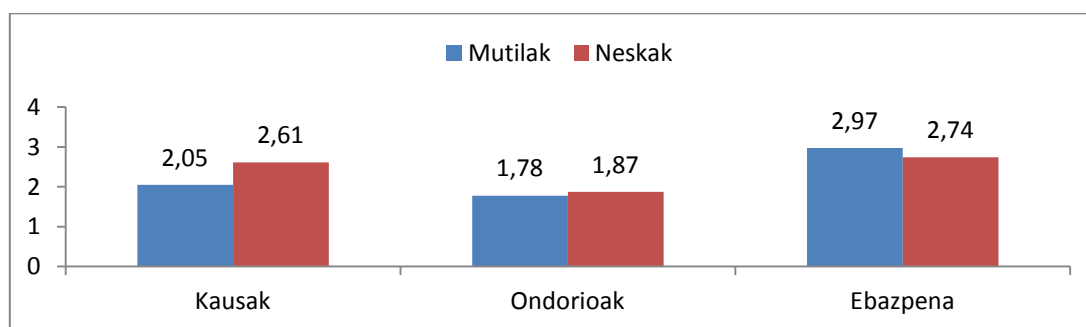


Bigarren, analisi multibariatu bat egin zen neska eta mutil esperimentalen pretest-postest arteko diferentzien puntuazioekin. Sentimenduak aztertze gaitasun aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,943$, $F(3, 76) = 1,54$, $p = 0,212$, ez zuten neska eta mutil esperimentalen arteko desberdintasun estatistikoki esanguratsurik aurkitu, efektuaren tamaina txikia izanik ($\eta^2 = 0,057$; $r = 0,24$).

Ondoren, 7 eta 8. tauletan, baita 53. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi

unibariatuak (ANCOVAK) egin ziren. Lortutako emaitzek (ikus 8.taula) ez dute neska eta mutil experimentalen arteko diferentzia estatistikoki esanguratsurik aurkitu sentimenduak aztertze gaitasunean. Emaitza hauek erakusten dute **programak antzeko eragina izan duela neska eta mutilengan, sentimenduen kausa eta ondorioak aztertze gaitasunean, baita sentimendu hauek ebazteko gaitasunean ere**. Efektuaren tamaina txikia izan zen aldagai guztietan.

53. Grafikoa. Neska eta mutilen sentimenduak aztertze gaitasunaren pre-post aldaketaren irudikapen grafikoa

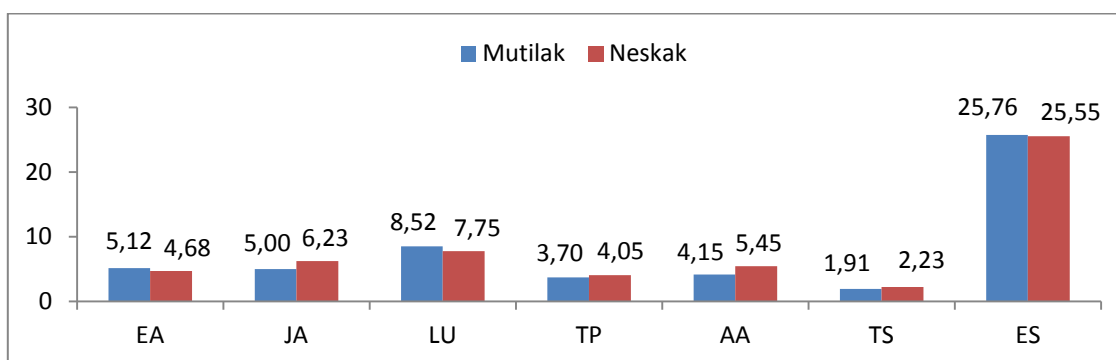


9.3.11. Programaren efektuak jokaera arazoetan sexuaren aldetik

Lehenik, programak jokaera arazoetan izandako efektuak baloratzeko asmoz, analisi multibariatu bat egin zen nerabe experimentalen pretesteko puntuazioekin, EPC eskala erabiliz. Jokaera arazoan aldagaien pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,838$, $F(7, 69) = 1,90$, $p = 0,082$, ez dute neska eta mutil experimentalen arteko diferentzia estatistikoki esanguratsurik erakusten, efektuaren tamaina ertaina izanik ($\eta^2 = 0,162$; $r = 0,40$).

Ondoren, 7 eta 8. tauletan, baita 54. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 8. taula) adierazten dute ez zela desberdintasun estatistikoki esanguratsurik aurkitu neska eta mutil experimentalen artean, aztertutako 7 aldagaietariko batean ere ez (eskola arazoak, jokaera antisoziala, lotsa-uzkurtasuna, trastorno psikopatologikoak, antsietate arazoak, trastorno psikosomatikoak eta egokitzapen soziala). Efektuaren tamaina txikia izan zen aldagai guztietan antsietate arazoetan izan ezik, non efektuaren tamaina ertaina izan zen.

54. Grafikoa. Neska eta mutilen jokaera arazoaren irudikapen grafikoa pretest etapan

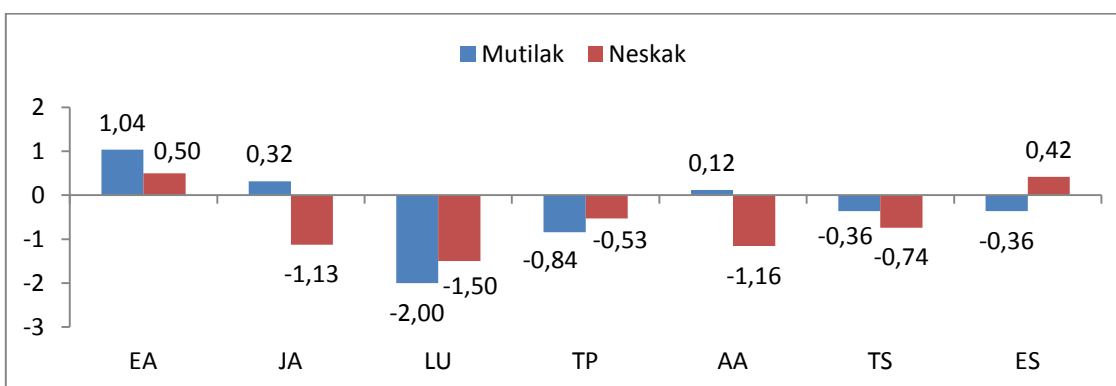


EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Lotsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

Bigarren, analisi multibariatu bat egin zen neska eta mutil esperimentalen pretest-postest diferentzien puntuazioekin. Jokaera arazoaren aldagaien pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,972$, $F(7, 48) = 0,19$, $p = 0,985$, adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon neska eta mutil esperimentalen artean, efektuaren tamaina txikia izanik ($\eta^2 = 0,028$; $r = 0,16$).

Ondoren, 7 eta 8. tauletan, baita 55. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak egin ziren. Programak ez zuen aldaketa esanguratsurik eragin jokaera arazoetan eta pretest-postest ANCOVA emaitzek (ikus 8. taula) ere ez zuten diferentzia estatistikoki esanguratsurik erakutsi neska eta mutil esperimentalen artean. Efektuaren tamaina ertaina izan zen antsietate arazoaren aldagaian eta txikia gainontzekoetan.

55. Grafikoa. Neska eta mutilen jokaera arazoaren pre-post aldaketaren irudikapen grafikoa



EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Lotsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

9.3.12. Programaren efektuak nerabeen ikuspuntu subjektibotik sexuaren aldetik

Azkenik, programa parte-hartzaileen pertzepzio subjektibotik ebaluatzeko asmoz, prozesua amaitutakoan nerabeek erantzundako galdegegien emaitzak aurkezten dira. Honetarako, analisi multibariatu bat egin zen nerabe esperimentalek postestean lortutako puntuazioekin. PEG galdegegien MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,357$, $F(29, 53) = 3,29$, $p = 0,000$, sexuaren araberako diferentzia estatistikoki esanguratsuak erakusten dituzte, efektuaren tamaina handia izanik ($\eta^2 = 0,643$; $r = 0,80$).

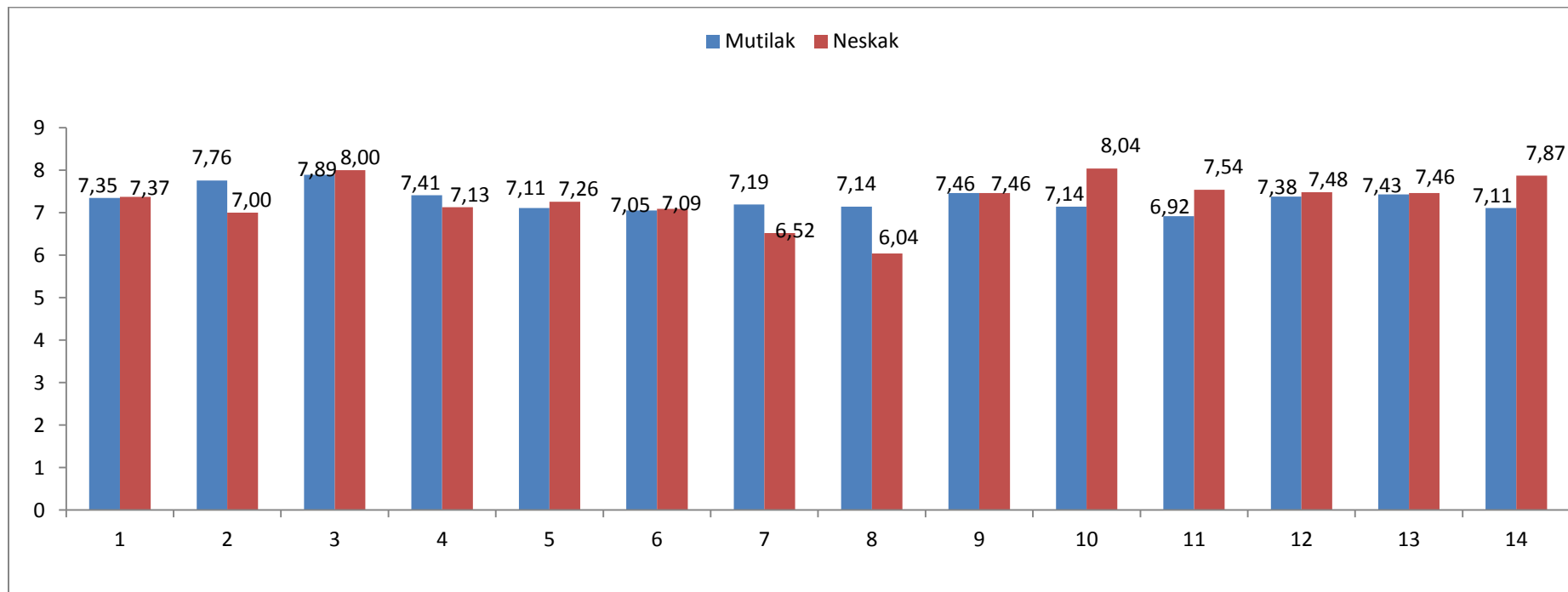
Ondoren, 9. taulan eta 56. grafikoan ikus daitezkeen postest analisi deskriptibo (batazbesteko eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren.

9. Taula. Neska eta mutil esperimentalen postest etapako batezbesteko, desbideratze tipiko, bariantza analisisien emaitza eta efektuaren tamainak (d) programaren ebaluazio subjektiboan

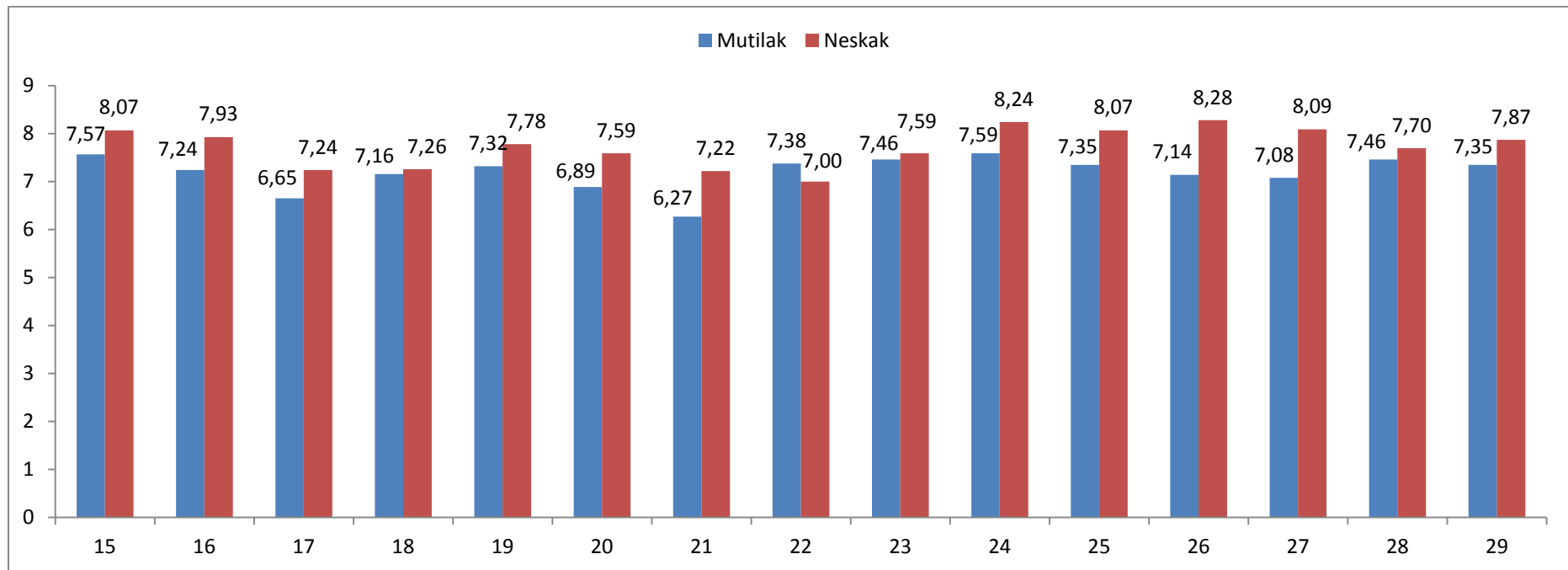
	Postest				Anova Postest		<i>d</i>
	Mutilak (n=67)		Neskak (n=81)		<i>F</i> (1, 81)	<i>p</i>	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>			
1. Hobeto ezagutzen dut nire burua	7,35	2,39	7,37	1,92	0,00	0,969	-0,00
2. Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat	7,76	1,81	7,00	1,77	3,64	0,060	0,42
3. Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez	7,89	1,74	8,00	1,64	0,08	0,773	-0,06
4. Arreta gehiago eskaintzen diet nire sentimenduei hauek hobeto identifikatuz	7,41	1,86	7,13	1,57	0,53	0,468	0,16
5. Hobeto ulertzen ditut nire sentimenduak	7,11	2,24	7,26	1,74	0,12	0,728	-0,07
6. Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...)	7,05	1,82	7,09	2,17	0,00	0,941	-0,01
7. Haserretzen naizenean hobeto kontrolatu ditzaket amorru sentimenduak	7,19	1,76	6,52	1,97	2,57	0,112	0,35
8. Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket	7,14	2,31	6,04	2,27	4,66	0,034	0,48
9. Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut	7,46	2,03	7,46	1,65	0,00	0,994	0
10. Zoriontsuagoa naiz	7,14	2,71	8,04	1,73	3,42	0,068	-0,39
11. Baikorragoa naiz	6,92	2,64	7,54	1,76	1,66	0,201	-0,27
12. Bizitzarekin gustorago nago	7,38	2,24	7,48	1,89	0,04	0,826	-0,05
13. Emozio positibo gehiago dauzkat	7,43	1,74	7,46	1,54	0,00	0,947	-0,01
14. Motibatuago nago gauzak egiteko	7,11	2,06	7,87	2,03	2,84	0,096	-0,37
15. Bizitzeko gogo gehiago daukat	7,57	2,61	8,07	2,13	0,91	0,342	-0,21
16. Beste persona batzuei entzuteko gaitasun handiagoa daukat	7,24	2,14	7,93	1,62	2,80	0,098	-0,36
17. Hobeto adierazten ditut nire emozioak	6,65	2,38	7,24	1,82	1,63	0,205	-0,28
18. Nire iritziak gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz	7,16	1,96	7,26	2,11	0,04	0,828	-0,05

19. Besteen emozioak hobeto identifikatu eta ulertzen ditut	7,32	1,75	7,78	1,64	1,50	0,224	-0,27
20. Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut	6,89	2,37	7,59	1,60	2,51	0,116	-0,34
21. Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut	6,27	1,99	7,22	1,53	5,98	0,017	-0,53
22. Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe	7,38	1,65	7,00	1,87	0,92	0,339	0,21
23. Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut	7,46	1,79	7,59	1,60	0,11	0,733	-0,07
24. Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, envidia...) bereizten ikasi dut	7,59	2,44	8,24	1,65	2,04	0,156	-0,31
25. Beste persona baten lekuan errezago jarri naiteke	7,35	2,46	8,07	1,90	2,22	0,140	-0,32
26. Kontzienteagoa naiz jendek sentitzeko modu desberdinak dituela	7,14	2,04	8,28	1,48	8,76	0,004	-0,64
27. Hobeto ulertzen dut nola sentitzen diren beste pertsonak	7,08	2,11	8,09	1,36	6,87	0,010	-0,56
28. Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak	7,46	2,02	7,70	1,98	0,28	0,595	-0,12
29. Adiago nago besteen sentimenduez eta hauen sentimenduetan pentsatzen saiatzen naiz	7,35	2,08	7,87	1,58	1,65	0,202	-0,28
PEG TOTALA	7,25	1,45	7,52	1,12	0,93	0,337	-0,21

56. Grafikoa. Neska eta mutil esperimentalen programaren ebaluazio subjektiboaren irudikapen grafikoa postest etapan



1 = Hobeto ezagutzen dut nire burua; 2 = Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat; 3 = Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez; 4 = Arreta gehiago eskaintzen diet nire sentimenduei hauek hobeto identifikatuz; 5 = Hobeto ulertzen ditut nire sentimenduak; 6 = Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...); 7 = Haserretzen naizenean hobeto kontrolatu ditzaket amorru sentimenduak; 8 = Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket; 9 = Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut; 10 = Zoriontsuagoa naiz; 11 = Baikorragoa naiz; 12 = Bizitzarekin gustorago nago; 13 = Emozio positibo gehiago dauzkat; 14 = Motibatuago nago gauzak egiteko.



15 = Bizitzeko gogo gehiago daukat; 16 = Beste persona batzuei entzuteko gaitasun handiagoa daukat; 17 = Hobeto adierazten ditut nire emozioak; 18 = Nire iritziak gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz; 19 = Besteen emozioak hobeto identifikatu eta ulertzen ditut; 20 = Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut; 21 = Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut; 22 = Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe; 23 = Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut; 24 = Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, enbidia...) bereizten ikasi ditut; 25 = Beste pertsona baten lekuan errezago jarri naiteke; 26 = Kontzienteagoa naiz jendek sentitzeko modu desberdinak dituela; 27 = Hobeto ulertzen dut nola sentitzen diren beste pertsonak; 28 = Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak; 29 = Adiago nago besteen sentimenduez eta hauen sentimenduetan pentsatzen saiatzen naiz.

9.taulako emaitzek desberdintasun estatistikoki esanguratsuak nabarmentzen dituzte neska eta mutilen artean 2, 8, 21, 26 eta 27. itemetan, non mutilek puntuazio altuagoak erakusten dituzten lehenengo bi itemetan eta neskek beste hiruretan. Gainontzeko 24 itemetan ez dago sexuaren araberako desberdintasun estatistikoki esanguratsurik. ***Emaitza hauek baieztatzen dute esku-hartzeak aldagai desberdinak (adibiez autokontzientzia, erregulazio emozionala, animo egoera, komunikazioa, enpatia...) hobetzen izan zuen eragin positiboa, orokorrean antzekoa izan zela neska eta mutiletan.***

9.4. PROGRAMAREN EFEKTUAK MAILA SOZIOEKONOMIKOAREN ALDETIK

Ikertutako aldagaien aldaketa ebaluatzeko asmoz maila sozioekonomikoaren arabera (baxua, erdikoa, altua), analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi multibariatu (MANOVAK) eta unibariatuak (ANOVAK) egin ziren partaide esperimentalen pretest, posttest eta pretest-posttest arteko puntuazioekin. Gainera, pretest-posttest kobariantzaren analisiak ere egin ziren, pretesteko hiru kondizioen arteko desberdintasunak kobariatuz (ANCOVAK eta MANCOVAK).

Jarraian bi taula aurkezten dira non partaide esperimentalen batazbesteko eta desbideratze tipikoak erakusten diren pretestean eta pretest-posttest aldaketan (10. taula), baita bariantzaren analisiak ere (11. taula) maila sozioekonomikoaren arabera. Aldi berean, emaitza hauek 57-79 grafikoetan aurkezten dira.

10. Taula. Ikerketutako aldagaien batezbesteko eta desbideratze tipikoak pretest eta pre-post aldaketetan maila sozioekonomikoaren aldetik

	Pretest						Pretest-Postest					
	Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)		Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Jokaera soziala (AECS)												
Onarpen soziala	45,95	7,02	44,66	5,72	44,26	6,94	3,00	8,99	2,29	7,13	-3,39	3,00
Sentsibilitate soziala	47,55	5,05	45,16	6,00	45,43	5,61	-1,45	4,37	-1,50	5,77	-0,61	-1,45
Laguntza-Kolaborazioa	53,27	5,57	51,58	7,02	52,26	7,12	1,05	3,68	-0,71	6,00	0,26	1,05
Segurtasun-Tinkotasuna	52,45	7,00	51,26	7,21	51,09	8,06	3,27	5,73	0,26	6,75	1,04	3,27
Buruzagitza prosoziala	17,45	3,61	18,26	3,64	16,00	4,16	0,18	3,06	0,39	3,26	1,57	0,18
Oldarkortasuna	29,73	6,40	30,00	5,60	30,57	7,53	-0,73	4,43	1,76	7,21	0,78	-0,73
Dominantzia	15,64	6,91	14,82	5,69	17,39	7,68	1,55	6,03	4,21	7,40	-0,57	1,55
Apatia-Uzkurtasuna	27,95	9,96	27,42	6,98	23,39	5,15	0,82	7,28	3,87	9,68	1,91	0,82
Antsietate soziala	25,50	6,78	25,42	8,40	23,65	8,26	0,86	7,34	2,13	8,97	1,30	0,86
*Estrategiak (EIS)												
Pasibak	2,86	2,37	3,32	2,60	4,61	2,51	0,18	1,91	-1,21	2,39	-1,96	2,18
Asertiboak	3,82	1,76	4,16	1,67	4,52	1,41	2,18	2,57	1,16	1,86	1,43	2,06
Agresiboak	1,59	1,09	1,82	1,39	2,17	1,43	-0,18	1,81	-0,61	1,34	-0,17	1,97
Enpatia (EC)	17,82	3,06	15,95	2,68	16,13	3,75	1,14	2,07	2,53	1,99	2,39	2,59
Amorrua (STAXI-NA)												
Egoera	9,23	1,92	10,05	3,41	8,78	1,53	0,36	2,95	0,47	4,79	1,30	4,11
Ezaugarria	13,91	2,79	13,95	3,66	12,48	2,04	-0,18	2,73	-0,58	3,23	1,30	2,09
Amorruaren kanpo adierazpena	7,23	1,60	7,18	2,06	7,09	2,06	0,09	1,71	0,21	2,03	0,00	1,68

	Pretest						Pretest-Posttest					
	Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)		Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)	
	M	DT	M	DT	M	DT	M	DT	M	DT	M	DT
Amorruaren barne adierazpena	7,41	2,24	6,58	1,88	6,91	1,16	-0,50	2,04	-0,61	1,42	-0,96	1,74
Amorruaren kanpo kontrola	7,55	2,24	8,39	2,25	8,57	2,52	1,23	2,09	0,11	1,73	0,48	2,59
Amorruaren barne kontrola	8,23	1,47	8,79	2,46	8,00	2,37	1,09	2,65	0,45	1,85	1,09	1,47
Adimen emozionala (EQi:YV)												
Intrapertsonala	13,00	3,39	14,16	3,52	13,57	4,51	4,64	3,78	3,32	2,64	3,09	2,81
Interpertsonala	36,00	4,50	33,34	4,81	33,30	4,49	-0,55	3,15	0,97	3,71	0,43	4,01
Estresaren maneioa	31,45	6,12	31,82	5,98	34,39	6,96	2,68	4,99	0,50	4,95	0,30	4,53
Egokitzapena	25,05	4,45	23,79	3,87	22,22	3,89	-0,41	4,17	0,89	3,41	2,52	4,57
Animo egoera	46,32	5,27	42,89	6,00	42,52	5,70	-1,14	4,08	1,37	4,95	3,26	4,97
AE koizientea	105,50	7,73	103,10	10,88	103,47	12,45	6,36	9,97	5,68	8,30	6,34	10,19
AE Intrapertsonala (TMMS-24)												
Arreta	26,91	6,85	26,16	5,76	26,96	6,25	3,36	5,98	5,32	5,21	5,00	4,48
Argitasuna	26,14	6,39	26,76	5,33	25,17	6,91	3,82	6,37	4,29	5,57	7,17	4,73
Kudeaketa	27,82	4,59	27,82	5,00	27,61	5,67	4,59	5,04	3,89	4,92	5,65	5,55
Zoriontasuna (OHQ)	125,77	15,58	119,92	13,75	119,04	12,84	-0,36	16,93	-2,29	15,66	8,87	15,55
Nortasuna (BFQ-NA)												
Kontzientzia	67,09	9,51	68,89	10,85	64,13	10,11	1,23	9,79	1,16	11,61	2,35	8,96
Irekitasuna	26,68	4,24	26,84	5,24	25,91	4,29	1,32	4,52	1,58	6,26	1,26	3,30
Kanporakoitasuna	40,64	5,77	38,13	6,30	37,04	4,10	0,27	4,25	0,11	6,76	1,61	5,86
Adeitasuna	37,32	4,55	37,47	5,70	35,96	4,87	0,77	5,85	-0,63	6,33	1,83	4,44
Desoreka emozionala	29,32	9,28	30,05	7,83	26,39	7,20	0,41	6,66	1,08	7,68	-0,61	4,13
Psikosomatika (PHQ-15)	6,14	2,05	5,11	2,69	6,30	2,91	-2,41	2,34	-2,08	2,27	-2,70	1,84

	Pretest						Pretest-Posttest					
	Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)		Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)	
	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>	<i>M</i>	<i>DT</i>
Sentimenduen analisisa (CECAS)												
Kausak	4,41	1,92	4,16	2,22	5,04	1,96	2,86	3,06	2,26	2,52	2,04	3,83
Ondorioak	3,95	1,89	3,61	2,43	4,43	1,62	2,41	3,06	1,47	3,25	1,87	3,22
Ebazpena	3,36	1,29	3,45	1,75	3,74	1,71	4,00	2,72	2,92	2,68	1,61	2,62
Jokaera arazoak (EPC)												
Eskola arazoak	5,14	3,45	5,00	4,62	4,41	4,26	0,57	3,72	0,62	1,93	0,95	3,23
Jokaera antisoziala	5,00	4,58	6,38	4,32	5,32	6,19	-0,57	3,15	-0,71	3,33	-0,38	5,23
Lotsa-Uzkurtasuna	8,48	4,14	7,18	4,21	9,09	4,87	-1,62	3,86	-0,57	3,06	-2,90	3,08
Trastorno psikopatologikoak	4,57	3,97	3,53	3,77	3,82	3,54	-0,71	3,38	-0,33	2,37	-0,90	2,99
Antsietate arazoak	5,05	3,05	4,71	2,91	5,05	3,19	0,00	2,84	-1,05	2,59	-0,90	2,62
Trastorno psikosomatikoak	2,76	3,56	1,65	1,75	2,14	2,21	-0,86	3,10	-0,24	1,54	-0,67	2,41
Egokitze soziala	24,33	3,66	26,12	3,36	26,14	3,41	0,38	3,54	-0,62	3,52	0,57	3,73

Oharra: *Interakzio sozialen estrategia kognitiboak; Aldaketa esanguratsua izan zen aldagaiak letra lodiz idatzita aurkezten dira

11. Taula. Pretest eta pre-post aldaketan bariantza analisisien emaitzak eta efektuaren tamaina (Cohen-en d) ikertutako aldagaietan, maila sozioekonomikoaren aldetik

	Anova Pretest		Ancova Pretest-Posttest	
	<i>F</i> (1, 81)	<i>p</i>	<i>F</i> (1, 81)	<i>p</i>
Jokaera soziala (AECS)				
Onarpen soziala	0,43	0,648	4,00	0,022
Sentsibiltate soziala	1,33	0,269	0,21	0,808
Laguntza-Kolaborazioa	0,44	0,642	0,60	0,550
Segurtasun-Tinkotasuna	0,23	0,789	1,24	0,296
Buruzagitza prosoziala	2,56	0,084	1,29	0,280
Oldarkortasuna	0,10	0,903	0,99	0,374
Dominantzia	1,09	0,341	3,28	0,043
Apatia-Uzkurtasuna	2,69	0,074	1,02	0,366
Antsietate soziala	0,42	0,656	0,20	0,817
*Estrategiak (EIS)				
Pasiboak	3,01	0,055	3,49	0,035
Asertiboak	1,05	0,354	1,44	0,243
Agresiboak	1,10	0,336	1,58	0,212
Enpatia (EC)				
Amorrua (STAXI-NA)				
Egoera	1,79	0,174	0,36	0,694
Ezaugarria	1,87	0,161	0,93	0,397
Amorruaren kanpo adierazpena	0,03	0,969	0,03	0,964
Amorruaren barne adierazpena	1,44	0,242	1,61	0,205

	Anova Pretest		Ancova Pretest-Posttest	
	<i>F</i> (1, 81)	<i>p</i>	<i>F</i> (1, 81)	<i>p</i>
Amorruaren kanpo kontrola	1,28	0,282	0,86	0,425
Amorruaren barne kontrola	1,02	0,365	0,43	0,651
Adimen emozionala (EQi:YV)				
Intrapertsonala	0,66	0,516	0,34	0,711
Interpertsonala	2,67	0,075	0,11	0,890
Estresaren maneia	1,55	0,217	0,98	0,380
Egokitzapena	2,77	0,068	0,87	0,422
Animo egoera	3,14	0,048	2,79	0,068
AE koizientea	0,37	0,691	0,20	0,815
AE Intrapertsonala (TMMS-24)				
Arreta	0,16	0,851	1,26	0,288
Argitasuna	0,49	0,615	2,04	0,136
Kudeaketa	0,01	0,986	1,02	0,363
Zoriontasuna (OHQ)	1,60	0,208	3,75	0,028
Nortasuna (BFQ-NA)				
Kontzientzia	1,53	0,223	0,13	0,877
Irekitasuna	0,28	0,751	0,47	0,626
Kanporakoitasuna	2,43	0,094	0,98	0,377
Adeitasuna	0,66	0,519	0,56	0,571
Desoreka emozionala	1,52	0,224	1,92	0,153
Psikosomatika (PHQ-15)	1,91	0,154	0,47	0,624
Sentimendu analisia (CECAS)				
Kausak	1,31	0,274	0,44	0,647
Ondorioak	1,12	0,330	1,57	0,215
Ebazpena	0,34	0,711	4,91	0,010

	Anova Pretest		Ancova Pretest-Posttest	
	<i>F</i> (1, 81)	<i>p</i>	<i>F</i> (1, 81)	<i>p</i>
Jokaera arazoak (EPC)				
Eskola arazoak	0,19	0,827	0,09	0,911
Jokaera antisoziala	0,59	0,557	0,12	0,888
Lotsa-Uzkurtasuna	1,39	0,256	1,44	0,246
Trastorno psikopatologikoak	0,50	0,606	0,91	0,407
Antsietate arazoak	0,12	0,888	0,78	0,461
Trastorno psikosomatikoak	1,30	0,276	0,04	0,962
Egokitze soziala	2,04	0,137	1,18	0,315

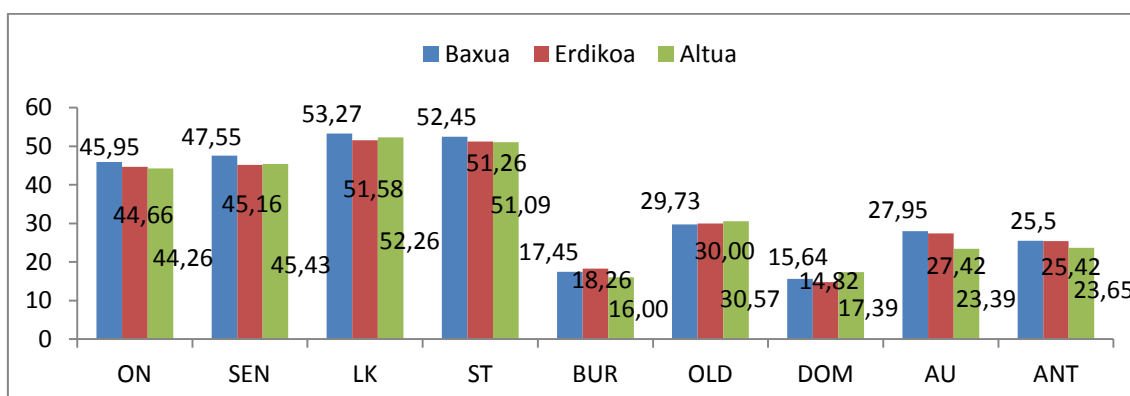
Oharra: *Interakzio sozialetako estrategia kognitiboak; Aldaketak esanguratsuak izan ziren aldagaiak letra lodiz idatzita aurkezten dira

9.4.1. Programaren efektuak jokaera sozialean maila sozioekonomikoaren aldetik

Lehenik, programak jokaera sozialetan izandako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalek pretestean lortutako emaitzekin, AECS galdetegiarekin neurtutako jokaera sozialetan. Aldagai honen MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,665$, $F(18, 144) = 1,281$, $p = 0,029$, adierazten dute pretestean diferentzia estatistikoki esanguratsuak egon zirela maila sozioekonomikoaren arabera, efektuaren tamaina txiki-ertaina izanik ($\eta^2 = 0,185$; $r = 0,43$).

Ondoren, 10 eta 11. tauletan, baita 57. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 11. taula) ez dute diferentzia estatistikoki esanguratsurik erakutsi maila sozioekonomikoaren arabera, ikertutako 9 jokaera sozialetariko batean ere ez (onarpen soziala, sentsibilitate soziala, laguntza-kolaborazioa, segurtasun-tinkotasuna, buruzagitza prosoziala, oldarkortasun-burugogorkeria, dominantzia, apatia-uzkurtasuna eta antsietate soziala). Hala ere, diferentzia tendentzialak daude buruzagitza prosozial eta apatia-uzkurtasuna aldagaietan, non erdi mailako eta maila altuko partaideek puntuazio hobekak lortu zituzten.

57. Grafikoa. Jokaera sozialen irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



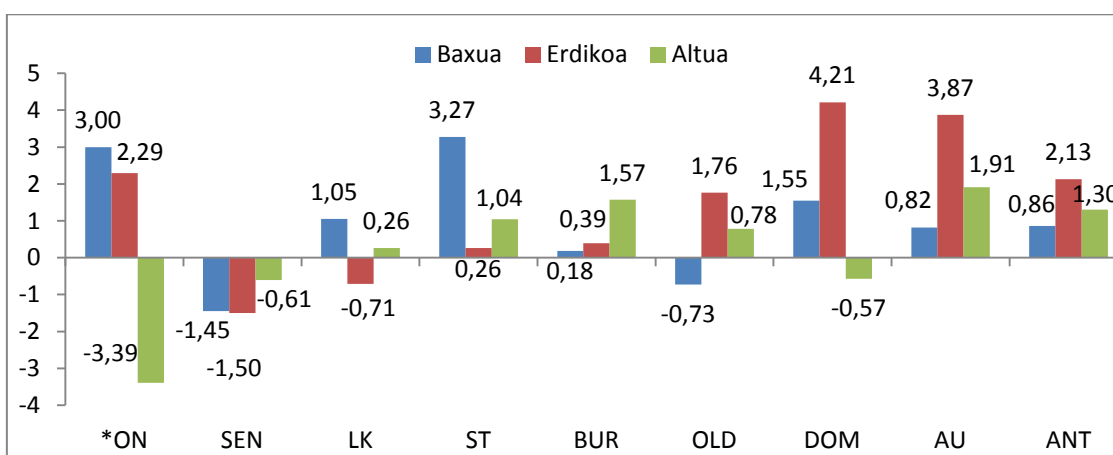
ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Antsietate soziala.

Bigarren, analisi multibariatu bat egin zen esperimentalen pretest-posttest arteko diferentzien puntuazioekin. Jokaera sozialen aldagaiaren pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,884$, $F(9, 129) = 1,88$, $p = 0,060$, diferentzia

tendentzialak erakusten dituzte maila sozioekonomikoaren arabera, efektuaren tamaina txikia izanik ($\eta^2 = 0,116$; $r = 0,34$).

Ondoren, 10 eta 11. tauletan, baita 58. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest ANCOVA emaitzek (ikus 11. taula) adierazten dute diferentzia estatistikoki esanguratsuak egon zirela onarpen sozialean maila sozioekonomikoaren arabera (partaide esperimenteral eta kontrolak alderatuz programa eraginkorra izan zen aldagaien artean). Honela, maila sozioekonomiko baxuko partaideak dira aldagai hau gehien hobetzen dutenak. Bonferroniren taldeen konparaziorako frogak agerian jarri zuen desberdintasun estatistikoki esanguratsuak egon zirela maila baxu eta erdiko nerabe eta maila altuko nerabeen artean ($1, 2 > 3$). Zehazki, maila sozioekonomiko altuko partaideek onarpen soziala gutxitu zuten. Aldi berean, maila sozioekonomiko baxu (DM = 6,39) eta erdikoek (DM = 5,68) esanguratsuki gehitu zituzten onarpen sozial jokoerak esku-hartzearen eraginez. Emaitza hauek baieztatzen dute **esku-hartzeak esanguratsuki gehiago hobetu zuela maila sozioekonomiko baxuko partaideen onarpen soziala (maila altu eta erdiko mailakoekin alderatuz)**, baina antzeko eragina izan zuela partaide guztiengan, programa eraginkorra izan zen gainontzeko aldagaietan (laguntza-kolaborazioa eta segurtasun-tinkotasuna).

58. Grafikoa. Jokaera sozialen pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



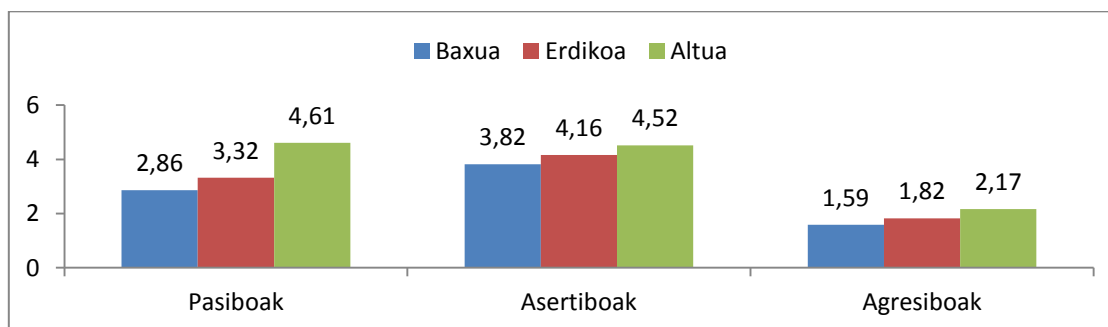
ON=Onarpen soziala; SEN=Sentsibilitate soziala; LK=Laguntza-Kolaborazioa; ST=Segurtasun-Tinkotasuna; BUR=Buruzagitza prosoziala; OLD=Oldarkortasun-Burugogorkeria; DOM=Dominantzia; AU=Apatia-Uzkurtasuna; ANT=Ansietate soziala.

9.4.2. Programaren efektuak egoera sozialetako gatazken konponketa estrategia kognitiboetan maila sozioekonomikoaren aldetik

Lehenik, programak interakzio sozialetako ebazpen estrategia kognitiboetan izandako eragina aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimenteriek pretestean lortutako puntuazioekin, egoera sozial gatazkatsuak ebazteko estrategia kognitiboetan. EIS galdetegiarekin lortutako pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,893$, $F(6, 156) = 1,51$, $p = 0,178$, adierazten dute pretestean ez zela diferentzia estatistikoki esanguratsurik egon maila sozioekonomikoaren arabera, efektuaren tamaina txikia izanik ($\eta^2 = 0,055$; $r = 0,23$).

Ondoren, 10 eta 11. tauletan, baita 59. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuak (ikus 11. taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon maila sozioekonomikoaren arabera, aztertutako egoera sozial gatazkatsuen ebazpenerako estrategia kognitibo batean ere ez.

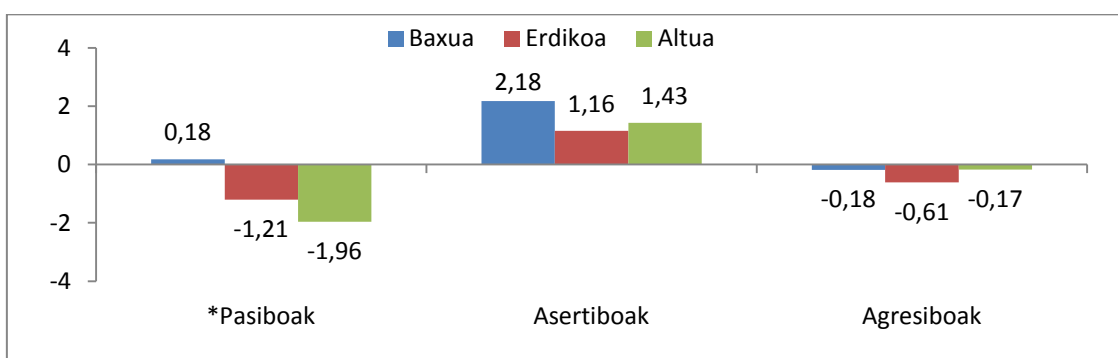
59. Grafikoa. Egoera sozialetako gatazkak konpontzeko estrategia kognitiboen irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, analisi multibariatu bat egin zen partaide esperimenteren pretest-posttest arteko diferentzien puntuazioekin. Egoera sozial gatazkatsuen ebazpenerako estrategia kognitiboen aldagaiaren pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,860$, $F(6, 150) = 1,96$, $p = 0,075$, adierazten dute diferentzia tendentzialak egon zirela maila sozioekonomikoaren arabera, efektuaren tamaina txikia izanik ($\eta^2 = 0,073$; $r = 0,27$).

Ondoren, 10 eta 11. tauletan, baita 60. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Programak interakzio sozialeko estrategia pasiboetan esanguratsuki eragin ez bazuen ere, ANCOVA emaitzek (ikus 11. taula) erakusten dute aldagai honetan desberdintasun estatistikoki esanguratsuak egon zirela maila sozioekonomikoaren arabera, non maila baxuko partaideek gehitu egin zituzten estrategia pasiboak eta maila ertain eta altukoek gutxitu. ***Esku-hartzeak eragin positiboa izan zuen aldagaian (estrategia asertiboak), ez zen maila sozioekonomikoaren araberrako desberdintasun esanguratsurik aurkitu.***

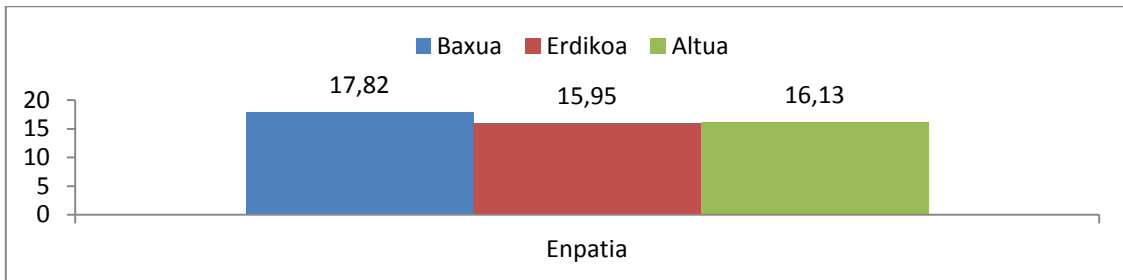
60. Grafikoa. Egoera sozialetako gatazkak konpontzeko estrategia kognitiboen pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



9.4.3. Programaren efektuak enpatian maila sozioekonomikoaren aldetik

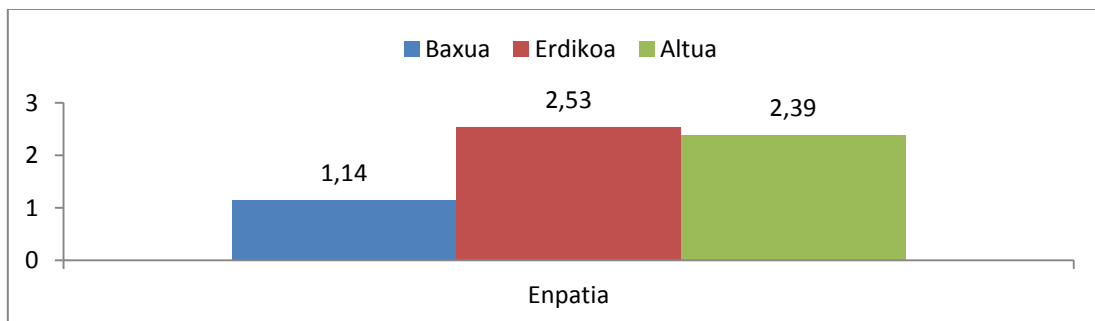
Lehenik, programak enpatian izandako eragina baloratzeko asmoz, 10 eta 11. tauletan, baita 61. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzak (ikus 11. taula) adierazten dute enpatia gaitasunean ez zela desberdintasun estatistikoki esanguratsurik egon maila sozioekonomikoaren arabera.

61. Grafikoa. Enpatiaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, 10 eta 11. tauletan, baita 62. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest ANCOVA emaitzek (ikus 11. taula) ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik aurkitu enpatia gaitasunean. Izan ere, hiru mailako parte-hartzaileek nabarmenki hobetu zuten enpatia. ***Emaitza hauek baieztatzen dute esku-hartzeak antzeko eragina izan zuela maila sozioekonomiko desberdinetako partaideen enpatia hobetzerakoan.***

62. Grafikoa. Enpatiaren pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



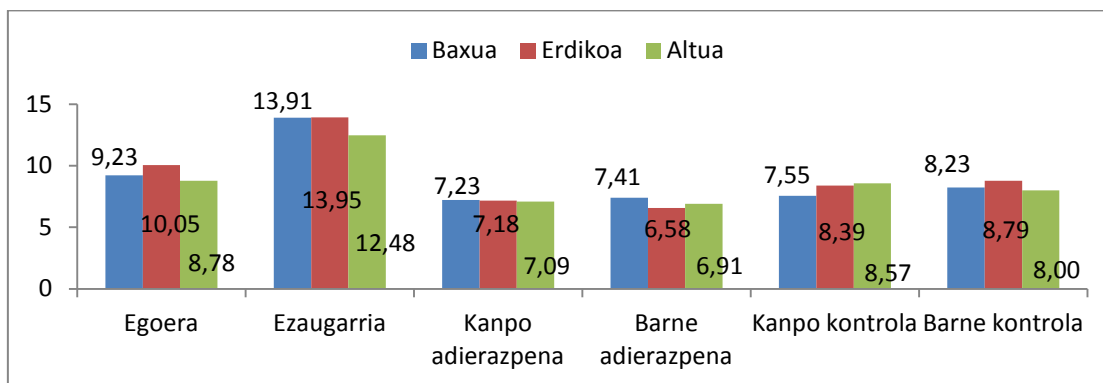
9.4.4. Programaren efektuak amorrutik sentimenduetan maila sozioekonomikoaren aldetik

Lehenik, programak amorrutik sentimenduetan izandako eragina aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalek pretestean lortutako puntuazioekin, Amorrutik Aderazpen Galdetegian. STAXI-NA galdetegiarekin lortutako pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,980$, $F(12, 150) = 1,26$, $p = 0,250$,

erakusten dute, pretestean ez zela maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik egon, efektuaren tamaina txikia izanik ($\eta^2 = 0,091$; $r = 0,30$).

Ondoren, 10 eta 11. tauletan, baita 63. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatua (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) adierazten dute ez zela maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik egon aztertutako 5 aldagaietako batean ere ez (amorruegoera, amorruezaugarri, amorruearen kanpo adierazpena, amorruearen barne adierazpena eta amorruearen barne eta kanpo kontrola).

63. Grafikoa. Amorrue sentimenduen irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik

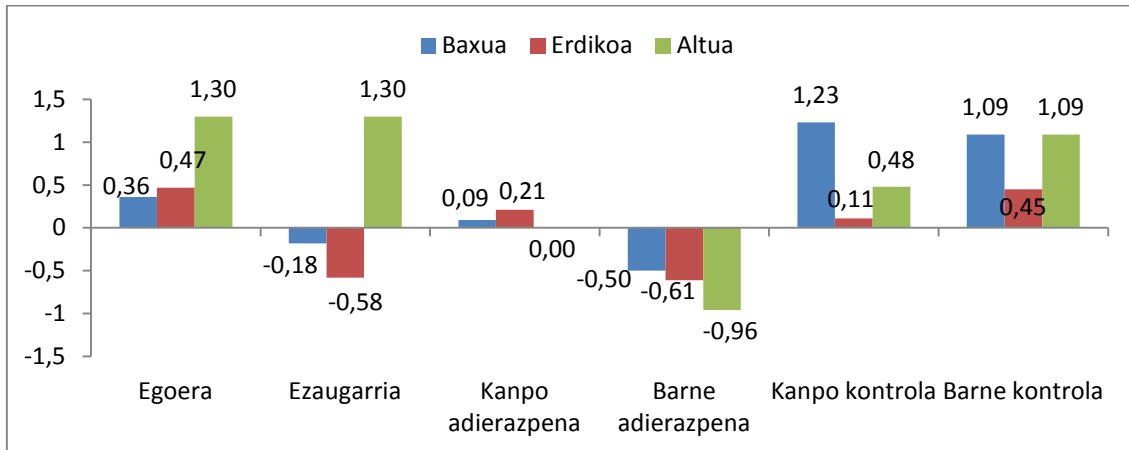


Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-posttest arteko diferentzien puntuazioekin. Amorruearen aldagaiaren pretest-posttest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,878$, $F(12, 138) = 3,66$, $p = 0,677$, ez dute maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik nabarmentzen, efektuaren tamaina txikia izanik ($\eta^2 = 0,063$; $r = 0,25$).

Ondoren, 10 eta 11. tauletan, baita 64. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatua (ANCOVak) egin ziren. Lortutako emaitzek (ikus 11. taula) adierazten dute ez zela maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik egon aztertutako aldagai batean ere ez. Emaitza hauek baieztatzen dute aldaketa antzekoa izan dela maila desberdinetako partaideetan. **Programak eragin positiboa (talde esperimentalak eta kontrolak alderatuz) izan zuen aldagaian (amorruearen barne**

kontrola), partaide esperimentalen aldaketa antzekoa izan zen hiru maila sozioekonomikoetan.

64. Grafikoa. Amorru sentimenduen pre-post aldaketaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik

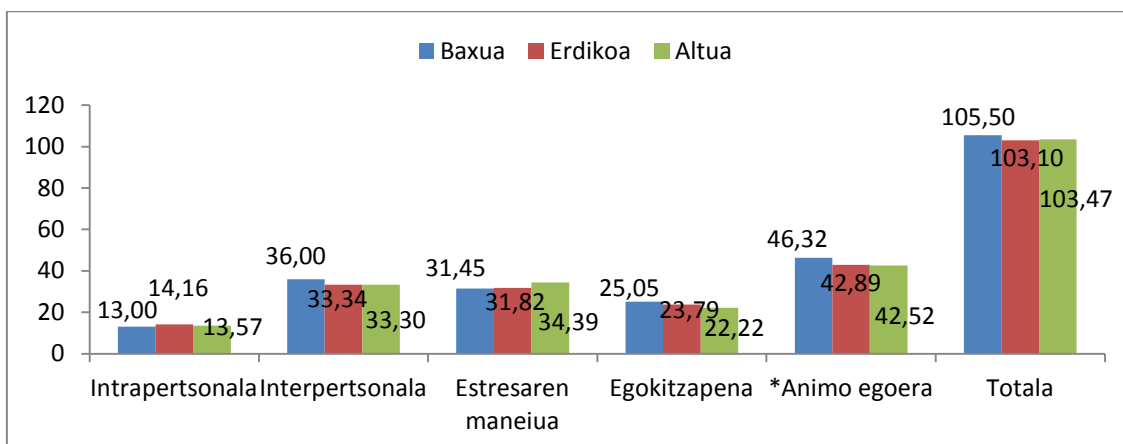


9.4.5. Programaren efektuak adimen emozionalean: adimen interpertsonala, intrapertsonala, estresaren maneia, egokitzapena eta egoera animikoa maila sozioekonomikoaren aldetik

Lehenik, programak adimen emozionalean izandako efektuak baloratzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalek pretestean lortutako puntuazioekin, EQi:YVrekin neurtutako AE aldagaietan. Adimen emozional aldagaiaren pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,804$, $F(10, 152) = 1,75$, $p = 0,074$, ez dute maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik nabarmendu pretestean, efektuaren tamaina txikia izanik ($\eta^2 = 0,103$; $r = 0,32$).

Ondoren, 10 eta 11. tauletan, baita 65. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatua (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) adierazten dute animo egoeran bakarrik aurkitu zirela maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsuak, non maila sozioemozional baxuko partaideek puntuazio altuagoak erakutsi zituzten.

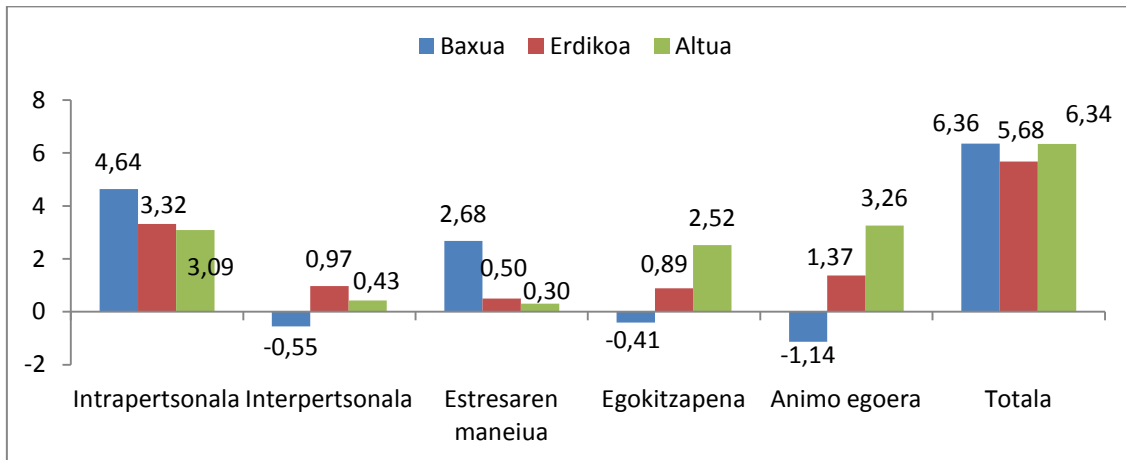
65. Grafikoa. Adimen emozionalaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-postest arteko diferentzien puntuazioekin. AE aldagaiaren pretest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,846$, $F(10, 142) = 1,23$, $p = 0,274$, ez dute maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik adierazten, efektuaren tamaina txikia izanik ($\eta^2 = 0,080$; $r = 0,28$).

Ondoren, 10 eta 11. tauletan, baita 66. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batzbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 11. taula) adierazten dute ez zela maila sozioekonomikoaren araberrako desberdintasun estatistikoki esanguratsurik egon AEaren aldagai batean ere ez. Izan ere, ez da desberdintasun estatistikoki esanguratsurik aurkitu programa eraginkorra izan zen hiru aldagaietariko batean ere ez (adimen intrapertsonala, interpertsonala eta animo egoera). **Emaitza hauek, AEaren aldaketa hiru maila sozioekonomikoetan antzekoa izan zela baieztatzen dute.**

66. Grafikoa. Adimen emozionalaren pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik

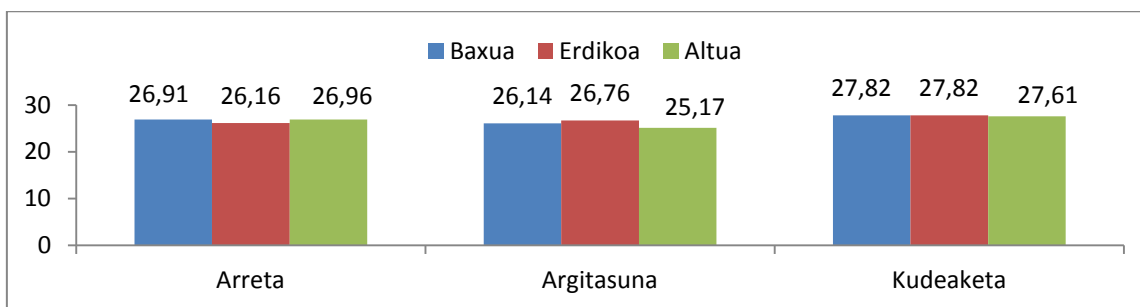


9.4.6. Programaren efektuak adimen emozional intrapertsonalean: arreta, argitasuna eta kudeaketa maila sozioekonomikoaren aldetik

Lehenik, programak AE intrapertsonalean izan zuen eragina aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalen pretesteko puntuazioekin, TMMS-24 eskalan oinarrituz. AE intrapertsonal aldagaiaren pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,972$, $F(6, 156) = 0,37$, $p = 0,892$, ez dute maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik adierazten pretestean, efektuaren tamaina txikia izanik ($\eta^2 = 0,014$; $r = 0,12$).

Ondoren, 10 eta 11. tauletan, baita 67. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza unibariatu analisisien emaitzek (ikus 11. taula) adierazten dute ez zela maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik egon, aztertutako 3 aldagaietako batean ere ez (arreta, argitasun eta kudeaketa emozionala).

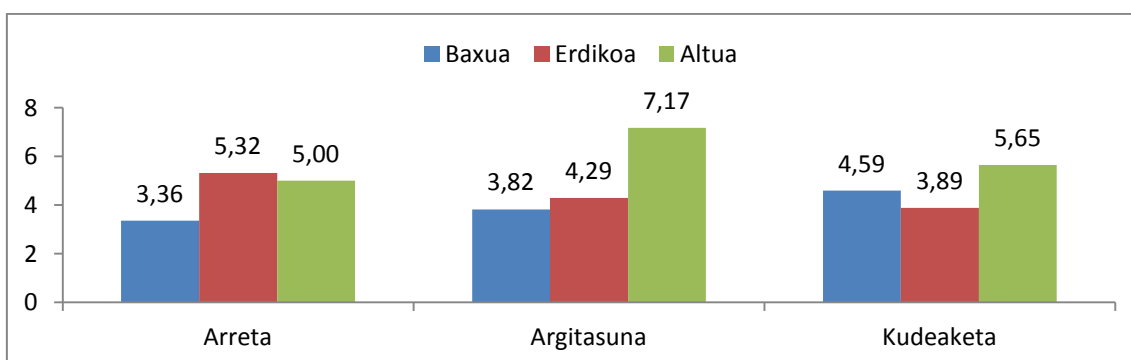
67. Grafikoa. Adimen emozional intrapertsonalaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-postest arteko diferentzien puntuazioekin. AE intrapertsonal aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,921$, $F(6, 150) = 1,05$, $p = 0,396$, ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik adierazi, efektuaren tamaina txikia izanik ($\eta^2 = 0,040$; $r = 0,2$).

Ondoren, 10 eta 11. tauletan, baita 68. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 11. taula), ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik nabarmendu. Egiaz, bai maila sozioekonomiko baxuek, bai maila ertain eta altukoek ere, arreta, argitasun eta kudeaketa emozionala hobetu dute. Emaitza hauek baieztatzen dute **esku-hartzeak AE intrapertsonala modu beretsuan hobetu zuela maila sozioekonomiko desberdinetan.**

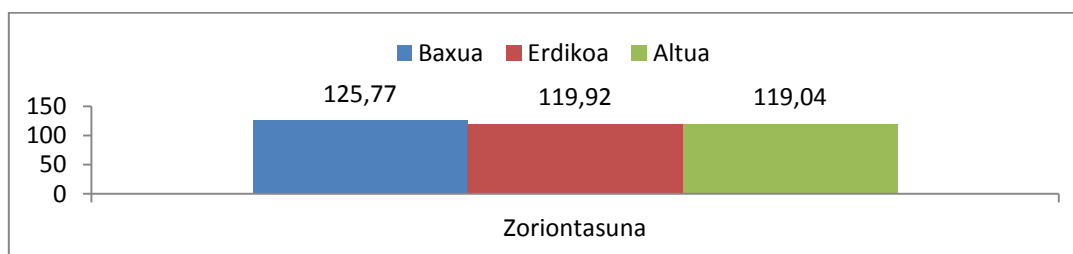
68. Grafikoa. Adimen emozional intrapertsonalaren pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



9.4.7. Programaren efektuak zorientasun sentimenduetan maila sozioekonomikoaren aldetik

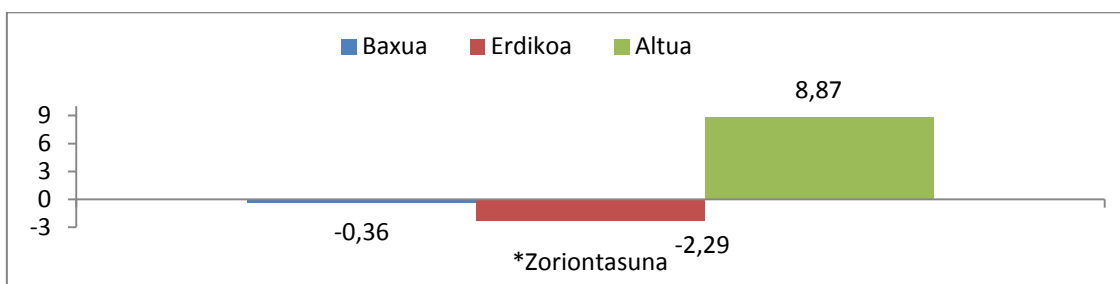
Lehenik, programak zorientasun sentimenduetan izandako efektuak baloratzeko asmoz, 10 eta 11. tauletan, baita 69. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatua (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) adierazten dute ez zela maila sozioemozionalaren arabera desberdintasun estatistikoki esanguratsurik egon zorientasun sentimenduetan.

69. Grafikoa. Zorientasun sentimenduen irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, 10 eta 11. tauletan, baita 70. grafikoan ere ikus daitezkeen pretest-posttest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatua (ANCOVAK) egin ziren. Esku-hartzeak zorientasun sentimenduetan eragin esanguratsurik izan ez arren (ikus 11. taula), desberdintasun estatistikoki esanguratsuak ikusten dira maila sozioekonomikoaren arabera. Maila sozioekonomiko baxu eta erdiko parte-hartzaileek zorientasun sentimenduak gutxitu zituzten bitartean, maila altuko partaideek esanguratsuki gehitu zituzten.

70. Grafikoa. Zorientasun sentimenduen pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik

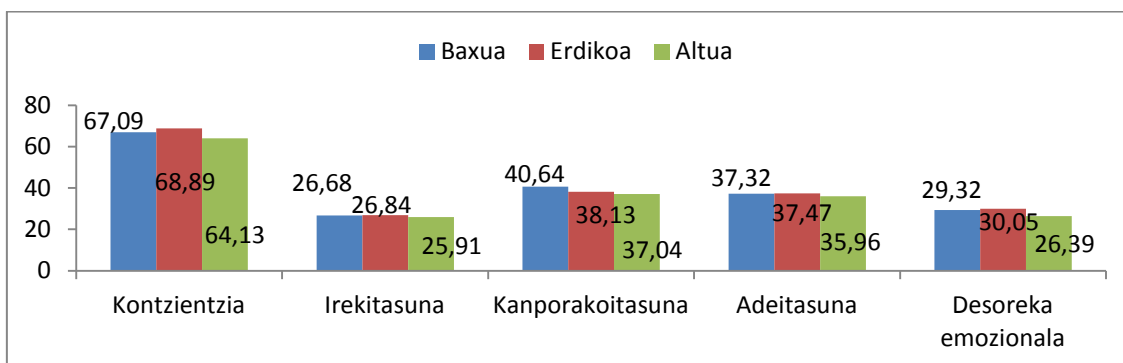


9.4.8. Programaren efektuak nortasunaren dimentsio handietan maila sozioekonomikoaren aldetik

Lehenik, programak nortasunean eragindako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalek pretestean lortutako emaitzekin, nortasunaren faktore handien “big five” galdetegia erabiliz. Aldagai honen pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,842$, $F(10, 152) = 1,36$, $p = 0,204$, adierazten dute, pretestean ez zela maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik egon, efektuaren tamaina txikia izanik ($\eta^2 = 0,082$; $r = 0,28$).

Ondoren, 10 eta 11. tauletan, baita 71. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuaren emaitzek (ikus 11. taula), ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik erakutsi, aztertutako 5 aldagaietarako batean ere ez (kontzientzia, irekitasuna, kanporakoitasuna, adeitasuna eta desoreka emozionala).

71. Grafikoa. Nortasunaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik

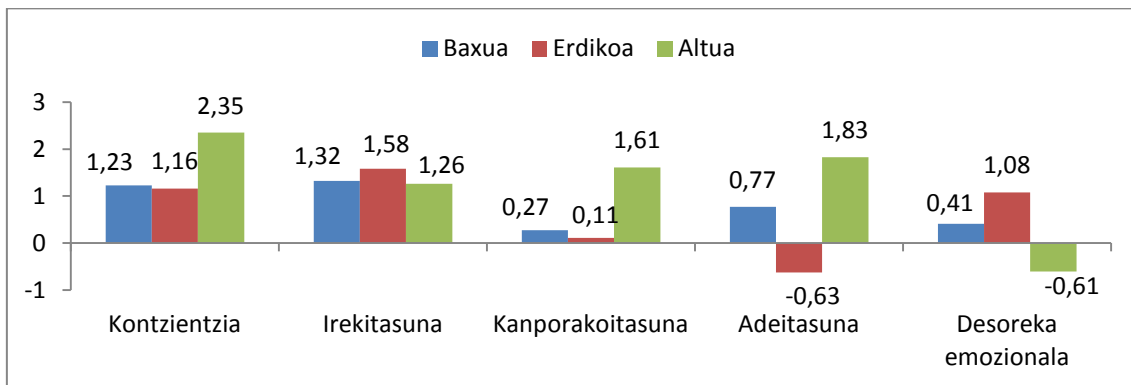


Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-postest arteko diferentzien puntuazioekin. Nortasunaren aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,969$, $F(5, 137) = 0,864$, $p = 0,507$, ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik erakutsi, efektuaren tamaina txikia izanik ($\eta^2 = 0,031$; $r = 0,17$).

Ondoren, 10 eta 11. tauletan, baita 72. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza

analisi unibariatuak (ANCOVAK) egin ziren. Programak ez zuen aldaketa esanguratsurik eragin nortasunean, eta pretest-postest ANCOVAK (ikus 11. taula) ez zuten maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik erakutsi.

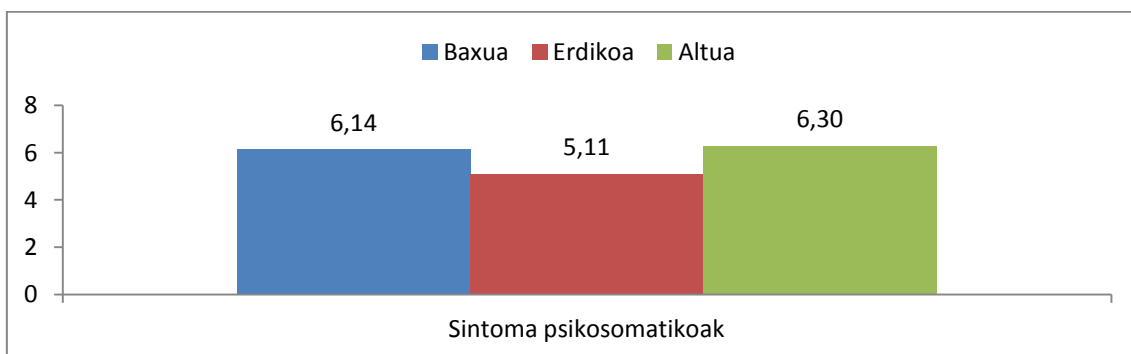
72. Grafikoa. Nortasunaren pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



9.4.9. Programaren efektuak sintoma psikosomatikoetan maila sozioekonomikoaren aldetik

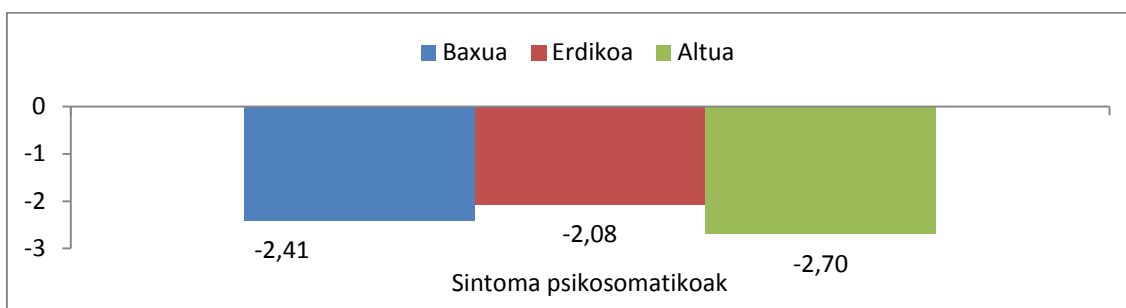
Lehenik, programak sintoma psikosomatikoetan izandako eragina aztertzeko asmoz, 10 eta 11. tauletan, baita 73. grafikoa ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) adierazten dute ez zela diferentzia estatistikoki esanguratsurik egon maila sozioekonomikoaren arabera.

73. Grafikoa. Sintoma psikosomatikoen irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, 10 eta 11. tauletan, baita 74. grafikoan ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Pretest-postest ANCOVA emaitzek (ikus 11. taula) ez dute maila sozioekonomikoaren arabera desberdintasun estatistikoki esanguratsurik erakutsi sintoma psikosomatikoen aldaketan. Hau da, sintoma psikosomatikoak modu antzekoan gutxitzen dira hiru maila sozioekonomikoetan. Emaitza hauek baieztatzen dute ***esku-hartzeak modu beretsuan eragin ziela maila sozioekonomiko desberdinetako nerabeen sintoma psikosomatikoen hobekuntzari.***

74. Grafikoa. Sintoma psikosomatikoen pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



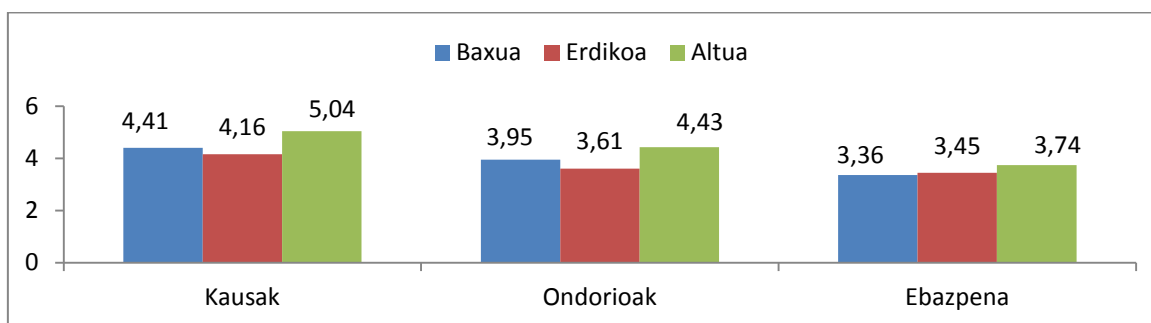
9.4.10. Programaren efektuak sentimenduak aztertzeko gaitasunean maila sozioekonomikoaren aldetik

Lehenik, programak sentimenduak aztertzeko gaitasun kognitiboan izandako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalen pretesteko puntuazioekin, CECAS galdetegiaren neurtutako sentimenduak aztertzeko gaitasun kognitiboan. Aldagai honen pretesteko MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,957$, $F(6, 156) = 0,58$, $p = 0,746$, adierazten dute pretestean ez zela maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik egon, efektuaren tamaina txikia izan zelarik ($\eta^2 = 0,022$; $r = 0,15$).

Ondoren, 10 eta 11. tauletan, baita 75. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVAK) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) adierazten dute ez zela desberdintasun estatistikoki esanguratsurik egon maila

sozioekonomikoaren arabera, aztertutako 3 aldagaietarako batean ere ez (kausak, ondorioak, sentimenduen ebazpena).

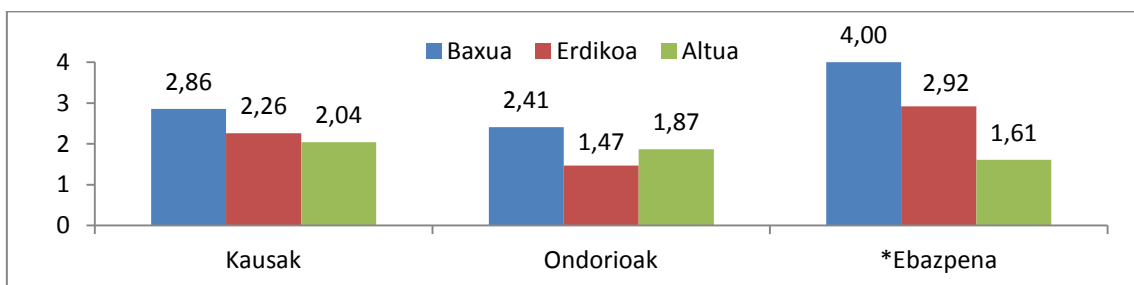
75. Grafikoa. Sentimenduak aztertzeko gaitasunaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik



Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-postest arteko diferentzien puntuazioekin. Sentimenduak aztertzeko gaitasunaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,802$, $F(6, 150) = 2,91$, $p = 0,010$, adierazten dute diferentzia estatistikoki esanguratsuak egon zirela maila sozioekonomikoaren arabera, efektuaren tamaina txiki-ertaina izan zelarik ($\eta^2 = 0,104$; $r = 0,32$).

Ondoren, 10 eta 11. tauletan, baita 76. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Lortutako emaitzek (ikus 11.taula) adierazten dute desberdintasun estatistikoki esanguratsuak egon zirela maila sozioekonomikoaren arabera, non maila sozioekonomiko baxuko nerabeek gehiago hobetu zuten maila ertain eta altukoek baino. Zehazki, Bonferroniren talde arteko konparaketan frogak agerian jarri zuen diferentzia estatistikoki esanguratsu bakarra maila sozioekonomiko baxu eta altuaren ($1 > 3$) artean ematen zela, maila baxukoek puntuazio altuagoak lortu zituztelarik ($DM = 2,10$). Emaitza hauek baieztatzen dute **esku-hartzeak gehiago hobetu zuela maila sozioekonomiko baxukoaren sentimenduak ebazteko gaitasuna (sentimendu negatiboari aurre egiteko ideiak gehitzen dira). Sentimendu negatiboen kausa eta ondorioak aztertzeko gaitasunean ordea, programak antzeko eragina izan zuen maila sozioekonomiko desberdinetako partaide esperimentalengan.**

76. Grafikoa. Sentimenduak aztertzeko gaitasunaren pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik

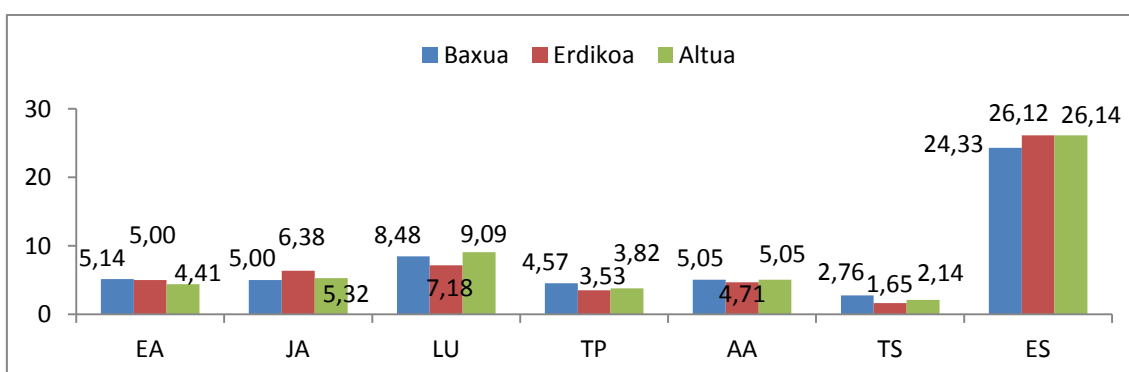


9.4.11. Programaren efektuak jokaera arazoetan maila sozioekonomikoaren aldetik

Lehenik, programak jokaera arazoetan izandako efektuak aztertzeko asmoz, analisi multibariatu bat egin zen nerabe esperimentalen pretesteko puntuazioekin. EPC aldagaiarekin neurtutako jokaera arazo hauen pretest MANOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,763$, $F(14, 136) = 1,40$, $p = 0,158$, ez dute maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik nabarmendu, efektuaren tamaina txikia izan zelarik ($\eta^2 = 0,127$; $r = 0,35$).

Ondoren, 10 eta 11. tauletan, baita 77. grafikoan ere ikus daitezkeen pretest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVak) egin ziren. Pretesteko bariantza analisi unibariatuen emaitzek (ikus 11. taula) ez dute maila sozioekonomikoaren araberrako diferentzia estatistikoki esanguratsurik erakutsi.

77. Grafikoa. Jokaera arazoaren irudikapen grafikoa pretest etapan maila sozioekonomikoaren aldetik

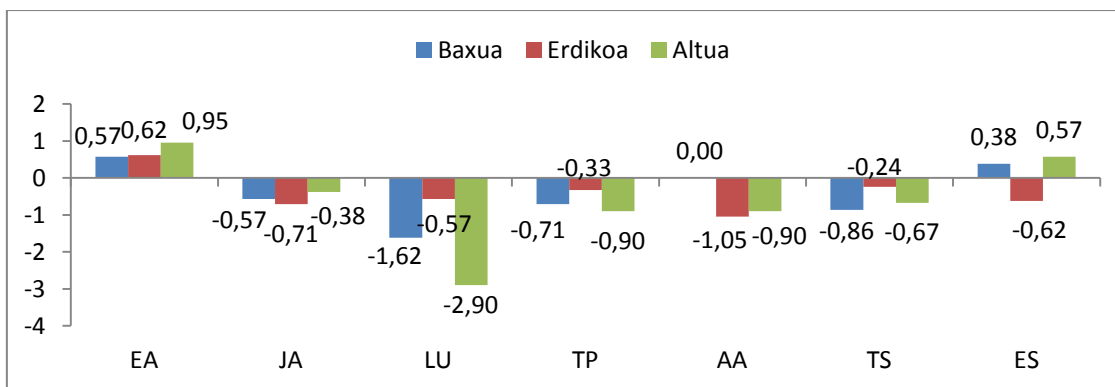


EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Lotsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

Bigarren, analisi multibariatu bat egin zen partaide esperimentalen pretest-postest arteko diferentzien puntuazioekin. Jokaera arazoen aldagaiaren pretest-postest MANCOVA emaitzek, Wilks-en Lambda, $\Lambda = 0,813$, $F(14, 94) = 0,73$, $p = 0,735$, adierazten dute ez zela maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik egon, efektuaren tamaina txikia izanik ($\eta^2 = 0,099$; $r = 0,31$).

Ondoren, 10 eta 11. tauletan, baita 78. grafikoa ere ikus daitezkeen pretest-postest analisi deskriptibo (batazbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANCOVAk) egin ziren. Programak, partaide esperimental eta kontrolak konparatzerakoan, ez zuen desberdintasun estatistikoki esanguratsurik aurkitu jokaera arazoetan. Modu berean, pretest-postest arteko ANCOVA emaitzek (ikus 11. taula) ez dute maila sozioekonomikoaren arabera diferentzia estatistikoki esanguratsurik aurkitu. Beraz, programak antzeko eragina izan du maila sozioekonomiko desberdinetan.

78. Grafikoa. Jokaera arazoen pre-post aldaketaren irudikapen grafikoa maila sozioekonomikoaren aldetik



EA=Eskola arazoak; JA=Jokaera antisoziala; LU=Lotsa-Uzkurtasuna; TP=Trastorno psikopatologikoak; AA=Antsietate arazoak; TS=Trastorno psikosomatikoak; ES=Egokitzapen soziala.

9.4.12. Programaren efektuak nerabeen ikuspuntu subjektibotik maila sozioekonomikoaren aldetik

Azkenik, programa modu subjektiboan ebaluatzeko asmoz, nerabeek prozesua amaitutakoan erantzundako galdetegietatik jasotako datuak aurkezten dira. Honetarako, analisi multibariatu bat egin zen nerabe esperimentalen postesteko puntuazioekin. PEG galdetegiarekin neurtutako nerabeen pertzepzio subjektiboaren postesteko MANOVA

emaitzek, Wilks-en Lambda, $\Lambda = 0,311$, $F(58, 104) = 1,42$, $p = 0,060$, diferentzia tendentzialak nabarmentzen dituzte maila sozioekonomikoaren arabera, efektuaren tamaina ertain-handia izanik ($\eta^2 = 0,442$; $r = 0,66$).

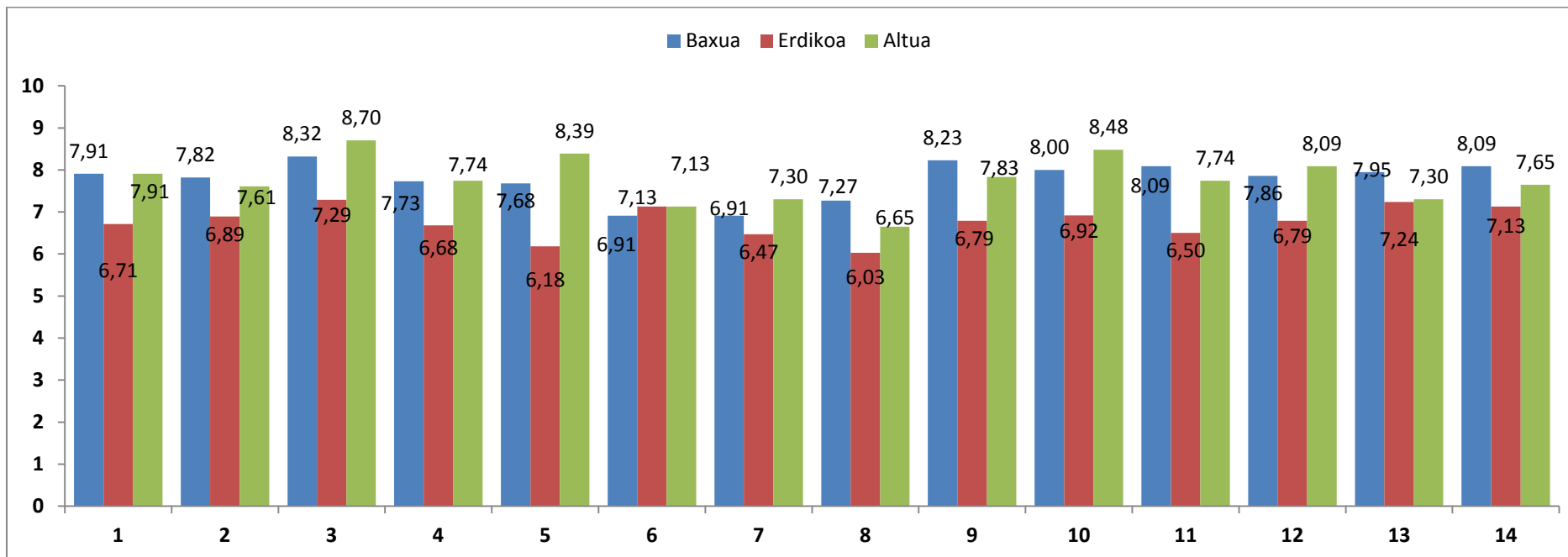
Ondoren, 12. taulan eta 79. grafikoan ikus daitezkeen posttest analisi deskriptibo (batzbestekoak eta desbideratze tipikoak) eta bariantza analisi unibariatuak (ANOVA) egin ziren.

12. Taula. Partaide esperimentalen posttest etapako batezbesteko, desbideratze tipiko, bariantza analisisen emaitza eta efektuaren tamainak (d) programaren ebaluazio subjektiboan maila sozioekonomikoaren aldetik

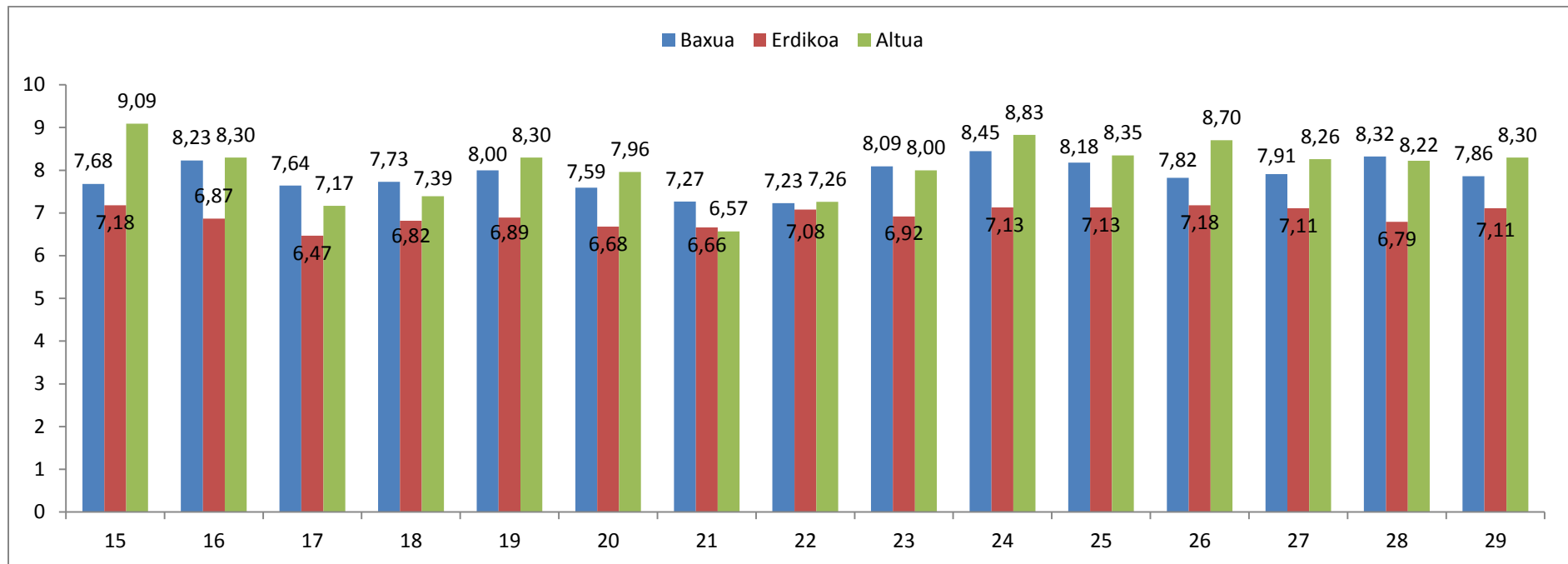
	Posttest						Anova Posttest	
	Baxua (n=43)		Erdikoa (n=60)		Altua (n=45)		F(2, 81)	p
	M	DT	M	DT	M	DT		
1. Hobeto ezagutzen dut nire burua	7,91	1,77	6,71	2,55	7,91	1,27	3,46	0,036
2. Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat	7,82	1,59	6,89	2,15	7,61	1,23	2,20	0,117
3. Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez	8,32	1,42	7,29	1,80	8,70	1,29	6,48	0,002
4. Arreta gehiago eskaintzen diet nire sentimenduei hauek hobeto identifikatuz	7,73	1,35	6,68	1,97	7,74	1,21	4,22	0,018
5. Hobeto ulertzen ditut nire sentimenduak	7,68	1,32	6,18	2,18	8,39	1,15	12,72	0,000
6. Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...)	6,91	2,28	7,13	2,10	7,13	1,60	0,09	0,908
7. Haserretzen naizenean hobeto kontrolatu ditzaket amorru sentimenduak	6,91	2,04	6,47	2,01	7,30	1,49	1,41	0,249
8. Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket	7,27	1,45	6,03	2,51	6,65	2,60	2,07	0,132
9. Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut	8,23	1,41	6,79	2,01	7,83	1,46	5,53	0,006
10. Zoriontsuagoa naiz	8,00	1,69	6,92	2,73	8,48	1,37	4,08	0,020
11. Baikorragoa naiz	8,09	1,54	6,50	2,59	7,74	1,60	4,77	0,011
12. Bizitzarekin gustorago nago	7,86	1,91	6,79	2,23	8,09	1,53	3,79	0,027
13. Emozio positibo gehiago dauzkat	7,95	1,64	7,24	1,76	7,30	1,29	1,49	0,230
14. Motibatuago nago gauzak egiteko	8,09	1,85	7,13	2,28	7,65	1,82	1,57	0,213
15. Bizitzeko gogo gehiago daukat	7,68	2,08	7,18	2,70	9,09	1,38	5,23	0,007
16. Beste persona batzuei entzuteko gaitasun handiagoa daukat	8,23	1,68	6,87	2,00	8,30	1,42	6,37	0,003
17. Hobeto adierazten ditut nire emozioak	7,64	1,65	6,47	2,53	7,17	1,46	2,35	0,102
18. Nire iritzia gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz	7,73	1,90	6,82	2,31	7,39	1,56	1,53	0,222
19. Besteen emozioak hobeto identifikatu eta ulertzen ditut	8,00	1,27	6,89	1,95	8,30	1,10	6,67	0,002
20. Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut	7,59	1,84	6,68	2,28	7,96	1,33	3,45	0,036

21. Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut	7,27	2,07	6,66	1,80	6,57	1,50	1,06	0,349
22. Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe	7,23	1,87	7,08	1,80	7,26	1,71	0,09	0,915
23. Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut	8,09	1,37	6,92	1,90	8,00	1,16	5,10	0,008
24. Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, envidia...) bereizten ikasi dut	8,45	1,47	7,13	2,34	8,83	1,49	6,55	0,002
25. Beste persona baten lekuan errezago jarri naiteke	8,18	1,56	7,13	2,55	8,35	1,82	2,94	0,058
26. Kontzienteagoa naiz jendek sentitzeko modu desberdinak dituela	7,82	1,43	7,18	2,05	8,70	1,42	5,38	0,006
27. Hobeto ulertzen dut nola sentitzen diren beste pertsonak	7,91	1,47	7,11	2,06	8,26	1,35	3,49	0,035
28. Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak	8,32	1,46	6,79	1,97	8,22	2,04	6,41	0,003
29. Adiago nago besteen sentimenduez eta hauen sentimenduetan pentsatzen saiatzen naiz	7,86	1,42	7,11	2,05	8,30	1,58	3,49	0,035
PEG TOTALA	7,82	1,08	6,85	1,44	7,90	0,71	7,40	0,001

79. Grafikoa. Programaren ebaluazio subjektiboaren irudikapen grafikoa postest etapan maila sozioekonomikoaren aldetik



1 = Hobeto ezagutzen dut nire burua; 2 = Nire burua onartzen dut eta niganako ikuspegi positiboagoa daukat; 3 = Kontzienteagoa naiz nire sentimenduen kausa eta ondorioez; 4 = Arreta gehiago eskaintzen diet nire sentimenduei hauek hobeto identifikatuz; 5 = Hobeto ulertzen ditut nire sentimenduak; 6 = Hobeto kontrolatzen ditut nire emozio negatiboak (amorrua, beldurra, enbidia...) eta gehiago indartzen ditut positiboak (maitasuna, alaitasuna...); 7 = Haserretzen naizenean hobeto kontrolatu ditzaket amorru sentimenduak; 8 = Gauza txarrak gertatzen zaizkidanean modu positiboan pentsatu dezaket; 9 = Arazoak modu positiboan konpontzeko modu desberdinak ikasi ditut; 10 = Zoriontsuagoa naiz; 11 = Baikorragoa naiz; 12 = Bizitzarekin gustorago nago; 13 = Emozio positibo gehiago dauzkat; 14 = Motibatuago nago gauzak egiteko.



15 = Bizitzeko gogo gehiago daukat; 16 = Beste persona batzuei entzuteko gaitasun handiagoa daukat; 17 = Hobeto adierazten ditut nire emozioak; 18 = Nire iritziak gehiago adierazten dizkiet besteei, modu irekiagoan komunikatzen naiz; 19 = Besteen emozioak hobeto identifikatu eta ulertzen ditut; 20 = Arpegi eta gorputz bidez adierazten diren emozioak hobeto identifikatzen ditut; 21 = Arazoak konpontzeko estrategia asertiboak (errespetua faltatu gabe, insulto eta mehatxu gabe, argi hitz eginez...) gehiago erabiltzen ditut; 22 = Arazo bat dagoenean, errezago iritsi naiteke adostasunetara biolentzia gabe; 23 = Tristura, amorrua, beldurra... bezalako emozio negatiboak adierazteko modu egokiak ikasi ditut; 24 = Bizitzan laguntzen duten emozio positiboak (maitasuna, eskuzabaltasuna...) sentimendu negatiboetatik (amorrua, enbidia...) bereizten ikasi dut; 25 = Beste pertsona baten lekuan errezago jarri naiteke; 26 = Kontzienteagoa naiz jendek sentitzeko modu desberdinak dituela; 27 = Hobeto ulertzen dut nola sentitzen diren beste pertsonak; 28 = Pentsatzeko modu desberdinak ezagutu ditut, nireekin bate ez datozen ikuspegiak; 29 = Adiago nago besteen sentimenduez eta hauen sentimenduetan pentsatzen saiatzen naiz.

12. taulako emaitzek maila sozioekonomikoaren araberako diferentzia estatistikoki esanguratsuak nabarmentzen dituzte 1, 3, 4, 5, 9, 10, 11, 12, 15, 16, 19, 20, 23, 24, 26, 27, 28, 29 eta PEG total itemetan, non maila sozioekonomiko baxu eta altukoek puntuazio altuagoak erakutsi dituzten (erdi maila sozioekonomikoko partaideekin alderatuz) . Emaidza hauek esku-hartzearen efektu positiboa baieztatzen dute programak lantzen dituen bost aspektuen hobekuntzan (autokontzientzia, erregulazio emozionala, animo egoera orokorra, komunikazioa eta enpatia), non maila sozioekonomiko baxu eta altukoak diren programa ondoen baloratzen dutenak. Hau da, esku-hartzearen ondorioz aldaketa handienak pertzibitzen dituztenak.

9.5. SUMMARY OF RESULTS

The results obtained by comparing the change in experimental and control groups, confirm that the programme was effective as it stimulated an improvement of the experimental participants in many of the measured variables. In the Diagram 1 are presented those variables where the programme was effective. On the one hand, we present those variables where the differences pretest-posttest were significant while comparing experimental and control participants. On the other hand, we present those variables which improvement maintained stable one year after the intervention.

Diagram 1. Summary of results: effects of the intervention programme

Pretest-Posttest	Pretest-Follow-up
Significantly enhances	
<ul style="list-style-type: none"> - Social behaviour <ul style="list-style-type: none"> - Social conformity - Help-collaboration - Security-firmness 	<ul style="list-style-type: none"> - Social behaviour <ul style="list-style-type: none"> - Dominance - Apathy-shyness
<ul style="list-style-type: none"> - Assertive strategies for social interaction 	<ul style="list-style-type: none"> - Assertive strategies for social interaction
<ul style="list-style-type: none"> - Empathy 	<ul style="list-style-type: none"> - Empathy
<ul style="list-style-type: none"> - Internal control of anger 	
<ul style="list-style-type: none"> - Emotional intelligence <ul style="list-style-type: none"> - Intrapersonal intelligence - Interpersonal intelligence - General mood - Total emotional intelligence 	<ul style="list-style-type: none"> - Emotional intelligence <ul style="list-style-type: none"> - Intrapersonal intelligence - Interpersonal intelligence - Stress management - General mood - Total emotional intelligence
	<ul style="list-style-type: none"> - Happiness feelings
<ul style="list-style-type: none"> - Cognitive ability to analyse negative emotions: causes, consequences, resolution. 	<ul style="list-style-type: none"> - Cognitive ability to analyse negative emotions: causes, consequences, resolution.
<ul style="list-style-type: none"> - Subjective perception of the change in the assessed variables 	<ul style="list-style-type: none"> - The CEP was not used

Significantly reduces	
	- Social behaviours - Aggressiveness-stubbornness - Social anxiety
	- Aggressive strategies for social interaction
	- Emotional instability
- Psychosomatic symptoms	- Psychosomatic symptoms

Pretest-Posttest

The obtained results showed that the applied programme improved several variables. Due to the intervention, the experimental participants significantly **improved**:

- The **positive social behaviours of social conformity, help-collaboration and security-firmness**.
- The **cognitive assertive strategies** for conflictive social situation resolution. It consists on communicating ideas and feelings without an intention to hurt someone, acting from an state of internal self-confidence.
- The **empathy ability**. Capacity of the person to give a response to others by taking into account both the cognitive and affective aspects.
- The **internal control of anger**. The ability to calm down (avoiding anger) by using cooling-off actions.
- The **intrapersonal emotional intelligence**. Emotional attention (the capacity to feel and express feelings in an appropriate way), emotional clarity (the capacity to fully understand one's own feelings) and emotional repair (the capacity to regulate the emotional states correctly).
- The **total emotional intelligence**: intrapersonal intelligence (emotional self-awareness, assertiveness, self-consideration and independence), interpersonal intelligence (empathy, interpersonal relationships and social responsibility) and general mood (happiness and optimism).
- The **cognitive ability to analyse negative feelings** (anger, fear, sadness, envy), exactly, the ability to analyse the causes and the consequences of negative feelings, as well as to analyse different resolution ways.

- The **subjective perception of the change** regarding self-awareness, emotion regulation, general mood, communication and empathy.

Likewise, in experimental participants **significantly reduced**:

- The **psychosomatic symptoms**. Presence of one or more physical symptoms that can not be explained by a medical illness.

Bearing in mind the variables that were significantly altered by the effects of the intervention, having found significant differences in the change of the experimental and control participants, few gender differences were found. In fact, it was confirmed that boys showed a significantly greater increase in the number of assertive strategies to resolve social situations, in their ability to empathise with other human beings, in their emotional attention and clarity of their own emotions (intrapersonal intelligence), and that they displayed a significantly larger decrease in psychosomatic symptoms.

Finally, taking into account the variables on which the programme was effective while comparing experimental and control participants in the pretest and the posttest, few differences were found according to socioeconomic level, other than confirming that adolescents from lower socioeconomic levels showed a significantly greater increase in social conformity and the ability to resolve feelings in comparison with participants from middle and upper socioeconomic levels.

Pretest-Follow-up

In order to assess the temporal stability of the results obtained with the programme, a follow-up was carried out one year after the posttest evaluation. The results showed that experimental participants (in comparison with control participants), from the pretest to the follow-up, significantly **enhanced**:

- The **cognitive assertive strategies** for conflictive social situation resolution.
- The **empathy ability**.
- The **intrapersonal emotional intelligence**.
- The **total emotional intelligence** (intrapersonal, interpersonal, general mood and stress management).

- The **happiness feelings**. Happiness can be understood as an emotional state produced when a person feels that a goal has been achieved. It is an internal condition of satisfaction and joy.
- The **cognitive ability to analyse negative feelings** (anger, fear, sadness, envy), exactly, the ability to analyse the causes and the consequences of negative feelings, as well as to analyse different resolution ways.
- The **social behaviours** of dominance (tendency to seek positions of authority; to dominate others for personal advantage; to compete and be superior to others) and apathy-shyness (disinterest of the person to integrate in the group and take part in its activities; the tendency to come over as reserved, critical, removed, isolated) (contrary to expectations).

Likewise, the experimental participants significantly **reduced**:

- The **aggressiveness-stubbornness** (tendency to violent expression; threats; envy and sadness) **and social anxiety** (tendency to be shy; to show a fear of expressing oneself, interacting and defending one's rights with assertiveness) **social behaviours**.
- The **cognitive aggressive strategies** of social interaction.
- The **psychosomatic symptoms**.

In the follow-up there are variables that even though they were not improved in the posttest phase (pretest-posttest), they improved in the follow-up proving that the programme is effective not only after its implementation, but also a year later. Those variables (in coherence with the proposed hypotheses) are the aggressive strategies for social interaction, aggressiveness-stubbornness, social anxiety, stress management and happiness. The first 3 variables reduce between the pretest and the follow-up, and the last two variables enhance between these two phases.

CHAPTER 10.
CONCLUSIONS AND DISCUSSION

CHAPTER 10. CONCLUSIONS AND DISCUSSION

This chapter presents the most relevant conclusions of the study, contrasting the results obtained with the hypothesis suggested and findings from other studies. We comment the limitations of the study below and point out future research lines, proposed as a consequence of the results obtained in this study.

10.1. CONCLUSIONS OF THE STUDY

We present below the most notable conclusions of the study, contrasting the results obtained with the hypothesis proposed and comparing such results to those obtained in other studies.

Hypothesis 1. The programme will promote positive social behaviours (social conformity, social sensibility, help-cooperation, prosocial leadership, security-firmness), reducing negative behaviours (aggressiveness-stubbornes, apathy-shyness, dominance, social anxiety) and improving social adaptation.

The results obtained after comparing the pretest-posttest change between experimental and control groups proved that the programme stimulated significant increases in several positive social behaviours (social conformity, help-collaboration and security-firmness). Besides, between the pretest and the follow-up, negative social behaviours (aggressiveness-stubborness and social anxiety) suffered a significant decrease in experimental adolescents versus control adolescents. However, hypothesis 1 is only partially fulfilled, as the intragroup change in the experimental group did not show significant differences in positive behaviours and the pretest-follow-up change showed an increase of certain negative behaviours (dominance and apathy-shyness).

The results obtained regarding positive social behaviour (social conformity, help-collaboration and security-firmness) are consistent with the findings of other studies that have found significant increases of positive social behaviours in general (Weissberg et al. 1997), of prosocial and assertive behaviours (Byrne et al., 2004; Choque-Larrauri & Chirinos-Cáceres, 2009; Garaigordobil, 2001, 2002ab, 2008; Melero & Palomera, 2011;

Sanz de Acedo et al., 2003), cooperation (Freedman, 2003; Garaigordobil, 2001, 2002ab, 2008) and leadership (Brackett et al. 2010; Muñoz de Morales & Bisquerra 2013). However, in other study implemented by Cook et al. (2000) no significant differences were found with regard to the improvement of positive social behaviours. The divergence of these results could be due to the instruments used to measure the variable, the size and characteristics of the sample or the research design used. Likewise, the improvement of social conformity, help-collaboration and security-firmness must be due to the fact that the programme has fostered these variables through several exercises. Social conformity has been improved working on emotional consciousness (11 sessions), help-collaboration has been improved promoting empathy (10 sessions) and security-firmness developing confidence (7 sessions), assertiveness (4 sessions) and the ability to solve problems and do not avoid them (10 sessions).

Regarding negative social behaviours, our study did not find significant differences between experimental and control participants in pretest-posttest differences, thus confirming the results of other studies that did not find pretest-posttest differences between experimental and control participants in bullying (Kimber et al. 2008) or maladaptive variables such as depression, social stress, inability feeling, social rejection, negative attitude towards teachers or school, atypical nature, somatization, search for feelings and clinical, school and emotional maladjustment (Melero & Palomera, 2011). However, between pretest and follow-up, experimental participants showed a significant decrease of negative social behaviours (aggressiveness-stubbornness, social anxiety), confirming the results of other studies that found decreases in aggressiveness (Castillo et al., 2013), anxiety (Ruiz-Aranda et al., 2012), delinquency level (Weissberg et al., 1997) and disruptive behaviours (Cook et al., 2000; Flay et al., 2001).

This result may be due to the fact that it is easier to promote positive behaviours than reducing the negative, which takes more time. Actually, students need time to understand, assimilate and apply what they have learnt and the effects of the intervention can be observed one year after the implementation. Our results confirm this idea as between pretest and posttest positive social behaviours have increased (intergroup analysis) and between pretest and follow-up the negative have decreased.

Hypothesis 2. The programme will increase assertive cognitive strategies available to adolescents to solve conflictive social situations, decreasing aggressive and passive strategies.

The results revealed that the programme exerted a positive effect as it increased assertive cognitive strategies to solve conflictive social situations in pretest-posttest differences. Regarding the change between pretest and follow-up, the results showed significant increases in assertive strategies of social interaction and significant reductions in aggressive strategies of social interaction. Therefore, hypothesis 2 has been almost entirely confirmed.

On the one hand, the studies revised evidenced the similarity of the results of our intervention programme with other programmes, improving assertive cognitive strategies to deal with conflictive social situations (Garaigordobil, 2001, 2008) and assertive behaviours (Byrne et al., 2004; Choque-Larrauri & Chirinos-Cáceres, 2009; Melero & Palomera, 2011; Sanz de Acedo et al., 2003).

On the other hand, the results obtained in other studies that analyse the change in cognitive strategies reveal significant aggressiveness reductions (Castillo et al., 2013). However, in our study, the reduction is only statistically significant in the pretest-follow-up differences. This may be due to the fact that it is easier to promote a positive behaviour or strategy than to reduce a negative behaviour or strategy and that reducing negative strategies requires more time.

A possible reason for which the programme has fostered assertive cognitive strategies may be the emphasis of the intervention in assertiveness and the ability to solve conflicts promoting positive aspects. This is, the programme insists more in increasing positive strategies than in decreasing the negative. Specifically, 10 activities work on conflict resolution or emotions and 4 on improving assertiveness. Most of the activities to improve assertiveness are role-playings (“Assertiveness” and “Communication and assertiveness”) and some of the activities to increase assertive strategies are exercises such as expounding a specific case and looking for solutions in small groups (“Body language”), watching several videos and thinking about different ways to solve conflicts (“Observers”), writing down a problem in a paper anonymously and mixing them

and distributing the papers to look for solutions for other people's problems ("Secrets") or reading stories and questions related to possible conflict resolution strategies ("Stories").

Hypothesis 3. The programme will increase empathy or the ability to deal with the emotional state of other human beings, both cognitively and affectively.

The results evidenced the positive effect of the programme, promoting a significant increase of empathy, both in pretest-posttest and in pretest-follow-up assessments. Therefore, hypothesis 3 has been entirely confirmed.

The results obtained in the study point out in the same direction as other studies that observed an increase in the empathy ability of experimental participants after the implementation of the intervention programme (Aciego de Mendoza et al., 2003; Castillo et al., 2013; Garaigordobil, 2004, 2008; Sanz de Acedo et al., 2003). In addition, Byrne et al.'s study (2004) has proved that, due to the intervention programme, pity for those who are suffering increases. Finally, Aciego de Mendoza et al.'s study (2003) found significant differences between experimental and control participants, as the first showed significant increases in consideration for others. However, the findings obtained in this study differ of those obtained in Melero and Palomera's study (2011), as in this study they did not find significant effects in improving empathy. The divergence of these results could be due to the age of the participants, as in Melero and Palomera's study (2011), participants were 8-12 years old and in the other studies participants were 13-18. There is an open debate about empathy development. Some studies defend that the ability of empathy increases throughout the years. Thus, Van der Graaf et al. (2014) found an increase of empathy with age in a sample of adolescents aged 13-18. Likewise, the study carried out by Garaigordobil and Maganto (2011) did not reveal increases in empathy during childhood (8-11), but it did during adolescence (12-15), if only in girls. Finally, Mestre, Samper, Frías, and Tur (2009) confirmed these results as they found an increase in empathy during adolescence in girls. Therefore, the fact that the participants of Melero and Palomera's study (2011) did not show improvements in empathy may be due to age (8-12), as in all the other programmes this ability has increased with older participants (13-18).

On the other hand, the fact that in our study empathy has showed significant improvements may be due to the emphasis put by the programme in this variable. Thus, 10 (out of 31) activities work directly on empathy watching videos, role-playings, reading stories... The “Empathy” activity, for example, consists in watching several videos that depict different situations (children crying, evictions, hunger in Africa, kids opening presents, cases of bullying...) to afterwards answer to questions like “How does the character feel?” “Why?” “How would you feel?”... Finally, even if indirectly, many activities managed to develop empathy.

Hypothesis 4. The programme will reduce the experience of anger feelings (state-anger, trait-anger) and the expression of anger in situations of anger, increasing the control of this kind of feelings.

The results obtained confirmed that the intervention programme exercised a positive effect on anger control, as between pretest and posttest internal control showed significant increases. Regarding the change between pretest and follow-up, there are no statistically significant changes in any variable, and therefore hypothesis 4 has hardly been confirmed, as even if the programme managed to increase the internal control of anger, this positive effect has not endured a year after concluding the intervention.

The revision of literature evidenced that there are only a few studies that analyse specifically the effect of psycho-educational intervention programmes in anger feelings; however many studies have assessed their effects in aggressiveness. This way, there are many studies that prove that interventions reduce disruptive behaviours (Cook et al., 2000; Flay et al., 2001), anger and aggressiveness (Castillo et al., 2013). However, there are not many studies that assess the effects of an intervention programme in anger feelings. In spite of the scarcity, studies confirm the results of our study, as they state that intervention programmes improve behaviour self-control (Choque-Larrauri & Chirinos-Cáceres, 2009). The similarity of the results may be due to the fact that these programmes insist considerably in assertiveness, resolution strategies and empathy. This way, participants perceive the importance of avoiding violence and they learn how to channel anger feelings expressing emotions in an appropriate manner and improving their control. On the other hand, our programme puts more emphasis in promoting positive

skills and traits than in decreasing the negative. Actually, there is not any activity whose goal is to reduce (directly) anger feelings, but there are several activities that teach how to solve conflicts and situations in a non-aggressive manner avoiding anger. Therefore, there are 9 activities whose objective is to develop positive and pacific conflict resolution strategies. Finally, there is an activity that works on self-control (“Regulating emotions”) through a letter that the students write talking about their feelings and telling their account in an assertive manner to someone that have hurt them.

Hypothesis 5. The programme will improve emotional intelligence (EI), specifically intrapersonal intelligence (attention, clarity and repair), interpersonal intelligence, adaptability, general mood and stress management.

One of the objectives of the study was to design a programme to improve EI and the results obtained between pretest and posttest confirm that the intervention improved intrapersonal intelligence, interpersonal intelligence, the general mood and total emotional intelligence. One year later, these positive effects of the programme endured in all the variables and a significant increase of the ability to control stress was confirmed. In view of the results obtained in our study, hypothesis 5 has been almost entirely confirmed.

The results obtained with regard to EI are consistent with findings of other studies that have found significant increases of EI (Di Fabio & Kenny, 2011; Ogunyemi, 2008), emotional skills (Brackett et al., 2010), emotional clarity and repair (Melero & Palomera, 2011) and the knowledge of social and emotional concepts (Castro, 2006) thanks to psycho-educational programmes. However, in other study prepared by Humphrey et al. (2010), they did not find significant differences in the increase of the social and emotional skills of experimental participants. The explanation for these diverging results may be the lack of several essential conditions in intervention programmes in Humphrey et al.’s programme (2010). On the one hand, some of the educational centres where they applied the SEAL programme lacked structure and consistency in its implementation compared to other centres or programmes. On the other hand, the implementation of the training was not controlled like in other interventions. Finally, in some of the schools where the SEAL

programme has been implemented, support sources such as human or financial resources may have failed.

A reason for which our programme has taken a positive effect in EI may be its dynamic and entertaining nature, together with the fact that it develops EI from a mixed perspective working on several socio-emotional aspects. This is, the activities of the programme develop EI fostering interpersonal intelligence (for example, in the “Trivial of emotions” activity, participants have to express emotions through gestures, drawings and words so that their classmates can identify and understand them), intrapersonal intelligence (in the activity “Modifying beliefs” students write down in a paper the negative beliefs they have of themselves and they transform them turning them into positive sentences. Afterwards, a visualization is made where adolescents interiorize those positive sentences), stress managements (for example, in the activity “Observers”, participants watch several videos where there appear several emotions and they answer questions in small groups. Some of them are focused on conflict resolution where adolescents have to think about different ways to deal with negative emotions, such as stress) and general mood (in the “Feeling better” activity, the students dance at the classroom listening to different styles of music, running them to different moods. Later they seat in a circle and each of them says something positive of the classmate on his side).

Another reason why our programme has been effective may be the effectiveness of socio-emotional programmes and the changing nature of adolescence. This is, as adolescence is a stage between childhood and adulthood where instability and conflicts are usually present, a preventive and constructive programme will be beneficial for socio-emotional development. According to Bisquerra (2003), there are multiple arguments to justify the emotional education. In adolescence, a great percentage of young people gets involved in risk behaviours. Some of these behaviours are violence or drug use. With regard to violence, more than a third of adolescents have been involved in a physical fight in the year 2002 (Bisquerra, 2003). Regarding risk behaviours and depression, suicide is the third cause of death among adolescents and young people (10-30 years old). Actually, 9,34% of the deaths in this group of age is due to suicide and self-inflicted lesions. Besides, the number of suicides in adolescents (13-19 years old) has increased 60%

(Pérez, 2009). As these problems have an emotional background, the need of implementing unspecific prevention programmes that impact on multiple situations (conflicts, violence, drug use, stress, depression, etc.) becomes evident. But, besides preventing, it is important to build well-being. Therefore, the application of programmes that develop socio-emotional skills may be a solution for these problems. In fact, their effectiveness has been proved in several studies. For example, a meta-analysis (Durlak et al., 2011) that has assessed 213 preventive programmes applied in school centres (from pre-school to secondary education) has evidenced the positive effects of these programmes, as they have increased personal and social skills, mental health and positive development, reducing antisocial behaviours, substance use, aggressiveness and discipline issues at the same time. The study by Vesely, Saklofske, and Nordstokke (2014) carried out with undergraduates confirms these data stating that EI can be improved through specific training. Therefore, the application of socio-emotional programmes is beneficial for adolescents as they improve emotional, social and behavioural aspects of the participants.

Hypothesis 6. The programme will improve happiness feelings.

The results obtained after comparing the change in the experimental and the control group confirmed that happiness feelings did not improve significantly between pretest-posttest, but the change was statistically significant between pretest and follow-up. Intragroup analysis of the experimental group confirmed this significantly positive effect of the programme on happiness. Therefore, hypothesis 6 was almost entirely confirmed.

Even though we have not found any studies that measure the effects of educational programmes on happiness specifically, Carpintero et al. (2007) proved that emotional and social well-being increased thanks to their intervention programme. On the other hand, Ruiz-Aranda et al. (2012) stated that their intervention programme reduced depression and negative affections. At the same time, studies that have evaluated the relationship between EI and happiness show that EI increases happiness (Dasgupta & Mukherjee, 2011; Khosla & Dokania, 2010) and that there is a positive correlation between these two

variables (Furnham & Christoforou, 2007; Zacher, McKenna, & Rooney, 2013). Even if our results point to the same direction that these studies, happiness did not increase significantly between pretest and posttest.

Happiness is a topic under discussion as, according to some authors, happiness is not always positive. According to Pérez-Álvarez (2013) “happiness is not appropriate and adaptive in all places and times”. Actually, a happy and cheerful person may be more naive, slow and trusting in detecting potential threats or tricks. Besides, happiness hunting may bring the opposite effects. A correlational study by Mauss, Tamir, Anderson and Savino (2011) stated that people who appreciate happiness more are those who feel less well-being and satisfaction with life and more depression. On the other hand, happiness has disadvantages. For example, after happiness comes unhappiness, feeling happy can make you feel a worse person when you notice that other people are suffering, being happy may bother other people and provoke damaging envies... Likewise, “too much happiness may tire you out when you are so happy that you do not need anything else and stay “settled” in a state of well-being” (Pérez-Álvarez, 2013). Therefore, happiness is not always positive and it is important to keep it in accordance with reality.

In the case of our study, although happiness increased between pretest and posttest, this increase was not statistically significant. However, there was a significant change between pretest and the follow-up phase. This may be due to the fact that adolescents need more than 20 sessions to understand, assimilate and use all that they have learnt during the intervention and therefore this process produces better results through time.

Hypothesis 7. The programme will foster an improvement of different personality traits such as consciousness, openness, extraversion, agreeableness and emotional instability.

The results evidenced that the programme did not foster significant pretest-posttest improvements in the personality traits assessed (consciousness, openness, extraversion, agreeableness and emotional instability). Although, between pretest-follow-up, the emotional instability of the experimental groups decreased significantly, in the rest of the

variables the change was not significant. Therefore, in spite of the long-term improvement of emotional stability, hypothesis 7 was almost entirely rejected.

After carrying out the bibliographic search, no studies that connect EI programmes with personality (consciousness, openness, extraversion, agreeableness, emotional instability) have been found. The only study that produces data on this subject is that of Garaigordobil (1999, 2001, 2002ab, 2004, 2008), pointing out that the intervention programme improved emotional stability.

On the other hand, the researches that study the connection between EI and personality reveal that most of the styles of personality have a significant relation with EI (Pérez-González & Sánchez-Ruiz, 2014; Ruiz, Salazar, & Caballo, 2012).

This discrepancy between our study and other investigations may be due to the fact that personality is a quite stable variable difficult to modify. Even if personality is related to EI (Ruiz et al., 2012), it is very difficult to change traits acquired for 13-15 years in just 20 sessions. Given that adolescence is a transition period from childhood to maturity, a key and critic moment in identity formation, we need more than 20 sessions to obtain personality changes. Klimstra et al.'s study (2013) states that personality remains stable through life and the results of Meeus et al.'s study (2011) coincide with those of Klimstra et al. (2013), proving that the 73.5% of the adolescents maintain their typology through time. Therefore, personality is a stable aspect very difficult to change in 20 sessions.

Hypothesis 8. The programme will improve the ability to analyse the causes and consequences of negative emotions and their resolution or confrontation.

The results confirm that the programme exerted a positive effect as it promoted an improvement in the cognitive ability of analysing the causes and consequences of negative emotions and their resolution or confrontation, both at pretest-posttest and at pretest-follow-up. Therefore, hypothesis 8 was entirely confirmed.

The studies carried out on this variable confirm the results obtained in this study, as they confirm that intervention programmes improve the cognitive ability to analyse feelings (Garaigordobil, 2004, 2008).

A reason why the programme improves the cognitive ability to analyse emotions and their resolution may be the emphasis put by the programme in this variable. Actually, the programme attaches great importance to the ability to analyse the causes and consequences of emotions and proposes many exercises to work on it. One example is the “Emotional perception” activity, where participants watch several videos and afterwards they answer to certain questions on the causes and consequences of the characters of the videos. Another activity that develops the analysis of emotions is “Collage and dramatisation”, where students make a collage telling a story (expressing an emotion) with a start, a problem and an end. Regarding the resolution of these emotions, more than 10 activities develop the ability to solve or deal with negative emotions.

Hypothesis 9. The programme will decrease behavioural problems, such as school problems, antisocial behaviour, shyness-withdrawal, psychopathologic disorders, social anxiety and psychosomatic disorders.

The results have evidenced that the programme exerted a significant effect on the psychosomatic symptoms variable, as it promoted a significant reduction of these symptoms between pretest and posttest, as well as a year after the intervention. However, this effect has only been confirmed in the results obtained with the PHQ-15 instrument, as the intervention has not taken any significant effect in the psychosomatic disorders assessed through the EPC. Therefore, hypothesis 9 was only confirmed in the variable of psychosomatic symptoms, but was rejected for the other problems.

Even if the results of our study point to the same direction as other investigations, the difference between experimental and control participants of this study is not statistically significant in behavioural problems. On the one hand, Garaigordobil's studies (2001, 2002ab, 2008) point out that intervention programmes improve social adaptation. Other studies prove that these programmes increase academic performance (Brackett et al., 2010; Cook et al., 2000; Flay et al., 2001; Freedman, 2003; Obiols, 2005; Qualter et al., 2007) and positive behaviours (Weissberg et al., 1997). On the other hand, as a result of the application of educational programmes, disruptive behaviours (Cook et al., 2000; Flay et al., 2001), aggressiveness (Castillo et al., 2013), anxiety and somatization (Ruiz-Aranda et al., 2012) decreased. However, in Humphrey et al.'s study (2010), behavioural

problems did not improve. Although the results of our study reveal improvements in behavioural problems, after comparing the experimental and the control groups, these changes were not significant. The divergence of these results could be due to the fact that parents inform of this behaviour problems, not adolescents. Thus, the fact that parents do not see certain behaviours does not mean that they do not occur. This is, nowadays most adolescents spend more time at the school and with their friends than at home. For this reason, it is possible that parents do not notice everything their children do and do not perceive certain behaviour changes. Besides, the programme is focused on promoting positive aspects more than on reducing the negative.

On the other hand, the results of this study prove that psychosomatic symptoms decrease significantly in experimental groups. In the same line than these results, Ruiz-Aranda et al. (2012) proved that the somatization level diminishes under the influence of the programme. This may be because when we develop socio-emotional skills, adolescents learn to discern, understand, regulate and express emotions in a more appropriate manner, reducing somatization. As these programmes increase positive emotions, participants feel better and their health improves. Although in our programme there is not any activity related to physical or psychosomatic health, there are 15 activities (for example, “Exchanging affection”, which consists in hugging people in different ways, or “Feeling better”, where first participants dance with different kinds of music and then they sit in a circle and each of them says something positive about the classmate by his side) that develop positive emotions, positive affection, happiness, well-being... and this improves health, as negative emotions diminish the defences of the immune system, predisposing to contract diseases, whereas positive emotions increase our defences and may work as prevention (Bisquerra, 2012). As the socio-emotional skills of the participants improved, psychosomatic health improved too.

Hypothesis 10. The programme will have similar effect on boys and girls.

The results show that the programme has promoted a similar change in both genders in most of the variables where the programme had a significant effect, detecting

differences based on gender only in assertive strategies to solve conflictive social situations, in the ability of empathy, attention and clarity of one's own emotions (intrapersonal intelligence) and psychosomatic symptoms. In all these cases, boys experienced more significant improvements than girls. Therefore, hypothesis 10 was almost entirely confirmed.

These results support those obtained in other studies that did not find significant differences based on gender after the intervention (Choque-Larrauri & Chirinos-Cáceres, 2009; Eisen, Zellman, & Murray, 2003; Kimber et al., 2008; Ogunyemi, 2008). However, Castillo et al. (2013) state that boys increase more their level of empathy. According to Melero and Palomera (2011), boys also increased significantly more their EI. However, in our study, boys only showed more improvements than girls in the variables of attention and emotional clarity (regarding emotional intelligence). In opposition to our results, Byrne et al. (2004) found that girls improved more than boys in general.

The fact that boys have increased their level of empathy significantly more in this study may be explained because they had a lower level of empathy at the pretest phase. This is, as they were less empathic at the beginning of the programme, they developed this ability more. It may be due to the fact that it is easier to promote an ability that is poorly developed than one that is very developed. Regarding assertive strategies to solve social situations, boys improved significantly more than girls and a possible reason may be that boys showed lower levels than girls at the beginning of the intervention and therefore they had more improvement margin. The same happens with attention and emotional clarity and psychosomatic symptoms. As boys were worse at the pretest phase, they had more chances to improve through the intervention. Rosa et al. (2002) confirm this explanation, proving that in their study, those who presented more aggressive behaviours, isolation and communication issues improved more than those who did not have any issues.

Another explanation is focused on social aspects, noting that women receive an education more focused on emotions, whereas men are taught to minimize certain emotions (Sánchez-Núñez, Fernández-Berrocal, Montañés, & Latorre, 2008) and they receive the idea that they have to be strong, practical and little emotional. This would

explain why boys get lower scores in emotional attention and clarity, empathy and assertive strategies at pretest and have more chances to improve with the programme.

Hypothesis 11. The programme will promote a similar improvement in the variables subject to the study, regardless the socioeconomic level of origin.

The results show that the programme has fostered a similar change in different socioeconomic levels in most variables. In those where the intervention was effective, we only found significant differences in social conformity and in the ability to resolve negative feelings, where adolescents from a lower socioeconomic level showed a higher increase in these variables. Therefore, hypothesis 11 was almost entirely confirmed.

The only programme that has the socioeconomic level into account supports the results of this study, as it has not found significant differences among centres of different socioeconomic levels (Flay et al., 2001). The studies that analyse the relation between EI and socioeconomic level are contradictory. Whereas some studies point out that the relation between socioeconomic level and emotional ability is very weak (Reynolds, 2011), others prove that the socioeconomic level and EI are connected and suggest that individuals with a low socioeconomic level get higher scores in empathy, assess other people's emotions with more accuracy and identify facial emotions with more precision (Kraus, Côté, & Keltner, 2012). However, according to Talebinejad and Fard (2012), these two variables are positively connected. This is, a high socioeconomic level involves more EI.

The fact that the students of low socioeconomic levels show significant improvements in social conformity may be due to the fact that the implementation of the programme has increased their awareness on several aspects of life, increasing social conformity. Finally, the reason why the participants with a low socioeconomic level showed more significant improvements in the ability to solve feelings may be due to the fact that they had lower scores in this ability at the pretest phase. This is, before the implementation of the programme, low-level participants had a significantly lower ability to solve feelings. Thus, the programme helped them more to develop this ability.

Hypothesis 12. The effects of the programme will remain stable one year after the intervention.

The results revealed that experimental participants maintained significantly the improvement produced by the programme after finishing the intervention in the following variables: assertive cognitive resolution strategies of conflictive social situations, empathy, total emotional intelligence (intrapersonal, interpersonal and general mood), the ability to analyse negative feelings and psychosomatic symptoms.

Even if the pretest-posttest difference between experimental and control groups did not show a statistically significant change in certain variables, one year after the implementation of the programme, the experimental groups had experienced significant increases in feelings of happiness and their ability to cope with stress, and significant decreases in negative social behaviours of aggressiveness-stubbornness and social anxiety, aggressive cognitive strategies to solve social situations and emotional instability. Therefore, hypothesis 12 has been confirmed almost entirely.

Only three programmes have been found that carried out a follow-up and they support the results of this study, as they found that the effects of the programme endure between posttest and follow-up (Byrne et al., 2004; Eisen et al., 2003; Ruiz-Aranda et al. 2012).

A reason that could explain the fact that the effects remain stable may be that, when participants develop certain skills and use them, they become automatic and become a part of adolescents' daily life. This is, thanks to the practice of emotional skills during one year, adolescents incorporate these behaviours and attitudes and keep using them after the intervention because they have verified their efficacy. Another reason may be that, before the intervention, participants had not been trained on these aspects and they turned out to be so useful and effective that they have responded very positively.

All the variables that improved between pretest and posttest also improved between pretest and follow-up, except for internal control of anger. This proves the effectiveness of the intervention programme, not only after its implementation, but also a year later. Besides, together with the variables maintained in the follow-up, between pretest and follow-up there appear new variables that have improved: stress management, happiness,

social behaviours like aggressiveness-stubbornness and social anxiety, and aggressive strategies for social interaction.

A possible explanation for the improvement may be the practice of several skills. This is, the participants of the programme learnt several strategies and socio-emotional skills to improve their EI. However, 20 sessions are not enough to change all our strategies and habits, as we need more time. Therefore, one year later, participants had had enough time to put the techniques learnt into practice and assimilate them, improving new EI variables in the follow-up.

The fact that happiness increases may be a result of other improvements between pretest and posttest, such as the increase of intrapersonal or interpersonal intelligence, empathy, positive social behaviours... Thus, after improving skills, behaviours, relations... adolescents feel better and after some time (one year) the feelings of happiness increase.

Finally, one reason that may explain the decrease of the internal control of anger in the follow-up phase is the duration of the programme. This is, even if many variables have improved during the 20 sessions of the programme (pretest-posttest), some skills lose strength through time (pretest-follow-up). This emphasizes the importance to keep on training these skills through programmes that improve socio-emotional aspects.

10.2. CONTRIBUTIONS AND LIMITATIONS OF THE STUDY

The main contributions of the study are: 1) The design of an EI prevention and intervention programme aimed at adolescents; 2) The experimental assessment of their effects on cognitive, behavioural, emotional and somatic variables in order to offer an effective psycho-educational intervention tool to the educational community to develop emotional intelligence; and 3) the confirmation of the relation between EI and psychosomatic symptoms.

We confirm this way the efficacy of the programme, as it improved the assessed variables significantly (EI, empathy, cognitive ability to analyse negative emotions cognitively, positive behaviour social, cognitive strategies to solve social situations, controlling anger and psychosomatic symptoms), improving socio-emotional development. Considering these results, the importance of implementing educational programmes

during adolescence to improve socio-emotional development and prevent problems related to an improper socio-emotional development, such as behavioural, emotional or somatic issues, becomes evident. In addition, scientific evidences about the efficacy of emotional education programmes are quite limited (Pérez-González, 2012) and therefore this study represents a significant contribution to psycho-educational intervention. Likewise, it would be beneficial to include these intervention programmes in a general model of educational coexistence so that their implementation is not exceptional, but a part of school education. Finally, this study proves the relationship between EI and psychosomatic symptoms, confirming the relevance of the emotional aspect in health.

Although there are more programmes that work on socio-emotional skills, only a few programmes develop these skills under the denomination of EI. Actually, we have only found 5 assessed programmes that make reference to EI, 1 of them in Spain. One of the distinctions of our programme resides in its conception of EI from the perspective of mixed models. This is, our programme develops EI both as an ability as a set of traits of personality. This way we deal with EI from a global and holistic perspective, developing several aspects such as empathy, communication, emotional regulation, mood and awareness rising.

Therefore, this study provides a tool, not only to improve EI (intrapersonal intelligence: attention, clarity and emotional repair; interpersonal intelligence; stress management; general mood), but also to develop empathy, the ability to analyse negative emotions cognitively, positive social behaviour, cognitive strategies to solve social situations and controlling anger. Finally, as a result of the intervention, there was a decrease of psychosomatic symptoms, so the programme is beneficial for health too.

As a limitation of the study we can point out that, even if we have applied an instrument for parents, it would be advisable to use an instrument filled by teachers, as they spend many hours with adolescents and they are a reliable and interesting source to learn more about them. Likewise, it would be interesting to use observational techniques to collect more information. On the other hand, it is worth noting the small size of the sample. Finally, we may stress the difficulty of recruiting school centres given the duration of the programme (20 sessions).

Regarding generalization, as the sample was made up of boys and girls aged 13-16 who study both in public and private centres in rural areas and small towns, the results can be extended to all adolescents aged 13-16 of our society.

10.3. FUTURE RESEARCH LINES

The study has opened future research lines. On the one hand, it would be of great interest to involve families and educational centres in the programme so that they can participate in the socio-emotional development of their children according to the intervention programme and increase and reinforce the results obtained. On the other hand, it has laid emphasis on the need of extending the size of the sample for a better generalization of the results. Likewise, it would be interesting to extend the participants' age range to check if the results are similar in different ages. Finally, it is worth noting the need of assessing the effects of the programme in other variables such as self-esteem, psychopathological symptoms...

BIBLIOGRAPHIC REFERENCES

- Aciego de Mendoza, R., Domínguez, R., & Hernández, P. (2003). Evaluación de la mejora en valores de realización personal y social en adolescentes que han participado en un programa de intervención [Evaluation of the efficiency of a programme directed to the promotion of personal and social actualization values in adolescents]. *Psicothema*, *15*(4), 589-594.
- Aguilar-Luzón, M. C., & Landa, J. M. (2009). Relación entre inteligencia emocional percibida, personalidad y capacidad empática en estudiantes de enfermería [Relationship between perceived emotional intelligence, personality and empathic behavior in nursing students]. *Behavioral Psychology/Psicología Conductual*, *17*(2), 351-364.
- Andrei, F., & Petrides, K. V. (2013). Trait emotional intelligence and somatic complaints with reference to positive and negative mood. *Psihologija*, *46*(1), 5-15. doi:10.2298/PSI1301005A
- Alonso-Gancedo, N., & Iriarte, C. (2006). Relaciones entre el desarrollo emocional y moral a tener en cuenta en el ámbito educativo: propuesta de un programa de intervención [Relationship between emotional and moral development to take into account in school context: an intervention program proposal]. *Revista Electrónica de Investigación Psicoeducativa*, *8*(4), 177-212.
- Alvarado, M. (2011). Programa para el desarrollo de las habilidades sociales [A program to develop social skills]. *Innovación y Experiencias Educativas*, *43*.
- Arévalo, M., Cortez, E., Escalante, M., Uribe, R., & Velásquez, W. (2005). *Manual de habilidades sociales en adolescentes escolares* [Social skills manual in school adolescents]. Lima: Instituto Nacional de Salud Mental Honorio Delgado Hideyo Noguchi.
- Argyle, M., Martin, M., & Crossland, J. (1989). Happiness as a function of personality and social encounters. In J. P. Forgas & J. M. Innes (Eds.), *Recent advances in social psychological: An international perspective* (pp. 189-203). North-Holland: Elsevier.
- Aritzeta, A., Pizarro, M., & Soroa, G. (2008). *Emociones y educación* [Emotions and education]. Donostia: Erein.
- Bar-On, R. (1997). *The Emotional Quotient inventory (EQ-I): Technical Manual*. Toronto, Canadá: Multi-Health Systems, Inc.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On, & J. D. A. Parker (Eds.), *Handbook of emotional intelligence:*

- Theory, development, assessment and application at home, school and in the workplace* (pp. 363-388). San Francisco: Jossey-Bass.
- Bar-On, R. (2006). The Bar-On Model of Emotional-Social Intelligence. *Psicothema*, 18, 13-25.
- Bar-On, R., & Parker, J. D. A. (2000). *Emotional Quotient Inventory: Youth Version (EQ-i:YV): Technical manual*. Toronto, Canada: Multi-Health Systems, Inc.
- Barbaranelli, C., Caprara, G. V., & Rabasca, A. (1998). *Manuale del BFQ-C. Big Five Questionnaire Children [Manual of the BFQ-C. Big Five Questionnaire Children]*. Organizzaaioni Speciali: Firenze.
- Barret, L. F., & Gross, J. J. (2001). Emotional Intelligence. A process model of emotion representation and regulation. In T. J. Mayne, & G. A. Bonano (Eds.), *Emotions, Current Issues and future directions* (pp. 286-310). New York: The Guilford Press.
- Beck, A. T. (1976). *Cognitive therapy and emotional disorders*. Nueva York: International University Press.
- Bersabé, R., Fuentes, M. J., & Motrico, E. (2001). Análisis psicométrico de dos escalas para evaluar estilos educativos parentales [Psychometric analysis of two scales to evaluate parents' educational styles]. *Psicothema*, 13(4), 678-684.
- Berwick, D. M., Murphy, J. M., Goldman, P. A., Ware, J. E., Barsky, A. J., & Weinstein, M. C. (1991). Performance of a five-item mental health screening test. *Medical Care*, 29, 169-76. doi:10.1097/00005650-199102000-00008
- Bhullar, N., Schutte, N., & Malouff, J. (2013). The nature of well-being: the roles of hedonic and eudaimonic processes and trait emotional intelligence. *The Journal of Psychology*, 147(1), 1-16. doi:10.1080/00223980.2012.667016
- Bisquerra, R. (2000). *Educación emocional y bienestar [Emotional education and well-being]*. Barcelona: Praxis.
- Bisquerra, R. (2003). Educación emocional y competencias básicas para la vida [Emotional education and basic life skills]. *Revista de Investigación Educativa*, 21(1), 7-43.
- Bisquerra, R. (2009). *Psicopedagogía de las emociones [Psychopedagogy of emotions]*. Madrid: Síntesis.
- Bisquerra, R. (2012). Introducción. In R. Bisquerra (Ed.) *¿Cómo educar las emociones? La inteligencia emocional en la infancia y la adolescencia [How to educate emotions? Emotional*

- intelligence in childhood and adolescence*] (pp. 8-13). Esplugues de Llobregat (Barcelona): Hospital Sant Joan de Déu.
- Bisquerra, R. (2014). Orientación, tutoría y educación emocional. Potenciar una sinergia [Orientation, tutorial and emotional intelligence. To Foster a synergy]. *Revista Educar y Orientar*, 1, 21-26.
- Bloom, D. E., Cafiero, E. T., Jané-Llopis, E., Abrahams-Gessel, S., Bloom, L. R., Fathima, S., & Weinstein, C. (2011). *The global economic burden of non-communicable diseases*. Geneva: World Economic Forum.
- Boyatzis, R. E. (1999). Self-directed change and learning as a necessary meta-competency for success and effectiveness in the 21st century. In R. Sims, & J. G. Veres (Eds.), *Keys to employee success in the coming decades* (pp.15-32). Westport: Greenwood.
- Brackett, M., Rivers, S., Reyes, M., & Salovey, P. (2010). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences* 22(2), 218-224. doi:10.1016/j.lindif.2010.10.002
- Buss, A. H., & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and Social Psychology*, 63(3), 452-459. doi:10.1037/0022-3514.63.3.452
- Byrne, M., Barry, M., & Sheridan, A. (2004). *The development and evaluation of a mental health promotion programme for post-primary schools in Ireland*. (WFMH/WHO Publication). Retrieved from http://www.nuigalway.ie/health-promotion/documents/M_Barry/2004_bc_mindout_country_case_studies.pdf
- Cabello, R., Navarro, B., Latorre, J. M., & Fernández-Berrocal, P. (2014). Ability of university-level education to prevent age-related decline in emotional intelligence. *Frontiers in Aging Neuroscience*, 6, 37. doi:10.3389/fnagi.2014.00037
- Cantor, N., Norem, P. M., Niedenthal, C. A., Langston, C. A., & Brower, A. M. (1987). Life tasks, self-concept ideals, and cognitive strategies in a life transition. *Journal of Personality and Social Psychology*, 53, 1178-1191. doi:10.1037//0022-3514.53.6.1178
- Carpintero, E., López, F., Del Campo, A., Soriano, S., & Lázaro, S. (2007). El bienestar personal y social de los adolescentes y la prevención del malestar y la violencia: Presentación y validación de un programa educativo [Adolescents personal and social well-being and malaise and violence prevention: presentation and validation of an educational program]. *Revista de Investigación en Psicología*, 10(2), 29-41.

- Carrasco, M. A., & del Barrio, V. (2002). Evaluación de la autoeficacia en niños y adolescentes [Assessment of children's and adolescent's self-efficacy]. *Psicothema*, *14*, 323-332.
- Carrasco, M. A., Holgado, F. P., & del Barrio, M. V. (2005). Dimensionalidad del cuestionario de los Cinco Grandes (BFQ-N) en población infantil española [Big five questionnaire dimensions in Spanish children (BFQ-C)]. *Psicothema*, *17*, 286-291.
- Caruana, A. (2005). *Programa de educación emocional para la prevención de la violencia* [Emotional education program to prevent violence]. Valencia: GRAFIBEL.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: a theoretically based approach. *Journal of Personality and Social Psychology*, *56*, 267-283. doi:10.1037/0022-3514.56.2.267
- Castillo, R., Salguero, J. M., Fernández-Berrocal, P., & Balluerka, N. (2013). Effects of an emotional intelligence intervention on aggression and empathy among adolescents. *Journal of Adolescence*, *36*, 883–892. doi:10.1016/j.adolescence.2013.07.001
- Castro, S. (2006). *The effects of a culturally-adapted social-emotional learning curriculum on social-emotional and academic outcomes of Latino immigrant high school students*. (Unpublished doctoral dissertation). University of Oregon, Eugene.
- Chandler, M. J. (1971). *Egocentrism and Childhood Psychopathology: The Development and Application of Measurement Techniques*. Work presented at the Biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.
- Chavez, D., Moran, V. R., Reid, S., & Lopez, M. (1997). Acculturative Stress in Children: A modification of the SAFE Scale. *Hispanic Journal of Behavioral Sciences*, *19*(1), 34-44. doi:10.1177/07399863970191002
- Choque-Larrauri, R., & Chirinos-Cáceres, J. L. (2009). Eficacia del Programa de Habilidades para la Vida en Adolescentes Escolares de Huancavelica, Perú [Determining the efficacy of a high-school life-skills' programme in Huancavelica, Peru]. *Revista Española de salud pública*, *11*(2), 169-181. doi:10.1590/S0124-00642009000200002
- Cook, T., Murphy, R., & Hunt, D. (2000). Comer's School Development Program in Chicago. A Theory-Based Evaluation. *American Educational Research Journal*, *37*(2), 535-597. doi:10.3102/00028312037002535
- Cooper, R. K., & Sawaf, A. (1997). *Estrategia emocional para ejecutivos*. [Emotional strategy for executives]. Barcelona: Martínez Roca.

- Cordero, A., & Cruz, M. V. (1980). *IAC- Inventario de adaptación de conducta*. Madrid: TEA.
- Costa, A., & Faria, L. (2015). The impact of Emotional Intelligence on academic achievement: A longitudinal study in Portuguese secondary school. *Learning and Individual Differences, 37*, 38-47. doi:10.1016/j.lindif.2014.11.011
- Croskerry, P., & Norman, G. (2008). Overconfidence in clinical decision making. *American Journal of Medicine, 121*, 24-29. doi:10.1016/j.amjmed.2008.02.001
- Cuadrado, M., & Pascual, V. (2001). *Educación emocional: programa de actividades para la Educación Secundaria Obligatoria [Emotional education: activity program for secondary school]*. Madrid: Wolters Kluwer
- D'Amico, A., & Curci, A. (2010). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)*. Firenze, Italy: Organizzazioni Speciali.
- Damasio, A. (2000). *The feeling of what happens: Body and Emotion in the Making of Consciousness*. New York: Harcourt Brace.
- Darwin, C. (1873). *The expression of emotions in animals and man*. New York: Appleton.
- Dasgupta, M., & Mukherjee, I. (2011). Emotional Intelligence as a Mediator of Work-Family Role Conflict, Quality of Work Life and Happiness among IT Professionals. *Journal of the Indian Academy of Applied Psychology, 37*(2), 257-262.
- Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology, 10*, 85. doi:10.1037//0022-3514.44.1.113. Spanish version by Pérez-Albéniz, A., de Paúl, J., Etxeberria, J., Montes, M. P., & Torres, E. (2003). Adaptación de Interpersonal Reactivity Index (IRI) al español. *Psicothema, 15*(2), 267-272.
- Davis, S., & Humphrey, N. (2012). Emotional intelligence predicts adolescent mental health beyond personality and cognitive ability. *Personality and Individual Differences, 52*, 144-149. doi:10.1016/j.paid.2011.09.016
- De Neve, J. E., Diener, E., Tay, L., & Xuereb, C. (2013). The objective benefits of subjective well-being. In J. Helliwell, R. Layard, & J. Sachs (Eds.), *World Happiness Report 2013* (pp. 54–79). New York, NY: UN Sustainable Development Solutions Network.
- Del Barrio, M. V., Carrasco, M. A., & Holgado, F. P. (2006). *BFQ-NA cuestionario de los Cinco Grandes para niños y adolescentes (adaptación a la población española) [BFQ-NA questionnaire for the Big Five for children and adolescents]*. Madrid: TEA Ediciones.

- Del Barrio M. V., Aluja, A., & Spielberger, C. D. (2005). *STAXI-NA. Inventario de Expresión de Ira Estado-Rasgo en niños y adolescentes*. [STAXI-NA. *The State-Trait Anger Expression Inventory in children and adolescents*]. Madrid: TEA Ediciones.
- Del Barrio, V. Moreno, C., & López, R. (2001). Evaluación de la agresión e inestabilidad emocional en niños españoles y su relación con la depresión [Assessment of Aggression and emotional instability in Spanish children: its relationship with depression]. *Clínica y Salud*, 13, 33-50
- Di Fabio, A., & Kenny, M. (2011). Promoting emotional intelligence and career decision making among Italian high school students. *Journal of Career Assessment*, 19(1) 21-34. doi:10.1177/1069072710382530
- Di Fabio, A., Giannini, M., & Palazzeschi, L. (2008). Intelligenza emotiva: Proprietà psicometriche della versione italiana della Emotional Intelligence Scale (EIS) [Emotional Intelligence: Psychometric properties of the Italian version of Emotional Intelligence Scale (EIS)]. *Counseling. Giornale italiano di Ricerca e Applicazioni*, 1, 61-72.
- Di Fabio, A., & Ciardi, F. (2007). *Indecisiveness Scale: Un contributo alla validazione italiana* [Indecisiveness Scale: A contribution to Italian validation]. Poster presented at the International Conference IAEVG, Padova, Italy.
- Di Fabio, A., & Saklofske, D. H. (2014). Promoting individual resources: the challenge of trait emotional intelligence. *Personality and Individual Differences*, 65, 19-23. doi:10.1016/j.paid.2014.01.026
- Diener, E., & Chan, M. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. *Applied Psychology. Health and Wellbeing*, 3, 1-43. doi:10.1111/j.1758-0854.2010.01045.x
- Díez de Ulzurrun, A., & Martí, J. (1998). La educación emocional. Estrategias y actividades para educación infantil, primaria y secundaria [Emotional education. Strategies and activities for pre-school, primary and secondary school]. *Aula de Innovación Educativa*, 75, 83-89.
- Dodge, K. A. (1980). Social cognition and children's aggressive behavior. *Child Development*, 51, 162-170. doi:10.2307/1129603
- Domínguez, R. (2001). *Intervención para la realización personal y social: Validación de un instrumento de diagnóstico y evaluación del cambio*. [Intervention for personal and social realisation]. (Doctoral dissertation). Retrieved from <ftp://tesis.bbtk.ull.es/ccssyhum/cs96.pdf>

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432. doi:10.1111/j.1467-8624.2010.01564.x.
- Eisen, M., Zellmanb, G., & Murray, D. (2003). Evaluating the Lions-Quest "Skills for Adolescence" drug education program. Second-year behavior outcomes. *Addictive Behaviors, 28*, 883-897. doi:10.1016/S0306-4603(01)00292-1
- Ekman, P. (1972). Universals and cultural differences in facial expressions of emotions. In J. Cole (Ed.), *Nebraska Symposium on Motivation* (pp. 207- 283). Lincoln, Neb.: University of Nebraska Press.
- Ellis, A. (1977). The basic theory of rational-emotive therapy. In A. Ellis & R. Grieger (Eds.), *Handbook of rational-emotive therapy* (pp. 198-215). Nueva York: Springer.
- Epel, E., Daubenmier, J., Moskowitz, J., Folkman, S., & Blackburn, E. (2009). Can Meditation Slow Rate of Cellular Aging? Cognitive Stress, Mindfulness, and Telomeres. *Longevity, Regeneration, and Optimal Health: Annals of the New York Academy of Sciences, 1172*, 34-53. doi:10.1111/j.1749-6632.2009.04414.x
- Espejo, E., García-Salmones, A., & Vicente, F. (2000). *El programa para el Desarrollo y Mejora de la Inteligencia Emocional. [Program for the development and improvement of emotional intelligence]*. Madrid.
- Extremera, N., & Fernández-Berrocal, P. (2013). Inteligencia emocional en adolescentes [Emotional intelligence in adolescents]. *Padres y Maestros, 352*, 34-39.
- Eysenck, S. B. G., Easting, G., & Pearson, P. R. (1984). Age norms for impulsiveness, venturesomeness and empathy in children. *Personality and Individual Differences, 5*, 315-321.
- F. A. D. Fundación de Ayuda contra la Drogadicción (2004). *Prevenir para vivir. Protocolo de evaluación. [Prevent to live. Evaluation protocol]*. Madrid: Fundación de Ayuda contra la Drogadicción.
- Fernández, J. D., & Ramírez, M. A. (2002). Programa de habilidades sociales para mejorar la convivencia. *Revista Electrónica Interuniversitaria de Formación del Profesorado, 5*(5), 1-4.
- Fernández-Berrocal, P., & Extremera, N. (2006). Emotional intelligence and emotional reactivity and recovery in laboratory context. *Psicothema, 18*, 72-78.

- Fernández-Berrocal, P., Extremera, N., & Ramos, N. (2004). Validity and reliability of the Spanish modified version of the Trait Meta-Mood Scale. *Psychological Reports, 94*, 751-755.
- Ferrándiz, C., Ferrando, M., Bermejo, M. R., & Prieto, M. D. (2006, septiembre). *Emotional intelligence and personality*. Paper presented at the Annual Meeting British Educational Research Association (BERA). Warwick University (UK)
- Ferrándiz, F., Hernández, D., Bermejo, R., Ferrando, M., & Prieto, M. D. (2012). La inteligencia emocional y social en la niñez y adolescencia: validación castellana de un instrumento para su medida [Social and emotional intelligence in childhood and adolescence: Spanish validation of a measurement instrument]. *Revista de Psicodidáctica, 17*(2), 309-318. doi:10.1387/Rev.Psicodidact.2814
- Flay, B., Allred, C., & Ordway, N. (2001). Effects of the *Positive Action* Program on Achievement and Discipline: Two Matched-Control Comparisons. *Prevention Science, 2*(2) 71-89.
- Ford, B. Q., & Tamir, M. (2012). When getting angry is smart: emotional preferences and emotional intelligence. *Emotion, 12*(4), 685-689. doi:10.1037/a0027149
- Freedman, B. J., Rosenthal, L., Donahoe, C. P., Schlundt, D. G., & McFall, R. M. (1978). A social-behavioral analysis of skill deficits in delinquent and nondelinquent adolescent boys. *Journal of Consulting and Clinical Psychology, 46*(6), 1448-1462. doi:10.1037/0022-006X.46.6.1448
- Freedman, J. (2003). Key lessons from 35 years of social-emotional education: how self-science builds self-awareness, positive relationships, and healthy decision-making. *Perspectives in Education, 21*(4), 69-80.
- Furnham, A., & Christoforou, I. (2007). Personality traits, emotional intelligence, and multiple happiness. *North American Journal of Psychology, 9*(3), 439-462.
- Gambrill, E. D., & Richey, C. A. (1975). An assertion inventory for use in assessment and research. *Behavior Therapy, 6*, 550-561. doi:10.1016/S0005-7894(75)80013-X
- Garaigordobil, M. (1999). *Diseño y evaluación de un programa de intervención psicoeducativa para la educación en derechos humanos durante la adolescencia*. En *Premios Nacionales de Investigación Educativa 1998* (pp. 117-150). [Design and evaluation of a psychoeducational intervention program in human rights in adolescence]. Madrid: Ministerio de Educación y Cultura. CIDE. Colección Investigación nº 142.

- Garaigordobil, M. (2001). Intervención con adolescentes: Impacto de una experiencia en la asertividad y en las estrategias cognitivas de afrontamiento de situaciones sociales [Intervention with adolescents: impact of an experience in assertiveness and cognitive strategies for resolving social situations]. *Psicología Conductual*, 9 (2), 221-246.
- Garaigordobil, M. (2002a). Assessment of an intervention on social behavior, intragroup relations, self-concept and prejudiced cognitions during adolescence. *International Journal of Psychology and Psychological Therapy*, 2(1), 1-22.
- Garaigordobil, M. (2002b). *Esku-Hartze psikologikoa nerabeengan. Nortasunaren garapenerako eta giza eskubideen arloko hezkuntzarako programa*. [Psychological intervention in adolescence. An educational program for personality and human right education development]. Bilbao: Servicio Editorial de la Universidad del País Vasco.
- Garaigordobil, M. (2004). Effects of a psychological intervention on factors of emotional development during adolescence. *European Journal of Psychological Assessment*, 20(1), 66-80. doi:10.1027/1015-5759.20.1.66
- Garaigordobil, M. (2008). *Intervención psicológica con adolescentes. Un programa para el desarrollo de la personalidad y la educación en derechos humanos*. (2ª Ed.) [Psychological intervention in adolescence. A program to develop personality and human rights]. Madrid: Pirámide. (Original work published in 2000).
- Garaigordobil, M. (2009). *Evaluación del programa "Dando pasos hacia la paz - Bakerako urratsak"* [Evaluation of the program "Taking steps towards peace"]. Vitoria-Gasteiz: Servicio de Publicaciones del Gobierno Vasco.
- Garaigordobil, M. (2013). *Cyberbullying. Screening de acoso entre iguales*. [Cyberbullying. Screening of an harassment between peers]. Madrid: TEA.
- Garaigordobil, M., & Durá, A. (2006). Neosexismo en adolescentes de 14 a 17 años: relaciones con autoconcepto-autoestima, personalidad, psicopatología, problemas de conducta y habilidades sociales [Neosexism in adolescents aged 14 to 17: relationships with self-concept/self-esteem, personality, psychopathology, behavioural problems and social skills]. *Clínica y Salud*, 17(2), 127-149.
- Garaigordobil, M., & Maganto, C. (2011). Empatía y resolución de conflictos durante la infancia y la adolescencia [Empathy and conflict resolution during infancy and adolescence]. *Revista Latinoamericana de Psicología*, 43(2), 255-266.

- Garaigordobil, M., & Oñederra, J. A. (2010). Inteligencia emocional en las víctimas de acoso escolar y en los agresores [Emotional intelligence in victims of school bullying and in aggressors]. *European Journal of Education and Psychology*, 3, 243-256.
- Garaigordobil, M., & Peña, A. (2012). Cuestionario de evaluación del programa. Material no publicado.
- García, E. M., & Magaz, A. (2011). *PEE. Cuestionario de perfil de estilos educativos*. [ESP. *Education Style Profile Questionnaire*]. Bilbao: COHS Consultores en Ciencias Humanas.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Gardner, H. (1995). *Inteligencias múltiples. La teoría en la práctica* [Multiple intelligences. The theory into practice]. México: Paidó.
- Godoy, A., Gavino, A., Blanco, J. M., Martorell, M. C., Navarro, A. M., & Silva, E (1993). EA. Escala de asertividad [AS. Assertiveness Scale]. In F. Silva, & M.C. Martorell (eds.), *EPIJ. Evaluación Infanto-Juvenil* [CYE. *Child-Youth Evaluation*] (pp. 141-174). Madrid: MEPSA.
- Goldberg, D. (1972). *The detection of psychiatric illness by questionnaire*. London: Oxford University Press.
- Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., & Klein, P. (1989). *Habilidades sociales y autocontrol en la adolescencia* [Social skills and self-control in adolescence]. Barcelona: Martínez Roca.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Inteligencia emocional en la empresa*. [Emotional intelligence in the workplace]. Madrid: Planeta.
- González, M. T., & Landero, R. (2008). Síntomas psicósomáticos y estrés: comparación de un modelo estructural entre hombres y mujeres [Psychosomatic symptoms and stress: comparison of a structured model between men and women]. *Ciencia UANL*, 11(4), 403-410.
- Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581-586.
- Gore, S. W. (2000). *Enhancing students emotional intelligence and social adeptness*. (Unpublished doctoral dissertation). St. Xavier University, Chicago.
- Gresham, S., & Elliott, S. (1990). *Social Skills Rating System Manual*. Circle Pines, MN: American Guidance Service.

- Güell, M., & Muñoz, J. (2000). *Desconóctete a ti mismo: programa de alfabetización emocional* [Unknown yourself: an emotional literacy program]. Barcelona: Paidós.
- Hambleton, R. K. (2001). The next generation of the ITC test translation and adaptation guidelines. *European Journal of Psychological Assessment, 17*, 164-172. doi:10.1027//1015-5759.17.3.164.
- Harter, S. (1985). *Manual for the self-perception profile for children*. Denver, CO: University of Denver.
- Hernández, P., & García, M. D. (2004). *PIELE: Programa Instruccional para la Educación y Liberación Emotiva [IPEEL. Instructional Program for Education and Emotive Liberation]*. Madrid: TEA Ediciones.
- Hibell, B., Anderson, B., Bjarnason, T., Kokkevi, A., Morgan, M., & Narusk, A. (1997). *The 1995 ESPAD Report. Alcohol and other drug use among students in 26 European countries*. Stockholm, Sweden: The Swedish Council for Information on Alcohol and Other Drugs.
- Higgins, E. T., Grant, H., & Shah, J. (1999). Self Regulation and quality of life: Emotional and non emotional life experiences. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: the foundations of hedonic psychology* (pp. 244-266). New York: Rusell Sage Foundation.
- Higgs, M., & Dulewicz, V. (2014). Antecedents of well-being: a study to examine the extent to which personality and emotional intelligence contribute to well-being. *The International Journal of Human Resource Management, 25*(5), 718-735. doi:10.1080/09585192.2013.815253
- Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being. *Personality and Individual Differences, 33*, 1073-1082. doi:10.1016/S0191-8869(01)00213-6
- Hoën, P. W., Rosmalen, J. G. M., Schoevers, R. A., Huzen, J., van der Harst, P., & de Jonge, P. (2013). Association between anxiety but not depressive disorders and leukocyte telomere length after 2 years of follow-up in a population-based sample. *Psychological Medicine, 43*(4), 689-697. doi:10.1017/S0033291712001766,
- Humphrey, N. Lendrum, A., & Wigelsworth, M. (2010). *Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation*. London: Department of Education. eScholarID:93729

- Isen, A. M. (1987). Positive affect, cognitive processes, and social behavior. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 203-253). San Diego, CA, US: academic Press.
- Johnston, L., O'Malley, P., & Bachman, J. (1996). National survey results on drug use from the Monitoring the Future study, 1975–1995: Vol. I. Secondary school students [NIH Publication No. 97-4139]. Rockville, MD: National Institute on Drug Abuse.
- Joiner, T. E., Sandín, B., Chorot, P., Lostao, L., & Marquina, G. (1997). Development and factor analytic validation of the Spanas among women in Spain: (More) cross-cultural convergence in the structure of mood. *Journal of Personality Assessment*, *68*, 600-615. doi:10.1207/s15327752jpa6803_8
- Jonassainta, C. R., Ashley-Koch, A., Whitfield, K. E., Hoyle, R. H., Richman, L. S., Siegler, I. C., Royal, C. D., & Williams, R. (2012). The serotonin transporter gene polymorphism (5HTTLPR) moderates the effect of adolescent environmental conditions on self-esteem in young adulthood: A structural equation modeling approach. *Biological Psychology*, *91*, 111-119.
- Khosla, M., & Dokania, V. (2010). Does Happiness Promote Emotional Intelligence?. *Journal of the Indian Academy of Applied Psychology*, *36*(1), 45-54.
- Kiger, D. (2000). The Tribes Process: Phase III Evaluation Executive Summary. School District of Beloit.
- Kimber, B., Sandell, R., & Bremberg, S. (2008). Social and emotional training in Swedish schools for the promotion of mental health: an effectiveness study of 5 years of intervention. *Health Education Research*, *23*(6), 931-940. doi:10.1093/her/cyn040
- Kiresuk, T. J., & Choate, R. O. (1994). Applications of goal attainment scaling. In T. J. Kiresuk, A. Smith, & J. Cardillo (Eds.), *Goal Attainment Scaling: Applications, theory, and measurement*. Lawrence Erlbaum Associates: New Jersey.
- Klimstra, T. A., Luyckx, K., Branje, S., Teppers, E., Goossens, L., & Meeus, W. H. J. (2013). Personality Traits, Interpersonal Identity, and Relationship Stability: Longitudinal Linkages in Late Adolescence and Young Adulthood. *Journal of Youth and Adolescence*, *42*, 1661–1673. doi:10.1007/s10964-012-9862-8
- Komlósi, E. (2014). What emotional intelligence traits make citizens really active? An empirical study. *Expert Systems with Applications*, *41*, 1981-1987. doi:10.1016/j.eswa.2013.09.001

- Kovack, M. (1983). The Children's Depression Inventory: a self-rated depression scale for school-aged youngsters. University of Pittsburgh School of Medicine. Non published manuscript.
- Kraus, M. W., Côté, S., & Keltner, D. (2012). Social Class, Contextualism, and Empathic Accuracy. *Psychological Science*, 21(11), 1716-1723. doi:10.1177/0956797610387613
- Kroenke, K., Spitzer R. L., & Williams, J. B. (2002). Patient Health Questionnaire. *Psychosomatic Medicine*, 64, 258-266.
- Kumari, N. (2015). Emotional Intelligence as a predictor of conflict resolution style. *Research Journal of Business Management*, 9(2), 350-363. doi:10.3923/rjbm.2015.350.363.
- Lane, R. D., Quinlan, D. M., Schwartz, G. E., Walker, P. A., & Zeitlin, S. B. (1990). The levels of emotional awareness scale: A cognitive-developmental measure of emotion. *Journal of Personality Assessment*, 55(1-2), 124-134. doi:10.1080/00223891.1990.9674052
- LeCroy, C. W., & Rose, S. D. (1986). Evaluation of preventive interventions for enhancing social competence in adolescents. *Social Work Research and Abstracts*, 22, 8-17. doi:10.1093/swra/22.2.8
- LeDoux, J. E. (1996). *The Emotional Brain*. New York: Simon & Schuster.
- León, B. (2008). Atención plena y rendimiento académico en estudiantes de enseñanza secundaria [Mindfulness and academic achievement in secondary school student]. *European Journal of Education and Psychology*, 1(3), 17-26.
- Leuner, B. (1966). Emotional intelligence and emancipation. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 15, 193-203.
- Lindberg, L., Larsson, N., & Bremberg, S. (1999). *Ungdomars psykiska hälsa. Utvärdering av ett mätinstrument. [Mental health among adolescents. Evaluation of a measurement instrument]*. Stockholm: Centrum för Barn- och Ungdomshälsa.
- Lynam, D., Caspi, A., Moffitt, T., Raine, A., Loeber, R., & Stouthamer-Loeber, M. (2005). Adolescent Psychopathy and the Big Five: Results from two samples. *Journal of Abnormal Child Psychology*, 33, 431-443. doi:10.1007/s10648-005-5724-0
- Ma, H. K., & Leung, M. C. (1991). Altruistic Orientation in Children: Construction and Validation of the Child Altruism Inventory. *International Journal of Psychology*, 26(6), 745-759. doi:10.1080/00207599108247163

- Martins, A., Ramalho, N., & Morin, E. (2010). A comprehensive meta-analysis of the relationship between Emotional Intelligence and health. *Personality and Individual Differences*, 49, 554-564. doi:10.1016/j.paid.2010.05.029
- Martorell, M. C. (1987). *Estudio de eventos estresantes en niños y adolescents a través de los cuestionarios S-1 y S-2 [Study of stressful events on children and adolescents through the S-1 and the S-2]*. Work presented at the II. Congreso de Evaluación Psicológica. Madrid: Septiembre.
- Martorell, M. C., & Silva, F. (1993). ECA. Escala de conducta antisocial [ABS. Antisocial behaviour scale]. In F. Silva & M. C. Martorell (Eds.), *EPIJ. Evaluación Infanto-Juvenil [CYE. Child-Youth Evaluation]* (pp. 83-110). Madrid: MEPSA.
- Martorell, M. C., Aloy, M., Gómez, O., & Silva, F. (1993). Escala de Autoconcepto [Self-concept scale]. In F. Silva & M. C. Martorell (Eds.), *Evaluación Infanto-Juvenil [CYE. Child-Youth Evaluation]* (pp. 25-53). Madrid: MEPSA.
- Matson, J. L., Rotatori, A. F., & Hiesel, W.J. (1983). Development of a rating scale to measure social skills in children: The Matson Evaluation of Social SKILLS WITH Youngsters (MESSY). *Behavior Research and Therapy*, 21(4), 335-340.
- Maurer, M., Brackett, M., & Plain, F. (2004). *Emotional Literacy in the Middle School: A Six Step Program to Promote Social, Emotional, and Academic Learning*. Portchester, New York: National Professional Resources.
- Mauss, I. B., Tamir, M., Anderson, C. L., & Savino, N. S. (2011). Can seeking happiness make people unhappy? [corrected] Paradoxical effects of valuing happiness. *Emotion*, 11(4), 807-15. doi:10.1037/a0022010.
- Mayer, J. D. (1986). How mood influences cognition. In N. E. Sharkey (Ed.), *Advances in cognitive science* (Vol. 1, pp. 290-314). Chichester, UK: Ellis Horwood.
- Mayer, J. D. (2001). A Field Guide to Emotional Intelligence. In J. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds.), *Emotional intelligence and everyday life* (pp.3-24). New York: Psychology Press.
- Mayer, J., Roberts, R., & Barsade, S. (2008). Human abilities: emotional intelligence. *Annual Review Psychology*, 59, 507-536. doi:10.1146/annurev.psych.59.103006.093646

- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D. Sluyter (Eds). *Emotional Development and Emotional Intelligence: Implications for Educators* (pp. 3-31) Nueva York: Basic Books.
- Mayer, J., Salovey, P., & Caruso, D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15, 197-215. doi:10.1207/s15327965pli1503_02
- Meeus, W., Van de Schoot, R., Klimstra, T., & Branje, S. (2011). Personality types in adolescence: change and stability and links with adjustment and relationships: a five-wave longitudinal study. *Developmental Psychology*, 47(4), 1181-1195.
- Melero, M. A., & Palomera, R. (2011). Efectos de un Proyecto de Educación Emocional y Social sobre el desarrollo infanto-juvenil [Effects of an Emotional and Social Education Project about child-adolescence development: Project VyVE]. Retrieved from www.fundacionbotin.org
- Mehrabian, A., & Epstein, A. (1972). A Measure of emotional empathy. *Journal of Personality*, 40, 525-543.
- Merrell, K. (1993). *School social behavior scales*. Brandon: VT7 Clinical Psychology Publishing Company.
- Mestre, M. V., & Frías, M. D. (1996). La mejora de la autoestima en el aula. Aplicación de un programa para niños en edad escolar (11-14 años) [Self-esteem improvement in the classroom. Application of a programme for children (11-14 years old)]. *Revista de Psicología General y Aplicada*, 49, 279-290.
- Mestre, V., Pérez-Delgado, E., Frías, D., & Samper, P. (1999). Instrumentos de evaluación de la empatía [Empathy assessment tools]. In E. Pérez-Delgado, & V. Mestre (Eds.) *Psicología moral y crecimiento personal [Moral psychology and personal growth]* (pp.181-190). Barcelona: Ariel.
- Mestre, M. V., Samper, P., Frías, M. D., & Tur, A. M. (2009). Are women more empathetic than men? A Longitudinal Study in Adolescence. *The Spanish Journal of Psychology*, 12(1), 76-83. doi:10.1017/S1138741600001499
- Mikolajczak, M. (2009). Going beyond the ability-trait debate: the three-level model of emotional intelligence. *Electronic Journal of Applied Psychology*, 5(2), 25-31.

- Mikolajczak, M., Avalosse, H., Vancorenland, E., Verniest, R., Callens, M., van Broeck, N., Fantini-Hauwel, C. & Mierop, A. (in press). A nationally representative study of emotional competence and health. *Emotion*.
- Mikolajczak, M., Petrides, K.V., Coumans, N., & Luminet, O. (2009). The moderating effect of emotional intelligence on mood deterioration following laboratory-induced stress. *International Journal of Clinical and Health Psychology, 9*, 455–477.
- Monjas, M. I. (1992). La competencia social en la edad escolar. Diseño, aplicación y validación del “Programa de Habilidades de Interacción Social”. [Social competencies in school age. Design, implementation and validation of “Social Interaction Skills Programme”]. (Unpublished doctoral dissertation). Universidad de Salamanca.
- Monjas, M. I. (1997). *Programa de enseñanza de habilidades de interacción social*. [Social Interaction Skills Teaching Programme]. Madrid: CEPE.
- Monjas, M. I., Arias, B., & Verdugo, M. A. (1991). Desarrollo de un Código de Observación para evaluar la Interacción Social en alumnos de primaria (C.O.I.S.) [Development of an observation code to measure the social interaction in primary school students]. III Congreso de Evaluación Psicológica, Barcelona.
- Moraleda, M., González, J., & García-Gallo, J. (2004). *AECS. Actitudes y estrategias cognitivas sociales*. [CSAS. Cognitive-social attitudes and strategies]. Madrid: TEA. (Original work published in 1998).
- Mowrer, O. (1960). *Learning theory and behaviour*. New York, USA: Wiley.
- Muñoz de Morales, M., & Bisquerra, R. (2013). Diseño, aplicación y evaluación de un plan de educación emocional en Guipúzcoa: Análisis cuantitativo [Design, application and assessment of an emotional education plan in Guipúzcoa: A quantitative analysis]. *eduPsykhé, 12*(1), 3-21.
- Musitu, G., García, F., & Gutiérrez, M. (1991). *AFA. Autoconcepto*. Forma A [SAF. Self-concept. A form]. Madrid: TEA.
- Navarro, A. M., Peiró, R., Llácer, M. D., & Silva, F. (1993). EPC. Escala de problemas de conducta [SBP. Scale of behavioural problems]. In F. Silva & M. C. Martorell (Eds.), *EPIJ. Evaluación Infanto-Juvenil [CYE. Child-Youth Evaluation]* (pp. 31-81). Madrid: MEPSA.
- Nowicki, S., & Strickland, B.R. (1973). A locus of control scale for children. *Journal of Consulting and Clinical Psychology, 40*, 148-154. doi:10.1037/h0033978

- O'Hearn, T., & Gatz, M. (1999). Evaluating a psychosocial competence program for urban adolescents. *The Journal of Primary Prevention, 20*(2), 119-124.
- Obiols, M. (2005). Diseño, desarrollo y evaluación de un programa de educación emocional en un centro educativo [Design, development and evaluation of and emotional education programme]. *Revista Interuniversitaria de Formación del Profesorado, 19*(3), 137-152.
- Ogunyemi, A. (2008). Efectos medidos de técnicas de provocación y de dominio emocional en el fomento de la inteligencia emocional con adolescentes nigerianos [Measured effects of provocation and emotional mastery techniques in fostering emotional intelligence among Nigerian adolescents]. *Electronic Journal of Research in Educational Psychology, 6*(15), 281-296.
- Ordoñana, J. R., Bartels, M., Boomsma, D. I., Cella, D., Mosing, M., Oliveira, J. R., Patrick, D. L., Veenhoven, R., Wagner, G. G., & Sprangers, M. A. G. (2013). Biological pathways and genetic mechanisms involved in social functioning. *Quality of Life Research: An International Journal of Quality of Life Aspects of Treatment, Care & Rehabilitation, 22*(6), 1189-1200. doi:10.1007/s11136-012-0277-5
- Ouvinen-Birgerstam, P. (1985). *Jag tycker jag är: Manual* [I think I am: Manual]. Psykologiförlaget, Stockholm.
- Parker, J. D. A., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., Bond, B. J., & Hogan, M. J. (2004). Academic achievement in high school: does emotional intelligence matter?. *Personality and Individual Differences, 37*, 1321-1330. doi:10.1016/j.paid.2004.01.002
- Parker, J. D. A., Summerfeldt, L. J., Taylor, R. N., Kloosterman, P. H., & Keefer, K. V. (2013). Problem gambling, gaming and Internet use in adolescents: Relationships with emotional intelligence in clinical and special needs samples. *Personality and Individual Differences, 55*, 288-293. doi:10.1016/j.paid.2013.02.025
- Payne, W. L. (1985). A study of emotion: developing emotional intelligence, self-integration, relating to fear, pain, and desire. *Dissertation Abstracts International, 47*, 203.
- Pearlin, L. I., Menaghan, E. G., Liebman, M. A., & Mullan, J. T. (1981). The stress process. *Journal of Health and Social Behaviour, 22*, 337-56. doi:10.2307/2136676
- Pelechano, V. (1984). Inteligencia social y habilidades interpersonales [Social intelligence and interpersonal skills]. *Análisis y Modificación de Conducta, 10*(26), 393-420.

- Pelechano, V. (1986). Inteligencia y habilidades interpersonales: La excepcionalidad en el tratamiento de un tema [Intelligence and interpersonal skills: the exceptional nature on the treatment of an issue]. *Análisis y Modificación de Conducta*, 12(33), 317-346.
- Peñate, W., Ibáñez, I., & González, M. (1999). La cuantía y naturaleza de las dimensiones básicas de personalidad: una aproximación empírica [The quantity and nature of the basic personality dimensions: an empiric approximation]. *Análisis y Modificación de Conducta*, 25, 103-130.
- Pérez, S. (2009). El suicidio adolescente y juvenil en España [Suicide in adolescence and youth in Spain]. *Revista de estudios de juventud*, 84, 126-143.
- Pérez-Albéniz, A., de Paúl, J., Etxeberría, J., Montes, M. P., & Torres, E. (2003). Adaptación de interpersonal reactivity index (IRI) al español [Spanish adaptation of the Interpersonal Reactivity Index]. *Psicothema*, 15(2), 267-272.
- Pérez-Álvarez, M. (2013). La psicología positiva y sus amigos: En evidencia [Positive psychology and its friends: in evidence]. *Papeles del Psicólogo*, 34(3), 208-226.
- Pérez-Escoda, N., Bisquerra, R., Filella, G., & Soldevila (2010). Construcción del Cuestionario de Desarrollo Emocional de Adultos (QDE-A) [Construction of the emotional development questionnaire for adults (QDE-A)]. *Revista Española de Orientación y Psicopedagogía*, 21(2), 367-379
- Pérez-González, J. C. (2008). Propuesta para la evaluación de programas de educación socioemocional [Proposal for the evaluation of socio-emotional educational programmes]. *Revista Electrónica de Investigación Psicoeducativa*, 15(6), 523-546.
- Pérez-González, J. C. (2012). Revisión del aprendizaje social y emocional en el mundo [Revision of the social and emotional learning in the world]. In R. Bisquerra (Ed.), *¿Cómo educar las emociones? La inteligencia emocional en la infancia y la adolescencia* [How to educate emotions? Emotional intelligence in childhood and adolescence] (pp. 56-69). Esplugues de Llobregat, Barcelona: Hospital Sant Joan de Déu.
- Pérez-González, J. C., Cejudo, J., & Benito-Moreno, S. (2014). *Teoría y práctica de la educación emocional*. [Theory and practics of emotional education]. Madrid: McGraw-Hill.
- Pérez-González, J. C., & Pena, M. (2011). Construyendo la ciencia de la educación emocional. *Padres y Maestros*, 342, 32-35.

- Pérez-González, J. C., & Sanchez-Ruiz, M. J. (2014). Trait emotional intelligence anchored within the Big Five, Big Two and Big One frameworks. *Personality and Individual Differences*, 65, 53-58. doi:10.1016/j.paid.2014.01.021
- Petrides, K. V. (2011). Ability and trait emotional intelligence. In Chamorro-Premuzic, T., Furnham, A., & von Stumm, S. (Eds.), *The Blackwell-Wiley Handbook of Individual Differences* (pp. 656-678). New York: Wiley.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448. doi:10.1002/per.416
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273-289. doi:10.1348/000712606X120618
- Platt, J. J., Spivack, G., & Bloom, M. R. (1971). Means-ends Problem-solving Procedure (MEPS): Manual and Tentative Norms. Report No. 24 (Philadelphia: Hahnemann Medical College & Hospital, 1971).
- Prieto, M. D., Bai, L., Ferrandiz, C., & Serna, B. (2007, september). *Psychometric characteristics of EQ-i:YV in and English sample*. Paper presented at the First International Congress of Emotional Intelligence, Málaga (España).
- Puterman, E., & Epel, E. S. (2012). An intricate dance: life experience, multisystem resiliency, and rate of telomere decline throughout the lifespan. *Social and Personality Psychology Compass*, 6(11), 807-825. doi:10.1111/j.1751-9004.2012.00465.x
- Qualter, P., Whiteley, H. E., Hutchinson, J. M., & Pope, D. J. (2007). Supporting the development of emotional intelligence competencies to ease the transition from primary to high school. *Educational Psychology in Practice*, 23(1), 79-95. doi:10.1080/02667360601154584
- Quest International (1992). *Lions-Quest Skills for Adolescence*. Newark, OH: Author.
- Raven, J. C., Court, J. H., & Raven, J. (1990). *Coloured progressive matrices*. Oxford: Psychology Press.
- Reddy, W. M. (2001). *The Navigation of Feeling: A Framework for the History of Emotions*. Cambridge, UK: Cambridge University Press.

- Rest, J. (1974). *Manual for the Defining Issues Test: An Objective Test of Moral Judgment Development*. Unpublished material. Minneapolis, Minnesota.
- Resurrección, D. M., Salguero, J. M., & Ruiz-Aranda, D. (2014). Emotional intelligence and psychological maladjustment in adolescence: A systematic review. *Journal of Adolescence*, 37, 461-472. doi:10.1016/j.adolescence.2014.03.012
- Reynolds, M. (2011). *An Investigation of the Emotional Intelligence Competencies of National Middle Schools to Watch Principals*. (Doctoral dissertation). Retrieved from <http://encompass.eku.edu/cgi/viewcontent.cgi?article=1041&context=etd>
- Reynolds, C. R., & Kamphaus, R. W. (1992). *Behavior assessment system for children*. Circle Pines, MN: American Guidance Service.
- Reynolds, C. R., & Kamphaus, R. W. (2004). *BASC-2: Behavior Assessment System for Children*, Second Edition. Circle Pines, MN: American Guidance Service. Spanish version by González, J., Fernández, S., Pérez, E., & Santamaría, P. (2004). *Adaptación española de sistema de evaluación de la conducta en niños y adolescentes: BASC*. [Spanish adaptation behavior assessment system for children and adolescents]. Madrid: TEA Ediciones.
- Roca, E. (2003). *Cómo mejorar tus habilidades sociales. Programa de asertividad, autoestima e inteligencia emocional* [How to improve your social skills. Program of assertiveness, self-esteem and emotional intelligence]. Valencia: ACDE Ediciones.
- Rodríguez-Ledo, C., Celma, L., Orejudo, S., & Rodríguez-Barreiro, L. (2012). Programa de educación socio-emocional SEA: desarrollo de las habilidades sociales y emocionales para jóvenes con técnicas de atención plena [Socio-emotional education programme SEA: development of social and emotional skills with mindfulness techniques for young people]. *ISEP Science*, 3, 29-40.
- Rodríguez, J., Fernández, M. E., & Gómez, J. L. (2002). Adaptación psicométrica de la versión española del cuestionario de agresión [Validation of the spanish version of the aggression questionnaire]. *Psicothema*, 14(2), 476-482.
- Román, J. M., & Gallego, S. (1994). *Escalas de Estrategias de Aprendizaje, Manual*. [Learning strategies scales, Manual]. Madrid: TEA.
- Ros, M., Comas, A., & García-García, M. (2010) Validación de la Versión Española del Cuestionario PHQ-15 para la evaluación de síntomas físicos en pacientes con trastornos de depresión y/o ansiedad: estudio DEPRE-SOMA [Validation of the Spanish Version of the

- PHQ-15 Questionnaire for the evaluation of physical symptoms in patients with depression and/or anxiety disorders: DEPRE-SOMA study]. *Actas españolas de psiquiatría*, 38(6), 345-357.
- Rosa, A. I., Inglés, C. J., Olivares, J., Espada, J. P., Sánchez-Meca, J., & Méndez, X. (2002). Eficacia del entrenamiento en habilidades sociales con adolescentes: de menos a más [Efficacy of a training on social skills with adolescents: from lowest to highest]. *Psicología Conductual*, 10(3), 543-561.
- Ruiz, E., Salazar, I., & Caballo, V. (2012). Inteligencia emocional, regulación emocional y estilos/trastornos de personalidad [Emotional intelligence, emotion regulation and personality style/disorders]. *Psicología Conductual*, 20(2), 281-304.
- Ruiz-Aranda, D., Castillo, R., Salguero, J. M., Cabello, R., Fernández-Berrocal, P., & Balluerka, N. (2012). Short and midterm effects of emotional intelligence training on adolescent mental health. *Journal of Adolescent Health*, 51, 462-467. doi:10.1016/j.jadohealth.2012.02.003
- Ruiz-Robledillo, N., & Moya-Albiol, L. (2014). Emotional intelligence modulates cortisol awakening response and self-reported health in caregivers of people with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 8, 1535–1543. doi:10.1016/j.rasd.2014.08.003
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185–211. doi:10.2190/dugg-p24e-52wk-6cdg
- Salovey, P., Mayer J., Goldman, S., Turvei, C., & Palfai, T. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta-Mood Scale. In Pennebaker, J. W. (Ed.), *Emotion, Disclosure & Health* (pp. 125-154). Washington, D. C.: American Psychological Association.
- Sánchez, A. M., Rivas, M. T., & Trianes, M. V. (2006). Effectiveness of an intervention program for improving school atmosphere: some results. *Electronic Journal of Research in Educational Psychology*, 9, 4(2), 353-370.
- Sánchez-Núñez, M. T., Fernández-Berrocal, P., Montañés, J., & Latorre, J. M. (2008). Does emotional intelligence depend on gender? The socialization of emotional competencies in men and women and its implications. *Electronic Journal of Research in Educational Psychology*, 15, 455-474.

- Sanz de Acedo, M. L., Ugarte, M. D., Cardelle-Elawar, M., Iriarte, M. D., & Sanz de Acedo, M. T. (2003). Enhancement of self-regulation, assertiveness, and empathy. *Learning and Instruction, 13*, 423-439. doi:10.1016/S0959-4752(02)00026-9
- Savadori, L., Vicenzi, G., & Rumiati, R. (2000). Competenze decisionali e fiducia nelle proprie capacita`decisionali: Le difficolta` nella scelta della carriera scolastico-professionale [Decisional competences and confidence in decisional abilities: The career decision difficulties]. *Giornale Italiano di Psicologia dell'Orientamento, 2*, 23-32.
- Schutte, N., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167-177. doi:10.1016/S0191-8869(98)00001-4
- Segura, M. (2006). *Programa de competencia social. Ser Persona y relacionarse. Programa para secundaria*. [Social competence programme. To be human and to relate]. Madrid: Narcea. (Original version of the 1998).
- Sifneos, P. E. (1967). Clinical Observations on some patients suffering from a variety of psychosomatic diseases. *Acta Medicina Psychosomatica, 7*, 1-10.
- Silva, F., & Martorell, M.C. (1987). *BAS-3. Bateria de Socialización [SBA-3. Socialization Battery]*. Madrid. TEA.
- Silva, F., & Martorell, C. (1993). *Evaluación de la Personalidad Infantil y Juvenil, EPIJ. Manual, II*. [Evaluation of child and youth personality, ECYP. Manual, II]. Madrid: MEPSA.
- Silva, F., & Martorell, C. (1995). *Bateria de Socialización, BAS-3 (2nd ed.) [Socialization Battery, SBA-3]*. Madrid: TEA.
- Silva, F., & Martorell, C. (1989). *BAS-1,2: Bateria de Socialización [SAB-1,2: Socialization Battery]*. Madrid: TEA.
- Southampton Psychology Service (2003). *Emotional literacy: assessment and intervention (ages 11-16)*. London: nferNelson.
- Spielberg, C. D., Lushene, R. E., Montuori, J., & Platzek, D. (1990). *STAIC. Cuestionario de Autoevaluación Ansiedad Estado/Rasgo en niños [STAIC. State/Trait Anxiety Inventory for Children]*. Madrid: TEA (Original work published in 1973).
- Spivack, G., & Shure, M. B. (1974). *Social adjustment of young children: a cognitive approach to solving real life problems*. San Francisco: Jossey-Bass.

- Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of Intelligence*. Cambridge: Cambridge University Press.
- Talebinejad, M. R., & Fard, Z. R. (2012). The relationship between emotional quotients, socioeconomic status and performance in reading comprehension: a case study of Iranian high school students. *Journal of Language Teaching and Research*, 3(5), 844-850. doi:10.4304/jltr.3.5.844-850
- Taylor, G. J., Bagby, R. M., & Parker, J. D. A. (1997). *Disorders of affect regulation*. Cambridge, UK: Cambridge University Press.
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.
- Traveset, M. (1999). Educación emocional: Estrategias de intervención [Emotional education: intervention strategies]. *Aula de Innovación Educativa*, 89, 15-20.
- Trianes, M. V., & Fernández-Figares, C. (2001). *Aprender a ser persona y a convivir: Un programa para secundaria [Learning to be a person and coexist: a program for secondary schools]*. Bilbao: Descleé de brouwer.
- Trianes, M. V., Blanca, M. J., Morena, L. de la Infante, L., & Raya, S. (2006). Un cuestionario para la evaluación del clima social del centro escolar [A questionnaire to assess school social climate]. *Psicothema*, 18(2), 272-277.
- Tricket, E., & Moos, R.H. (1984). *Escala de Clima Social [Social climate scale]*. Madrid: TEA.
- Van der Graaff, J., Branje, S., De Wied, M., Hawk, S. Van Lier, P., & Meeus, W. (2014). Perspective taking and empathic concern in adolescence: gender differences in developmental changes. *Developmental Psychology*, 50(3), 881-888.
- Vallés, A. (1999). *SICLE. Siendo inteligente con las emociones [SICLE. Being intelligents with emotions]*. Valencia: Promolibro.
- Vallés, A. (2007). *Inteligencia emocional para la convivencia escolar: El programa PIECE [Emotional intelligence for school coexistence: The PIECE program]*. Sevilla: EOS.
- Vallés, A., & Vallés, C. (1999). *Desarrollando la inteligencia emocional [Developing the emotional intelligence]*. Madrid: EOS.
- Verdugo, M. A. (2006). *P.H.S., Programa de habilidades sociales. Programas conductuales alternativos [SSP. Social Skills Programme. Alternative behavioural programmes]*. Salamanca: Amaru ediciones.

- Vernon, P. A., Villani, V. C., Schermer, J. A., & Petrides, K. V. (2008). Phenotypic and genetic associations between the big five and trait emotional intelligence. *Twin Research and Human Genetics*, *11*, 524-530. doi:10.1375/twin.11.5.524
- Vernon, P., Petrides, K. V., Bratko, D., & Schermer, J. A. (2008). A behavioral genetic study of trait emotional intelligence. *Emotion*, *8*(5), 635-642.
- Vesely, A. K., Saklofske, D. H., & Nordstokke, D. (2014). EI training and pre-service teacher wellbeing. *Personality and Individual Differences*, *65*, 81-85. doi:10.1016/j.paid.2014.01.052.
- Walker, H. M. (1983). *Walker Problem Behavior Identification Checklist: Test and manual*. Los Angeles: Western Psychological Services.
- Walter, H. (2012). Social cognitive neuroscience of empathy: concepts, circuits, and genes. *Emotion Review*, *4*, 9-17. doi:10.1177/1754073911421379
- Walters, J., & Peters, R. D. (1980). *Social problem solving in aggressive elementary school boys*. Paper presented at the Canadian Psychological Association Calgary, Alberta.
- Wechsler, D. (1940). Non-intellective Factors in General Intelligence. *Psychological Bulletin*, *37*, 444-445. doi:10.1037/h0060613
- Wechsler, D. (2001). *WISC-R Escala de inteligencia de Wechsler para niños. Manual [WISC-R Wechsler Intelligence Scale for children. Manual]*. TEA Ediciones.
- Weissberg, R. P., Barton, H. A., & Shriver, T. P. (1997). The social competence promotion program for young adolescents. In G. W. Albee, & T. P. Gullotta (Eds.), *Primary prevention works*, (pp. 268-290). Thousand Oaks, CA: Sage Publications.
- WHO (2014). Preventing suicide: a global imperative. Retrieved from http://www.who.int/mental_health/suicide-prevention/world_report_2014/en/
- Zacher, H., McKenna, B., & Rooney, D. (2013). Effects of self-reported wisdom on happiness: not much more than emotional intelligence?. *Journal of Happiness Studies*, *14*, 1697-1716. doi:10.1007/s10902-012-9404-9

ERANSKINAK:

- I. Eranskina: Ebaluazio tresnak**
 - II. Eranskina: Berme etikoaren dokumentuak: baimen informatu eta gutunak**
 - III. Eranskina: Esku-hartze programako jarduerak**
-

I. ERANSKINA:
EBALUAZIO TRESNAK

Kodigoa.....
Código.....



Doktoretza Tesia

Nerabezaroan inteligentzia emozionala hobetzeko programa baten diseinu eta ebaluazioa eta honen harremana arlo psikosomatikoarekin

Diseño y Evaluación de un programa para fomentar la Inteligencia Emocional durante la adolescencia y su relación con factores psicósomáticos

Doktoregaia: Ainize Peña Sarrionandia
Zuzendaria: Maite Garaigordobil Landazabal
Psikologia Fakultatea
Euskal Herriko Unibertsitatea

Ikastetxea / Centro
Kurtsoa / Curso
Herria / Localidad
Ebaluazioaren data / Fecha de la evaluación

IDENTIFIKAZIO OROKORREKO DATUAK / DATOS DE IDENTIFICACION GENERAL

Mesedez, dagokion zenbakia borobil batez inguratu ezazu / Por favor, rodea con un círculo el número que corresponda

Sexua: 1 = Mutila; 2 = Neska / Sexo: 1 = Chico; 2 = Chica

Adina (urteak) / Edad: (años): _____

Zertan egiten du lan zure aitak? ¿En qué trabaja tu Padre?

Zertan egiten du lan zure amak? ¿En qué trabaja tu Madre?

Zure gurasoen ikasketak maila (X batez dagokiona aukeratu) Nivel de estudios de tus padres (marcar con una X lo que corresponda)

	Aita Padre	Ama Madre
1. Ikasketarik gabe / Sin estudios		
2. Oinarrizko ikasketak (12 urtera arte) / Estudios primarios o básicos (hasta los 12 años)		
3. Bigarren hezkuntzako ikasketak (16 urtera arte) / Estudios secundaria (hasta los 16 años)		
4. Bigarren mailako ikasketak (Batxilergoa eta Lanbide Heziketa) / Enseñanza 2º grado superior (Bachiller y Formación Profesional)		
5. Hirugarren mailako ikasketak (Diplomatua) / Enseñanza de 3º grado (Diplomado/a)		
6. Hirugarren mailako ikasketak (Lizentziatua) / Enseñanza de 3º grado (Licenciado/a)		

Izan zara inoiz psikologoarenean? ¿Has ido alguna vez al psicólogo? 1= **Bai**/Si 2 = **Ez**/No
Erantzuna baiezkoa bada, zehaztu zergatik joan zinen. En caso de respuesta afirmativa, señala las razones por las que fuiste.

1= **Antsietate-arazoengatik** / Por problemas de ansiedad

2= **Depresio-arazoengatik** / Por problemas de depresión

3= **Elikadura-arazoengatik** / Por problemas alimenticios

4= **Familia-arazoengatik** / Por problemas familiares

5= **Eskola-errendimenduaren arazoengatik** / Por problemas de rendimiento académico

6= **Biolentziaren inguruko arazoengatik** (bortizkeria-mota zehaztu: familiakoa, eskolakoa, politikoa...) / Por problemas relacionados con la violencia (especificar qué tipo de violencia: familiar, escolar, política,...)

7= **Beste batzuk: zehaztu** / Otros: especificar

AECS. Cuestionario actitudes y estrategias cognitivas sociales
(Moraleda et al. 2004.)

Jarraian zure adineko neska mutilek izan ohi dituzten pentsamendu eta sentimendu batzuk adierazten dituzten esaldi batzuk aurkituko dituzu. Irakur itzazu eta aukeratu zure kasura gehien hurbiltzen den aukera.

A continuación vas a encontrar una serie de frases que expresan modo típicos de pensar o sentir de los chicos y chicas de tu edad. Léelas con atención y elige la opción que más se acerca a tu caso.

1 Ezer ez/Nada	2 Oso gutxi/Raras veces	3 Gutxi/Poco	4 Batzuetan/ Alguna vez	5 Nahiko/ A menudo	6 Asko/Bastante	7 Ikaragarri/ Muchísimo
1. Lagun bat datorrenean gertatu zaion gauza desatsegin bat kontatzen, bera entzutea eta ulertzen saiatzea gustatzen zait/ Cuando un compañero viene a mi contándome algo desagradable que le ha pasado, me gusta escucharle y tratar de comprenderle						1 2 3 4 5 6 7
2. Besteekin eskuzabala izatea gustatzen zait, baita nire gauzak uztea ere behar badituzte/ Me gusta ser generoso con los demás y prestarles mis cosas si es que lo necesitan						1 2 3 4 5 6 7
3. Nire lagunei ideia berriak iradokitzea gustatzen zait/ Me gusta sugerir nuevas ideas a mis compañeros						1 2 3 4 5 6 7
4. Norbaiti daukadan arazo bat planteatu behar diodanean nire buruan konfiantza edukitzen dut/ Suelo mostrar bastante seguridad en mi mismo cuando tengo que plantear un problema a alguien						1 2 3 4 5 6 7
5. Agindu bat ematen didatenean kexatu egiten naiz/ Suelo protestar de palabra o de hecho cuando me mandan algo						1 2 3 4 5 6 7
6. Ez banaiz derrigortuta ikusten, ez naiz lan taldeetan integratzen/ No me integro en los grupos de trabajo si no me veo obligado un poco a ello						1 2 3 4 5 6 7
7. Jendaurrean hitz egitean, norbait niri barre egiten dagoela iruditzen zait/ Tengo la impresión de que cuando hablo en público, alguien se está riendo de mí						1 2 3 4 5 6 7
8. Ez zait kideak molestatzea (zarata ateratzen, hitz egiten...) gustatzen lanean daudenean/ No me agrada molestar a los compañeros cuando trabajan (metiendo ruido, hablando, alborotando, etc.)						1 2 3 4 5 6 7
9. Lanean gauzak ondo egiten dituztenean, plazerra sentitzen dut kideak zoriontzen eta animatzen/ Siento placer en felicitar y animar a mis compañeros cuando les sale bien algo en su trabajo						1 2 3 4 5 6 7
10. Zerbait egiteko moduez ideiak eskatzen direnean, lehenengoa izaten naiz erantzuten/ Cuando preguntan ideas sobre el modo de hacer algo, soy el primero en contestar						1 2 3 4 5 6 7
11. Akats bat egiten badut edo zerbait txarto irteten bazait, ez nau lotsarazten nire akatsa aitortzeak/ Si cometo un error o me sale mal algo, no me avergüenza reconocer mi equivocación						1 2 3 4 5 6 7
12. Jendea mehatxatzeko eta beldurtzeko joera daukat/ Tiendo a amenazar a los demás, a intimidarles						1 2 3 4 5 6 7
13. Nire lagunek antolatutako jaietara, beste aukerarik ez daukadanean bakarrik joaten naiz/ Solo participo en las fiestas organizadas por mis compañeros cuando no tengo más remedio						1 2 3 4 5 6 7
14. Inoiz ez nuke nirea ez den zerbait hartuko (jolasak, lan materiala, dirua....) nahiz eta berau behar izan eta inor ez konturatu/ Nunca cogería algo que no es mío (juegos, material de trabajo, dinero, etc.), aunque lo necesitase y nadie se diera cuenta de ello.						1 2 3 4 5 6 7

1 Ezer ez/Nada	2 Oso gutxi/Raras veces	3 Gutxi/Poco	4 Batuetan/ Alguna vez	5 Nahiko/ A menudo	6 Asko/Bastante	7 Ikaragarri/ Muchísimo
15. Lagun guztiak apreziatzen ditut beraien akatsak eduki arren/ Aprecio a todos mis compañeros a pesar de sus defectos						1 2 3 4 5 6 7
16. Nire lagunak animatzen ditut beraien zailtasunak gainditzera/ Suelo mostrar inclinación a animar a mis compañeros a superar sus dificultades						1 2 3 4 5 6 7
17. Gozagarri egiten zait jarduera berriak antolatzea/ Encuentro placer en organizar nuevas actividades						1 2 3 4 5 6 7
18. Ni errespetatzen nuzaten gustatzen zait, nik besteak errespetatzen ditudan bezala/ Me gusta que me respeten, como yo respeto a los demás						1 2 3 4 5 6 7
19. Arrazoa dudala uste badut gainontzekoek aurkakoa pentsatu arren, zurruna naiz/ Si creo que tengo razón soy inflexible, aunque todos los demás opinen lo contrario						1 2 3 4 5 6 7
20. Nahiago dut arropa simple eta zuzenekin jantzi original eta deigarriekin baino/ Prefiero vestirme con sencillez y corrección que hacerlo con ropa original y llamativa						1 2 3 4 5 6 7
21. Ez naiz ausartzen beste pertsona bati nire atsekabea erakusten, pertsona hau gustatzen ez zaidan gauza bat egiten egon arren/ No me atrevo a mostrar a otra persona mi disgusto, aunque esté haciendo algo que me molesta						1 2 3 4 5 6 7
22. Gauza komunak (konketa, pixatokia, kirol materiala, liburuak...) erabili behar ditudanean, egoera onean uzten saiatzen naiz besteengan pentsatuz/ Cuando tengo que hacer uso de cosas que son comunes (lavabos, urinarios, material deportivo, libros, etc.) procuro dejarlo en buen estado pensando en los demás						1 2 3 4 5 6 7
23. Norbait triste dagoela konturatzen banaiz, harengana hurbildu eta bere sentimenduak ulertzea gustatzen zait/ Si me doy cuenta de que alguien está triste, me agrada acercarme a él y comprender sus sentimientos						1 2 3 4 5 6 7
24. Nire gauzetan lanpetuta egon arren, ez dut zalantzarik izaten eskatzen didatenean besteek laguntzen/ Aunque esté ocupado en mis cosas, no dudo en dedicar mi tiempo a los demás cuando me piden ayuda						1 2 3 4 5 6 7
25. Besteekin nagoenean, ni izaten naiz denak lanean jartzen dituen/ Cuando estoy con los demás, soy yo quien se encarga de poner en movimiento a todos						1 2 3 4 5 6 7
26. Arrazoa dudala uste badut, ez diet nire eskubideei erraz uko egiten/ No renuncio fácilmente a mis propios derechos si creo tener razón						1 2 3 4 5 6 7
27. Besteak eta besteen ideiak kritikatzeko ditut ez badatoz nireekin bat/ Tiendo a criticar a los demás y sus ideas si son distintas de las mías						1 2 3 4 5 6 7
28. Gehiago erakartzen nau gustatzen zaidan zeregin lasai batean denbora pasatzea, batzar animatu batean egoteak baino/ Me atrae más pasar un rato ocupado en una tarea tranquila que me guste, que estar en una reunión animada						1 2 3 4 5 6 7
29. Ez dut arazorik izaten etxeko arau eta legeak onartu eta betetzean, denon ongizatea hobetzeko direla uste baitut/ No suelo tener problemas en aceptar y cumplir las normas por las que nos regimos en mi casa, pues pienso que están hechas para favorecer la convivencia y el bien de todos						1 2 3 4 5 6 7
30. Kide batek arrakasta duenean, bere alaitasunean parte hartzea eta zoriontzeko gustatzen zait/ Cuando un compañero ha triunfado en algo, me gusta participar de su alegría y felicitarle						1 2 3 4 5 6 7
31. Gelan ekintzak antolatzen direnean boluntario aurkeztea gustatzen zait/ Cuando se organizan actividades o tareas en clase me agrada ofrecerme voluntario para participar						1 2 3 4 5 6 7
32. Besteen agintea edukitzean saiatzen naiz hauengan autoritatea edukiz/ Intento siempre estar al mando de otras personas teniendo autoridad						1 2 3 4 5 6 7

1 Ezer ez/Nada	2 Oso gutxi/Raras veces	3 Gutxi/Poco	4 Batzuetan/ Alguna vez	5 Nahiko/ A menudo	6 Asko/Bastante	7 Ikaragarri/ Muchísimo
sobre ellas						
33. Norbaitekin arazo bat dudanean, nahiago dut berarekin zuzenean konpondu, zaila izango dela aurrikusi arren/Cuando tengo un problema con otro prefiero arreglarlo con él, aunque prevea que me va a ser difícil						1 2 3 4 5 6 7
34. Buruan zerbait sartzen zaidanean, modu batean edo bestean baina aurrera eramaten saiatzen naiz/Cuando se me mete algo en la cabeza, trato por todos los medios de realizarlo						1 2 3 4 5 6 7
35. Irrika gutxi pertsona kontsideratzen naiz/Me considero una persona poco entusiasta						1 2 3 4 5 6 7
36. Lotsatia eta menpekota naiz/Soy más bien tímido y sumiso						1 2 3 4 5 6 7
37. Etxeko lanetan laguntzea gustatzen zait, ez baitzait bidezkoa iruditzen beste batzuek nigmatik egin behar izatea/Me gusta ayudar en las faenas de casa, pues pienso que no es justo desentenderse de ellas para que otros las hagan por mí.						1 2 3 4 5 6 7
38. Zentzuduna iruditzen zait jende askori eragiten dion erabaki bat hartzean, denok pixka bat amore ematea gehiengoa gustora geratzeko/Me parece razonable que, al tomar una decisión que afecta a varios, cedamos todos un poco para que sea a gusto de la mayoría						1 2 3 4 5 6 7
39. Nire lagunak baino hobea naizela iruditzen zait hainbat aspektutan; horregatik saiatzen naiz haien gainetik egoten/Creo que soy mejor que mis amigos en muchas cosas; por eso trato de imponerme sobre ellos						1 2 3 4 5 6 7
40. Ez daukat arazorik nire lagunaren aurrean desadostasuna adierazten arrazoia dudala uste dudanean/ No tengo inconveniente en expresar mi desacuerdo con los compañeros cuando creo que no llevan razón						1 2 3 4 5 6 7
41. Aitortzen dut ez ditudala besteak behar, eta zerbait egin behar dudanean ez ditut kontuan hartzen/Reconozco que prescindo de los demás y no suelo tenerlos en cuenta cuando quiero hacer algo						1 2 3 4 5 6 7
42. Asko kostatzen zait jendeari finkotasunez begiratzea hitz egiten diedanean/Me cuesta mucho mirar fijamente a la gente cuando les hablo						1 2 3 4 5 6 7
43. Kideen gauzak errespetatzen ditut eta ez kaltetzen saiatzen naiz/Respeto las cosas de mis compañeros y trato de no estropearlas						1 2 3 4 5 6 7
44. Kide bati zerbait gertatu zaionean edo porrot bat izan duenean, niri gertatu izan balitzait bezala sentitzen dut/Cuando a un compañero le ha ocurrido una desgracia o ha fracasado lo siento como si me hubiera ocurrido a mi						1 2 3 4 5 6 7
45. Taldean jokatzeko dudanean ez zait individualista izatea eta nire gauzez bakarrik arduratzea gustatzen/Cuando juego en equipo no me gusta ser individualista y preocuparme solo de mis cosas						1 2 3 4 5 6 7
46. Zapaldua sentitzen naizenean, nire eskubideak gogor defendatzen ditut/Suelo defender mis derechos con firmeza cuando me siento atropellado						1 2 3 4 5 6 7
47. Ziur banago arrazoia dudala, ez dut ezertan amore ematen/No me gusta ceder en nada si estoy convencido de que tengo razón						1 2 3 4 5 6 7
48. Oso lotsatia naiz eta gorri jartzen naiz edozergatik/Soy muy vergonzoso y me pongo colorado por poca cosa						1 2 3 4 5 6 7
49. Nahiko pertsona arduratsua naizenez, ez dut behar inork nire eginbeharrak gogoratzea/No necesito que me recuerden mis obligaciones, pues pienso que soy una persona bastante responsable						1 2 3 4 5 6 7
50. Pertsonekin hitz egin eta lagun min egiterakoan, gauza asko aurkitzen dira hauengan, baita susmatu gabeko baloreak ere/Cuando hablas con las personas e intimas con las personas, descubres muchas cosas en ellas, valores que ni habías sospechado						1 2 3 4 5 6 7

1 Ezer ez/Nada	2 Oso gutxi/Raras veces	3 Gutxi/Poco	4 Batuetan/ Alguna vez	5 Nahiko/ A menudo	6 Asko/Bastante	7 Ikaragarri/ Muchísimo
51. Taldean lan egiten dudanean, atzean geratzen diren kideez arduratzen naiz hauei laguntzeko/Cuando trabajo en equipo me preocupo de los compañeros que se quedan atrás en su trabajo para ayudarles						1 2 3 4 5 6 7
52. Besteek buruzagi bezala aukeratzen banaute beti, nirekin gauzak hobeto irteten direlako dela uste dut/Creo que si los demás me eligen siempre como jefe es porque conmigo salen las cosas siempre mejor						1 2 3 4 5 6 7
53. Lagun bat nitaz gaizki esaka ari dela jakiten badut, zalantzarik gabe arrazoiak emateko eta gehiago ez egiteko eskatzen diot/Si me entero de que un compañero habla mal de mi a los otros, no dudo de pedirle explicaciones y exigirle que no lo haga						1 2 3 4 5 6 7
54. Bizitzan garrantzitsuen boterea nola edo ahala lortzea eta besteei agintzea dela uste dut/Pienso que lo más importante en la vida es lograr el poder como sea y mandar sobre los demás						1 2 3 4 5 6 7
55. Nahiago dut jolastorduan bakarrik eta besteengandik aldentuta jolastu/Prefiero jugar solo en el recreo apartado de los demás						1 2 3 4 5 6 7
56. Beldurtia izan ohi naiz eta besteak beldurtzen ez dituzten gauzak ekiditen ditut/Suelo ser miedoso y evitar cosas que corrientemente no suelen atemorizar a los demás						1 2 3 4 5 6 7
57. Beti tratatzen ditut errespetuz autoritadedun pertsonak (zuzendariak, arduradunak, irakasleak...)/Trato siempre con respeto a las personas con autoridad (directores, encargados, profesores...)						1 2 3 4 5 6 7
58. Ondo sentitzen naiz nire lagunekin nagoenean/Me siento bien cuando estoy con mis compañeros						1 2 3 4 5 6 7
59. Zuzena iruditzen zait talde bati eragiten dizkien irtenbideak kide guztien artean erabakitzea/Creo natural que las soluciones que han de comprometer a los miembros de un grupo se tomen entre todos						1 2 3 4 5 6 7
60. Edozein egoera aprobetxatzen dut atentzioa deitzeko, besteak nigan fijatzeko/Aprovecho cualquier ocasión para llamar a atención, para que los demás se fijen en mi						1 2 3 4 5 6 7
61. Ez zait kostatzen irakasleekin notei buruz lasaitasunez eztabaidatzea, notak bidezkoak ez direla iruditzen bazait/No me cuesta discutir serenamente las notas con los profesores, si creo que estas son injustas						1 2 3 4 5 6 7
62. Kide batek itzala egiten didanean, ez dut zalantzarik izaten hau salatu edo besteei bere alde negatiboez hitz egiteko, bere merituak gutxitzeko helburuarekin/Cuando un compañero me hace sombra, no dudo en acusarle o hablar a los demás de sus defectos para disminuir sus méritos						1 2 3 4 5 6 7
63. Hitz gutxikoa naiz eta besteekin izandako elkarrizketek aspertu egiten naute/Soy de pocas palabras y la conversación con los demás me aburre						1 2 3 4 5 6 7
64. Irakasleak galdera bat egin behar didanean urduri egon ohi naiz, dardaraka edo egonezinarekin/Me suelo mostrar nervioso, tembloroso o intranquilo cuando el profesor me va a preguntar						1 2 3 4 5 6 7
65. Arazoak aurreikusi edo ondorio negatiboak izango dituela pentsatu arren, beti egia esaten dut/Suelo decir siempre la verdad, aunque me vea en apuros o me vaya a traer malas consecuencias						1 2 3 4 5 6 7
66. Uste dut lagunei fideltasuna zor zaiela zailtasun guztien gaineratik/Pienso que hay que ser fiel a los amigos por encima de las contrariedades						1 2 3 4 5 6 7
67. Gehiengoaren erabakiak onartzen ditut eta individualista ez izaten saiatzen naiz/Acepto las decisiones de la mayoría y procuro no ser individualista						1 2 3 4 5 6 7
68. Taldeburu izateak eta gauzak antolatzeak plazerra sortzen dit/Encuentro						1 2 3 4 5 6 7

1 Ezer ez/Nada	2 Oso gutxi/Raras veces	3 Gutxi/Poco	4 Batuetan/ Alguna vez	5 Nahiko/ A menudo	6 Asko/Bastante	7 Ikaragarri/ Muchísimo
placer en ponerme al frente de los demás y organizar las cosas						
69. Nigan eragiten duen gauza baten erruduna beste bat dela dakidanean, ez daukat arazorik berari esatean/Cuando sé que otro ha sido responsable de algo que me perjudica, no tengo reparo en decírselo						1 2 3 4 5 6 7
70. Batuetan komentario errenkorosoak egitea eta txutxumutxu maltzurak egitea gustatzen zait arrakasta lortu dutenen inguruan/A veces me gusta hacer comentarios rencorosos y murmuraciones maliciosas de aquellos que triunfan en algo						1 2 3 4 5 6 7
71. Nahiago dut bakarrik lan egin inork molestatzen ez naularik/Prefiero trabajar solo sin que nadie me moleste						1 2 3 4 5 6 7

EIS. Cuestionario de estrategias cognitivas de resolución de situaciones sociales
(Garaigordobil, 2008)

Jarraian zure adineko pertsona batek bizi dituen egoera batzuk azalduko dira. Irakur itzazu egoera hauek arretaz eta adierazi zer egin dezakeen pertsona horrek egoera bakoitzean. Lehenengo, zerrenda bat osatu bururatzen zaizkizun irtenbide guztiekin. Ondoren, irtenbide horietatik, markatu "X" batekin egoera horretan egongo bazina zuk edukiko zenukeen jokabidea.

A continuación se comentan una serie de situaciones en las que se encuentra una persona de tu edad. Debes leer detenidamente las situaciones y después indicar qué podría hacer esta persona en esa situación. Primero enumera todas las formas que se te ocurran para resolver cada situación y después marca con una X la conducta que tú crees que tendrías si te encontraras en esa situación

Anek eta lagun batek (Jonek eta lagun batek) erosketa batzuk egitera joatea erabakitzen dute. Liburu-dendan, Ane/Jon konturatzen da bere lagunak liburu bat lapurtu duela eta ordaindu gabe eramaten duela. Dendatik irtetean, Ane/Jon nahastuta sentitzen da. Ez zaio ondo iruditzen bere lagunak egin duena baina ez daki zer egin. Zer egin dezake?. / Ane y una amiga (Jon y un amigo) deciden ir a realizar algunas compras. En la librería Ane/Jon se da cuenta de que su amiga/o ha robado un libro, y se lo lleva sin pagar. Al salir de la tienda Ane/Jon se siente confusa/o. No le parece bien lo que ha hecho su amiga/o, pero no sabe qué hacer. ¿Qué podría hacer?.

Ane (Jon) patioan dago jolastorduan. Kide batek bultzatu eta jo egiten du Ane/Jon lurrera jautzen delarik. Altxatzean konturatzen da erlojua apurtu zaiola. Bultzatu dionak, Ane/Jon altxatzen saiatzen dagoen bitartean, barre eta burla egin eta berriro bultzatzen dio. Zer egin dezake Anek/Jonek?. / Ane (Jon) está en el patio del recreo. Un compañero le empuja, le pega y cae al suelo. Se levanta y observa que su reloj se ha roto. El compañero mientras se burla y se ríe, vuelve a empujarle mientras está intentando levantarse. ¿Qué podría hacer?.

Ane (Jon) ikastetxe berri batera doa. Jolastorduan ikusten du beste kideak hitz egiten daudela. Ikastetxeko kide berriekin erlazionatu nahiko luke, baina ez daki nola. Zer egin dezake?. / Ane (Jon) es nueva/o en el colegio. Cuando llega el recreo ve como sus compañeros/as están hablando. Le gustaría relacionarse con sus nuevos compañeros, pero no sabe cómo. ¿Qué podría hacer?.

Anek (Jonek) arazoak dauzka eskolan. Gabezia fisiko txiki bat dauka eta pixka bat atzeratuta doa eskolan. Bere kideek ezizen (mote) bat jarri diote eta ez diote uzten joku eta jardueretan parte hartzen. Baztertu egiten dute. Egun batean, ikastetxeko patioan, taldekoak pilotarekin jolasten ari dira. Anek (Jonek) beraiekin jolastu nahi duela esaten die baina taldekoek ez dute erantzuten. Anek (Jonek) berriz galdetzen die ea beraiekin jolas dezakeen eta taldekide batek ezetz esaten dio ondo jolasten ez dakielako. Zer egin dezake?. / Ane(Jon) tiene problemas en el colegio. Tiene un pequeño defecto físico y va un poco atrasada/o en la escuela. Sus compañeras/os le han puesto un mote y no le dejan participar de sus juegos y actividades, le rechazan. Un día en el patio del colegio el grupo estaba jugando con la pelota. Ane (Jon) les dice que quiere jugar, pero el grupo no le contesta. De nuevo vuelve a preguntar al grupo si puede jugar y ahora uno del grupo le dice que no puede porque no sabe jugar bien. ¿Qué podría hacer?.

Egun batean, Anek (Jonek) jostailu berri bat eramaten du ikastetxera. Bere gelako kide batek kendu egiten dio eta ez dio itzuli nahi. Zer egin dezake?. / Un día Ane(Jon) lleva un juego nuevo al colegio. Otro compañero/a de su grupo se lo quita y no se lo quiere devolver. ¿Qué podría hacer para recuperar su juguete?.

Ane (Jon) lagun talde batekin dago arratsaldea pasatzen. Duela gutxi, taldekideak baino nagusiagoa den mutil bat gehitu zaie taldean. Egun batean, mutil honek droga eramaten du taldera eta drogarik nahi ez duena barregarri uzten du ume bat dela esanez. Zer egin dezake egoera horretan?. / Ane (Jon) está con un grupo de amigos pasando la tarde. Hace poco se ha incorporado a la pandilla otro chico un poco mayor que ellos. Este chico un día lleva droga y ridiculiza llamando bebé a alguno de la pandilla que ha dicho que no quiere. ¿Qué se puede hacer en esta situación?.

CE. Cuestionario de la empatía
(Merhabian y Epstein, 1972)

Jarraian baieztapen batzuk aurkituko dituzu. Zure zeregina baieztapen hauekin ados zauden edo ez adieraztea da. Ados bazaude markatu “X” batekin BAI zutabea eta ez bazaude ados EZ zutabea. Ez dago erantzun zuzen edo okerrik. Erantzunak zuzenak izango dira zintzotasunez erantzunez gero.

A continuación encontrarás una serie de afirmaciones. Se trata de saber si estás de acuerdo con ellas o no. Si estás de acuerdo, debes poner una X en la casilla del Sí. Si no estás de acuerdo, deberás poner una X en la casilla del No. No hay respuestas correctas o incorrectas. Todas son buenas si contestas con sinceridad lo que tú piensas.

	BAI/ SI	EZ/ NO
1. Ama bat ikusten dudanean bere umeari haserre egiten, umeak pena ematen dit/ Cuando veo a una madre que reprende enfadada a un niño, siento pena		
2. Ume bat kezkatuta ikusten badut, beragana hurbildu eta lasaitu, animatu eta babestu nahi izaten dut/ Si veo a un niño que está preocupado siento ganas de acercarme para consolarle, darle ánimo y apoyo		
3. Ume batek norekin jolastu ez duela ikusteak tristetu egiten nau/ Me siento triste		

cuando veo a un chico/a que no tiene con quien jugar		
4. Telebistan hondamendiak ikusten ditudanean, laguntzeko dirua bidaltzeko gogoa edukitzen dut/Cuando he visto en la TV una catástrofe he sentido deseos de enviar algo para ayudarles		
5. Jendaurrean besarkatu eta musukatzen diren pertsonak barregarriak (ridikuluak) iruditzen zaizkit/ Cuando veo a personas que se besan y se abrazan en público me parecen ridículas		
6. Zoriontsu direnean negar egiten dutenak inozoak dira/ Los chicos y las chicas que lloran cuando son felices son tontos		
7. Beste pertsona batzuk opariak zabaltzen ikusteak alaitu egiten nau, nahiz eta nik ez eduki inongo oparirik/ Disfruto cuando veo cómo otras personas abren regalos, incluso cuando yo no tenga ningún regalo		
8. Negarrez dagoen ume bat ikustean, negar egiteko gogoa etortzen zait/ Cuando veo a un/a chico/a que llora, también me entran a mí ganas de llorar		
9. Min hartu edo zauritu den ume bat ikustean txarto sentitzen naiz/ Me siento mal cuando veo a un chico/a que se ha hecho daño, que se ha herido		
10. Beste pertsona batzuk barreka ikusten ditudanean (nahiz eta ez jakin zergatik) nik ere barre egiten dut/ Me río cuando veo reír a otras personas, aunque no sepa por qué se ríen		
11. Batzuetan negar egiten dut telebistan ikusitako irudi jakinekin/ A veces lloro cuando veo en la televisión algunas escenas		
12. Beste norbait (guraso, lagun...) kezkatuta ikustean ez dut ezer sentitzen/ No siento nada cuando veo que alguien (mis padres, mis amigos,...) está preocupado		
13. Txarto sentitzen naiz animalia bat zaurituta ikustean/ Me siento mal cuando veo un animal herido		
14. Ondo sentitzen naiz beste pertsona bat alai eta pozik ikustean/ Me siento bien cuando veo que una persona está alegre, feliz, contenta		
15. Gerrari edo munduko beste leku batzuetakoek pasatzen duten goseari buruzko berriak entzutean triste sentitzen naiz/ Cuando escucho noticias sobre la guerra o el hambre que sufren algunas personas en el mundo me pongo triste		
16. Inozokeria bat da animaliak pertsonen sentimenduak edukiko balituzte bezala tratatzea/ Es una tontería tratar a los animales como si sintieran como las personas		
17. Lagunik ez duten umeek, nahi ez dutelako ez daukate lagunik/ Los/as chicos/as que no tienen amigos es porque no quieren tenerlos		
18. Gozoki guztiak jateko gai naiz beste norbait begira egon arren eta honek gozoki bat nahi izan/ Soy capaz de comerme todos los caramelos, incluso cuando alguien me está mirando y quiere uno		
19. Norbait gaixorik dagoela ikustean triste sentitzen naiz/ Cuando veo que una persona está enferma me siento triste		
20. Ume bat bere taldekideek iraintzen badute, txarto sentitzen naiz eta umea defenditzeko gogoa etortzen zait/ Si veo que a un/a chico/a le están insultando sus compañeros/as de grupo me siento mal y me entran ganas de defenderle		
21. Nire gelako ume bat baztertua dela ikusteak tristetu egiten nau/ Cuando veo que un/a compañero/a de mi aula es rechazado me siento triste		
22. Txarto sentitzen naiz irakasle batek kide bat zigortzen duenean gauza desegoki bat egiteagatik/ Me siento mal cuando un profesor castiga a un/a compañero/a por haber hecho algo incorrecto		

STAXI-NA. Inventario de Expresión de Ira Estado-Rasgo en niños y adolescentes
(Del Barrio, Aluja y Spielberg, 2005)

1. ZATIA/PARTE 1

Jarraian jendeak bere burua deskribatzeko erabiltzen dituen baieztapen batzuk azaltzen dira. Irakurri bakoitza eta aukeratu "X" batekin **MOMENTU HONETAN NOLA SENTITZEN ZAREN** deskribatzen duen aukera.

A continuación se presentan una serie de afirmaciones que la gente usa para describirse a sí misma. Lee cada frase y marca con un aspa (x) aquella respuesta que mejor describa **CÓMO TE SIENTES AHORA MISMO**.

	Gutxi/Poco	Nahiko/ Bastante	Asko/ Mucho
1. Sutan nago /Estoy furioso			
2. Haserre nago /Estoy enfadado			
3. Amorrotuta nago /Estoy rabioso			
4. Iraintzeko gogoa daukat /Tengo ganas de insultar			
5. Jotzeko gogoa daukat /Tengo ganas de pegar			
6. Minduta nago /Estoy molesto			
7. Ostikadak emateko gogoa daukat /Tengo ganas de dar patadas			
8. Norbaiti tratu txarra emateko gogoa daukat /Tengo ganas de maltratar a alguien			

2. ZATIA/PARTE 2

Irakurri esaldi bakoitza eta markatu "X" batekin **NORMALEAN NOLA SENTITZEN ZAREN** deskribatzen duen aukera.

Lee cada frase y marca con un aspa (x) la respuesta que mejor describa **CÓMO TE SIENTES HABITUALMENTE**.

	Gutxi/Poco	Nahiko/B astante	Asko/ Mucho
9. Jenio txarra daukat /Tengo mal genio			
10. Erraz sumintzen naiz /Me irrito fácilmente			
11. Besteen erruz atzeratzeak asko haserrarazten nau /Me enfurece retrasarme por culpa de otros			
12. Lana ondo egiten dudala ez onartzeak haserrarazi egiten nau /Me enfurece que no se reconozca que trabajo bien			
13. Berehala irtetzen naiz nire onetik /Exploto fácilmente			
14. Gauza desatseginak esaten ditut /Digo cosas desagradables			
15. Besteen aurrean nire akatsak zuzentzeak haserrarazi egiten nau /Me enfurece que me corrijan delante de otros			
16. Haserrarazi egiten nau azterketa bat ondo egin eta nota txarra edukitzeak /Me enfurece hacer bien un examen y tener mala nota			

3. ZATIA/PARTE 3

Jarraian jendeak haserretzerakoan dituen erreakzioak agertzen dira. Irakurri esaldi bakoitza eta aukeratu **HASERRE ZAUDENEAN EGIN OHI DUZUNA**.

A continuación aparecen reacciones que tiene la gente cuando está enfadada.
Lee cada frase y marca aquella respuesta que mejor describa QUÉ SUELES HACER CUANDO ESTAS ENFADADO

	Gutxi/Poco	Nahiko/ Bastante	Asko/ Mucho
17. Nire haserrea erakusten dut/Demuestro mi enfado			
18. Nire sentimenduak ezkututzen ditut/Escondo mis sentimientos			
19. Negar egiteko gogoa daukat/Tengo ganas de llorar			
20. Nahiago dut bakarrik egon/Prefiero estar solo			
21. Ate-kolpeak ematen ditut/Doy portazos			
22. Eztabaidatu egiten ditut/Discuto			
23. Amorrua sentitzen dut baina ixildu egiten naiz/Siento rabia pero me lo callo			
24. Kontrola galtzen dudanean, badakit nire burua menderatzen/Cuando pierdo el control, sé dominarme			
25. Besteak baino arinago lasaitzen naiz/Me tranquilizo antes que los otros			
26. Nire haserre bizia kontrolatzen dut/Controlo mi furia			
27. Haserretzen naudenari zuzenean egiten diot aurre/Me enfrento directamente con lo que me enfada			
28. Nire gorroto sentimenduak kontrolatzen ditut/Controlo mis sentimientos de ira			
29. Sakon hartzen dut arnasa lasaitzeko/Respiro profundamente para tranquilizarme			
30. Lasaitzen nauten gauzak egiten ditut/Hago cosas que me tranquilizan			
31. Relaja nadin saiatzen naiz/Trato de relajarme			
32. Baretzen nauten gauzak egiten ditut/Hago cosas que me calman			

EQ-i:YV. Inventario de Inteligencia Emocional para niños y adolescentes

(Bar-On y Parker, 2000; Bar-On, 2006; adap. Esp. Ferrándiz, Hernández, Bermejo, Ferrando y Prieto, 2012)

Jarraian baieztapen batzuk aurkituko dituzu. Irakurri arreta osoz eta markatu "X" batekin zure egoera ondoen deskribatzen duena.

A continuación vas a encontrar unas afirmaciones. Léelas con atención y marca con un aspa (x) la opción que más se da en ti.

1 Inoiz ez zait gertatzen/Nunca me pasa	2 Batuetan gertatzen zait/A veces me pasa	3 la beti gertatzen zait/Casi siempre me pasa	4 Beti gertatzen zait/ Siempre me pasa
--	--	--	---

	1	2	3	4
1. Dibertitzea gustatzen zait/Me gusta divertirme				
2. Beste pertsonak nola sentitzen diren ondo ulertzen ditut/Entiendo bien cómo se sienten las otras personas				
3. Haserre nagoenean lasai egon naiteke/Puedo estar tranquilo cuando estoy enfadado				

4. Zoriontsua naiz/Soy feliz				
5. Beste batzuei gertatzen zaiena axola zait/Me importa lo que le sucede a otras personas				
6. Nire amorrua kontrolatzea zaila gertatzen zait/Me resulta difícil controlar mi ira (furia)				
7. Erraza egiten zait besteei nola sentitzen naizen esatea/Me resulta fácil decirle a la gente cómo me siento				
8. Ezagutzen dudana persona bakoitza gustatzen zait/Me gusta cada persona que conozco				
9. Nire buruaz seguru sentitzen naiz/Me siento seguro de mi mismo				
10. Badakit nola sentitzen diren beste pertsonak/Sé cómo se sienten las otras personas				
11. Badakit nola mantendu lasai nire burua/Sé cómo mantenerme tranquilo				
12. Galdera zailak egiten dizkidatenean, modu desberdinetan erantzuten saiatzen naiz/Cuando me hacen preguntas difíciles, trato de responder de distintas formas				
13. Egiten ditudan gauza gehienak ondo irtengo direla pentsatzen dut/Pienso que la mayoría de las cosas que hago saldrán bien				
14. Besteak errespetatzeko gai naiz/Soy capaz de respetar a los demás				
15. Gauza batzuek asko haserretzen naute/Algunas cosas me enfadan mucho				
16. Gauza berriak ulertzea erraza da niretzat/Es fácil para mí entender cosas nuevas				
17. Nire sentimenduetaz erraztasunez hitz egin dezaket/Puedo hablar con facilidad acerca de mis sentimientos				
18. Pentsamendu onak dauzkat ezagutzen ditudan persona guztiekiko/Tengo buenos pensamientos acerca de todas las personas				
19. Onea espero dut/Espero lo mejor				
20. Lagunak edukitzea garrantzitsua da/Tener amigos es importante				
21. Jendearekin borrokatzen dut/Me peleo con la gente				
22. Galdera zailak uler ditzaket/Puedo entender preguntas difíciles				
23. Irribarre egitea gustatzen zait/Me gusta sonreír				
24. Besteen sentimenduak ez mintzen saiatzen naiz/Trato de no herir (dañar) los sentimientos de los otros				
25. Arazo batean lan egiten saiatzen naiz berau konpondu arte/Trato de trabajar en un problema hasta que lo resuelvo				
26. Jenio txarra daukat/Tengo mal genio				
27. Ezerk ez nau deseroso sentiarazten (molestatzen)/Nada me incomoda (molesta)				
28. Zaila egiten zait nire sentimendu sakonez hitz egitea/Me resulta difícil hablar de mis sentimientos profundos				
29. Badakit gauzak ondo irtengo direla/Sé que las cosas saldrán bien				
30. Galdera zailen aurrean, erantzun onak eman ditzaket/Ante preguntas difíciles, puedo dar buenas respuestas				
31. Nire sentimenduak erraztasunez deskriba ditzaket/Puedo describir mis sentimientos con facilidad				
32. Badakit momentu alaiak izaten/Sé cómo pasar un buen momento				
33. Egia esan behar dut/Debo decir la verdad				
34. Nahi dudanean, galdera zail bati erantzuteko modu desberdinak aurki ditzaket/Cuando quiero puedo encontrar muchas formas de contestar a una pregunta difícil				
35. Erraztasunez haserretzen naiz/Me enfado con facilidad				
36. Besteentzat gauzak egitea gustatzen zait/Me gusta hacer cosas para los demás				
37. Ez naiz oso zoriontsua/No soy muy feliz				

38. Arazoak modu desberdinetan konpon ditzaket/Puedo resolver problemas de diferentes maneras				
39. Gauza asko gertatu behar zaizkit haserretzeko/Tienen que pasarme muchas cosas para que me enfade				
40. Ondo sentitzen naiz nire buruarekin/Me siento bien conmigo mismo				
41. Erraztasunez egiten ditut lagunak/Hago amigos con facilidad				
42. Egiten dudan guztian onena naizela uste dut/Pienso que soy el mejor en todo lo que hago				
43. Niretzat erraza da jendeari sentitzen dudana esatea/Es fácil para mí decirle a la gente lo que siento				
44. Galdera zailei erantzuterakoan, konponbide askotan pentsatzen saiatzen naiz/Cuando contesto preguntas difíciles, trato de pensar en muchas soluciones				
45. Txarto sentitzen naiz beste pertsonen sentimenduak mintzen direnean/Me siento mal cuando se hieren (dañan) los sentimientos de otras personas				
46. Norbaitekin haserretzen naizenean, denbora luzez haserretzen naiz/Cuando me enfado con alguien, me enfado durante mucho tiempo				
47. Zoriontsua naiz naizen pertsona estiloarekin/Soy feliz con el tipo de persona que soy				
48. Ona naiz arazoak konpontzen/Soy bueno para resolver problemas				
49. Zaila egiten zait nire txanda itxarotea/Me resulta difícil esperar mi turno				
50. Egiten ditudan gauzek entretenitu egiten naute/Me entretienen las cosas que hago				
51. Nire lagunak gustatzen zaizkit/Me gustan mis amigos				
52. Ez dut edukitzen egun txarrik/No tengo días malos				
53. Arazoak dauzkat besteei nire sentimenduez hitz egiteko/Tengo problemas para hablar de mis sentimientos a los demás				
54. Erraztasunez haserretzen naiz/Me enfado con facilidad				
55. Nire lagunetariko bat ez denean zoriontsua, konturatzeko gai naiz/Puedo darme cuenta cuando uno de mis mejores amigos no es feliz				
56. Nire gorputza gustatzen zait/Me gusta mi cuerpo				
57. Gauzak zail jarri arren, ez dut amore ematen/Aún cuando las cosas se ponen difíciles, no me doy por vencido				
58. Haserretzen naizenean, pentsatu gabe jokutzen dut/Cuando me enfado, actúo sin pensar				
59. Badakit jendea noiz dagoen haserre beraiek ezer esan ez arren/Sé cuando la gente está enfadada, incluso cuando no dicen nada				
60. Nola ikusten naizen gustatzen zait/Me gusta cómo me veo				

TMMS-24. Escala Rasgo de Metaconocimiento

(Salovey, Mayer, Goldman, Turvei y Palfai, 1995; adap. Esp. Fernández-Berrocal, Extremera y Ramos, 2004)

Jarraian zure emozio eta sentimendu batzuei buruzko baieztapenak aurkituko dituzu. Irakurri arretaz esaldi bakoitza eta adierazi zure adostasun maila. Ez dago erantzun zuzen edo okerrik. Ez hartu denbora gehiegi erantzuteko.

A continuación encontrará algunas afirmaciones sobre sus emociones y sentimientos. Lea atentamente cada frase e indique por favor el grado de acuerdo o desacuerdo con respecto a las mismas. No hay respuestas correctas o incorrectas, ni buenas o malas. No emplee mucho tiempo en cada respuesta.

1 Gutziz desados/ Nada de acuerdo	2 Zerbait desados/Algo de acuerdo	3 Nahiko ados/ Bastante de acuerdo	4 Oso ados/ Muy de acuerdo	5 Gutziz ados/ Totalmente de acuerdo
---	--	---	----------------------------------	---

	1	2	3	4	5
1. Arreta handia jartzen dut sentimenduetan/ Presto mucha atención a los sentimientos					
2. Normalean, asko arduratzen naiz sentitzen dudana/ Normalmente me preocupo mucho por lo que siento					
3. Normalean denbora hartzen dut nire emozioetan pentsatzeko/ Normalmente dedico tiempo a pensar en mis emociones					
4. Nire emozioei eta umore-egoerari kasu egiteak merezi duela uste dut/ Pienso que merece la pena prestar atención a mis emociones y estado de ánimo					
5. Nire sentimenduek nire pentsamenduak afektatzen dituzte/ Dejo que mis sentimientos afecten a mis pensamientos					
6. Nire umore-egoeran pentsatzen dut etengabe/ Pienso en mi estado de ánimo constantemente					
7. Askotan pentsatzen dut nire sentimenduetan/ A menudo pienso en mis sentimientos					
8. Arreta handia jartzen diet nire sentimenduei/ Presto mucha atención a cómo me siento					
9. Argi ditut nire sentimenduak/ Tengo claros mis sentimientos					
10. Sarritan, nire sentimenduak deskribatu ditzaket/ Frecuentemente puedo definir mis sentimientos					
11. la beti dakit nola sentitzen naizen/ Casi siempre sé cómo me siento					
12. Normalean badakit zeintzuk diren besteenganako ditudan sentimenduak/ Normalmente conozco mis sentimientos sobre las personas					
13. Askotan konturatzen naiz egoera desberdinetan ditudan sentimenduez/ A menudo me doy cuenta de mis sentimientos en diferentes situaciones					
14. Beti esan dezaket nola sentitzen naizen/ Siempre puedo decir cómo me siento					
15. Batzuetan nire emozioak zeintzuk diren esan dezaket/ A veces puedo decir cuáles son mis emociones					
16. Nire emozioak ulertzea hel naiteke/ Puedo llegar a comprender mis sentimientos					
17. Batzuetan triste sentitzen banaiz ere, optimista izan ohi naiz/ Aunque a veces me siento triste, suelo tener una visión optimista					
18. Txarto sentitu arren, gauza atseginetan pentsatzen saiatzen naiz/ Aunque me sienta mal, procuro pensar en cosas agradables					
19. Triste nagoenean, bizitzako gauza atseginetan pentsatzen dut/ Cuando estoy triste, pienso en todos los placeres de la vida					
20. Pentsamendu positiboak izaten saiatzen naiz txarto sentitu arren/ Intento tener pensamientos positivos aunque me sienta mal					
21. Gauzei buelta asko ematen badizkiet hauek konplikatu, lasaitzen saiatzen naiz/ Si doy demasiadas vueltas a las cosas, complicándolas, trato de calmarme					
22. Umore ona edukitzen saiatzen naiz/ Me preocupo por tener un buen estado de ánimo					
23. Zoriontsu sentitzen naizenean energia asko izaten dut/ Tengo mucha energía cuando me siento feliz					

24. Haserre nagoenean nire umore-egoera aldatzen saiatzen naiz/ Cuando estoy enfadado intento cambiar mi estado de ánimo					
--	--	--	--	--	--

OHQ. Cuestionario de Felicidad
(Hills y Argyle, 2002)

Jarraian zorientasunari buruzko baieztapen batzuk daude. **Adierazi zure adostasun maila baieztapen bakoitzarekin ondorengo zenbaki bat aukeratuz:**

Abajo hay un número de afirmaciones sobre la felicidad. Por favor, indica en qué grado estás de acuerdo o desacuerdo con cada uno de ellos escribiendo un número en cada ítem teniendo en cuenta que:

1 Gutziz desados/total mente desacuerdo	2 Erdizka desados/medi anamente desacuerdo	3 Pixka bat desados/liger amente desacuerdo	4 Pixka bat ados/ligerame nte de acuerdo	5 Erdizka ados/mediana mente de acuerdo	6 Gutziz ados/totalmen te de acuerdo
---	--	---	--	---	---

	1	2	3	4	5	6
1. Ez naiz bereziki gustura sentitzen naizen bezalakoa izanda/ No me siento especialmente satisfecho/a con la manera que soy						
2. Oso interesatuta nago beste pertsonetan/ Estoy intensamente interesado/a en otras personas						
3. Bizitza oso esker onekoa dela iruditzen zait/ Siento que la vida es muy gratificante						
4. Sentimendu atseginak dauzkat ia mundu guztiarekiko/ Tengo sentimientos muy afectuosos hacia casi todo el mundo						
5. Oso gutxitan esnatzen naiz deskantsatuta sentitzen/ Raramente me despierto sintiéndome descansado/a						
6. Ez naiz bereziki baikorra etorkizunarekiko/ No soy particularmente optimista con el futuro						
7. Gauza gehienak dibertigarriak iruditzen zaizkit/ Encuentro que muchas cosas son entretenidas						
8. Beti nago konprometituta eta gauzetan nahastuta/ Siempre estoy comprometido/a y enredado/a						
9. Bizitza ona da/ La vida es buena						
10. Ez dut uste mundua leku ona denik/ No creo que el mundo sea un buen lugar						
11. Barre asko egiten dut/ Me río mucho						
12. Gustura nago nire bizitzako aspektu guztiekin/ Estoy muy satisfecho/a con todas las cosas de mi vida						
13. Ez dut uste pertsona erakargarria naizenik/ Creo que no soy una persona atractiva						
14. Alde handia dago egin nahiko nukeenaren eta egiten dudanaren artean/ Hay un hueco entre lo que me gustaría hacer y lo que he hecho						
15. Oso zoriotsua naiz/ Soy muy feliz						
16. Edertasuna aurkitzen dut gauza batzuetan/ Encuentro la belleza en algunas cosas						
17. Besteak nirekin entretenitu daitezten lortzen dut/ Siempre consigo que los demás se diviertan conmigo						
18. Nahi dudan guztira egokitzen naiz/ Me adapto a todo lo que quiero						

19. Sentitzen dut ez daukadala nire bizitzarekiko kontrol osoa/ Creo que no tengo especialmente control de mi vida						
20. Edozeri aurre egiteko gai sentitzen naiz/ Me siento capaz de enfrentarme a todo						
21. Mentalki alerta sentitzen naiz/ Me siento totalmente en alerta mentalmente						
22. Sarritan alaitasuna eta euforia sentitzen ditut/ A menudo experimento alegría y euforia						
23. Ez zait erraza egiten erabakiak hartzea/ No encuentro que tomar decisiones sea fácil						
24. Nire bizitzak ez du norabide edo helburu jakin bat/ No encuentro que mi vida tenga sentido u objetivo concreto						
25. Energia asko dudala sentitzen dut/ Siento que tengo mucha energía						
26. Normalean eragin positiboa izaten dut gertaeretan/ Normalmente tengo buena influencia en los sucesos						
27. Ez naiz dibertitzen beste pertsona batzuekin/ No me divierto con otras personas						
28. Ez naiz bereziki osasuntsu sentitzen/ No me siento particularmente sano/a						
29. Ez dauzkat iraganeko oroitzapen bereziki positiboak/ No tengo recuerdos especialmente felices del pasado						

BFQ-NA. Cuestionario “Big Five” de personalidad para niños y adolescentes
(Barbaranelli, Caprara y Rabasca, 1998; adap. Esp. Del Barrio, Carrasco y Holgado, 2006).

Ondorengo galdesortan, jendeak egin, sentitu edo esaten dituen gauzak azaltzen dira. Bakoitza irakurtzean, markatu (x) zure egoerara gehien hurbiltzen dena. Ez dago erantzun zuzen edo okerrik, onena zure lehen erreakzioa adierazten duena izango da.

En el siguiente cuestionario se dicen cosas que hacen, sienten o dicen las personas. Cuando leas cada una de ellas, señala (x) la afirmación que mejor describa tu caso. No existen respuestas correctas o incorrectas, la mejor es la que contestes sin pensar demasiado.

5 la beti/ Casi siempre	4 Askotan/Muchas veces	3 Batzutan/ Algunas veces	2 Gutxitan/ Pocas veces	1 la inoiz/Casi nunca
-------------------------------	------------------------------	---------------------------------	-------------------------------	-----------------------------

	5	4	3	2	1
1. Beste pertsona batzuk ikusteko gogoia daukat/ Tengo ganas de ver a otras personas.					
2. Nire gauzak besteekin konpartitzen ditut/ Comparto mis cosas con los demás.					
3. Gauzak arretaz eta distraitu gabe egiten ditut/ Hago las cosas con atención y sin distraerme.					
4. Urduri jartzen naiz uskeriengatik/ Me pongo nervioso por tonterías.					
5. Gauza asko dakizkit/ Se muchas cosas.					
6. Umore txarrez nago/ Estoy de mal humor.					
7. Lan asko egiten dut eta gogotsu/ Trabajo mucho y con ganas.					
8. Modu sutsuan eztabaidatzen dut besteekin/ Discuto acaloradamente con los demás.					
9. Kideekin lehiatzea gustatzen zait/ Me gusta competir con los compañeros.					
10. Fantasia handia daukat/ Tengo una gran fantasía.					
11. Besteekin zuzena eta zintzoa naiz/ Soy correcto y honrado con los demás.					

12. Erraztasunez ikasten ditut eskolan irakatsitako gauzak/Aprendo fácilmente las cosas que estudio en el colegio.					
13. Besteek laguntza behar dutenean konturatu egiten naiz/Me doy cuenta cuando los demás necesitan ayuda.					
14. Asko gustatzen zait mugitzea eta aktibo egotea/Me gusta mucho moverme y estar activo.					
15. Erraztasunez haserretzen naiz/Me enfado con facilidad.					
16. Opariak egitea gustatzen zait/Me gusta hacer regalos.					
17. Besteekin borrokatzen naiz/Me peleo con los demás.					
18. Irakasleak galdetzen duenean ondo erantzuten dut/Cuando el profesor pregunta respondo bien.					
19. Besteen konpainia edukitzea gustatzen zait/Me gusta estar en compañía de otros.					
20. Ahalegin handia egiten dut nire zereginak ondo burutzen/Pongo mucho empeño en las cosas que hago.					
21. Norbaitek gaiztakeria bat egiten badit barkatu egiten diot/Si alguien me hace una faena le perdono.					
22. Klasean, egiten ditudan gauzetan kontzentratzen naiz/En clase me concentro en las cosas que hago.					
23. Erraza egiten zait besteiei pentsatzen dudana esatea/Me resulta fácil decir a los demás lo que pienso.					
24. Liburuak irakurtzea gustatzen zait/Me gusta leer libros.					
25. Ariketak amaitu ditudanean, behin eta berriz errepasatzen ditut dena ondo egin dudak ikusteko/Cuando he terminado los ejercicios, los repaso muchas veces para ver si he hecho todo bien.					
26. Pentsatzen dudana esaten dut/Digo lo que pienso.					
27. Nire kideak adeitasunez tratatzen ditut/Trato a mis compañeros afectuosamente.					
28. Arauk eta ordena errespetatzen ditut/Respeto las reglas y el orden.					
29. Erraz mintzen naiz/Me ofendo fácilmente.					
30. Irakasleak zerbait azaltzen duenean, berehala ulertzen dut/Cuando el maestro explica algo, lo entiendo enseguida.					
31. Triste nago/Estoy triste.					
32. Besteekin adeitasunez jokatzeko dut/Me comporto con los demás con mucha amabilidad.					
33. Telebistako zientzia programak gustatzen zaizkit/Me gustan los programas de ciencias en televisión.					
34. Zerbait egiteko konprometzua hartzen badut, bete egiten dut/Si me comprometo a algo lo mantengo.					
35. Edozer egiten dut ez aspertzeko/Hago cualquier cosa para no aburrirme.					
36. Albistegia ikustea gustatzen zait munduan zer gertatzen den jakiteko/Me gusta ver el telediario y saber lo que ocurre en el mundo.					
37. Nire gela ordenatuta dago/Mi habitación esta ordenada.					
38. Beste pertsoneri edukazioz erantzuten diet/Respondo a otras personas con educación.					
39. Zerbait egin nahi dudanean, ez naiz entretenitzen eta arin egiten dut/Cuando quiero hacer algo, no me entretengo y lo hago rápido.					
40. Besteekin hitz egitea gustatzen zait/Me gusta hablar con los otros.					
41. Pazientzia txikia daukat/Tengo poca paciencia.					
42. Besteak konbentzitzen ditut pentsatzen dudana/Convenzo a los demás de lo que pienso.					
43. Jolas berri eta dibertigarriak asmatzeko gai naiz/Soy capaz de inventar juegos nuevos y divertidos.					

44. Zerbaitetan hasten naizenean, amaitu egin behar dut /Cuando empiezo algo, tengo que terminarlo a toda costa.					
45. Gelako kide batek zailtasunak baditu, lagundu egiten diot /Si un compañero de clase tiene dificultades, le ayudo.					
46. Ona naiz matematiketako problemetan /Se me dan bien los problemas de matemáticas.					
47. Besteetaz fidatzen naiz /Me fio de los demás.					
48. Eskolako gauzak ordenatuta edukitzea gustatzen zait /Me gusta tener todas las cosas del colegio muy ordenadas.					
49. Erraztasunez irtetzen naiz nire onetik /Pierdo la calma con facilidad.					
50. Hitz egiten dudanean, besteek nik esandakoa entzun eta egiten dute /Cuando hablo, los demás me escuchan y hacen lo que yo digo.					
51. Ondo tratatzen dut jendea, baita antipatikoak direla iruditzen zaizkidanak ere /Trato bien incluso a las personas que me son antipáticas.					
52. Gauza berriak ezagutu eta ikastea gustatzen zait /Me gusta conocer y aprender cosas nuevas.					
53. Etxeko lanak amaitutakoan bakarrik jolasten dut /Solo juego después de haber terminado los deberes.					
54. Gauzak presaka egiten ditut /Hago las cosas precipitadamente.					
55. Bromak egitea gustatzen zait /Me gusta hacer bromas.					
56. Oso zaila da nik arreta galtzea /Difícilmente me distraigo.					
57. Erraz egiten ditut lagunak /Hago amistad fácilmente.					
58. Negar egiten dut /Lloro.					
59. Asko gustatuko litzaidake bidaiatu eta beste herrialde batzuk ezagutzea /Me gustaría mucho viajar y conocer el modo de vida de otros pueblos.					
60. Besteak pertsona onak eta zintzoak direla uste dut /Pienso que las otras personas son buenas y honradas.					
61. Garrantzi gabeko gauzek kezkatzen naute /Me preocupan cosas sin importancia.					
62. Gauzak berehala ulertzen ditut /Entiendo las cosas inmediatamente.					
63. Oso alaia eta bizia naiz /Soy muy alegre y vivaz.					
64. Besteek nire gauzak erabil ditzaten uzten dut /Dejo que los demás usen mis cosas.					
65. Nire obligazioak betetzen ditut /Cumpló con mis obligaciones.					

PHQ-15. Cuestionario de salud del paciente
(Kroenke, Spitzer y Williams, 2001; adap. Esp. Ros, Comas y García-García, 2010)

Azken 4 asteetan, zenbat molestatu zaituzte ondorengo min/arazo hauek?

Durante las 4 últimas semanas, ¿hasta qué punto le HAN MOLESTADO cada uno de los siguientes problemas?

	Ezer ez/ Nada	Pixka bat/ Un poco	Asko/ Mucho
1. Tripako mina / Dolor de estómago			
2. Bizkarreko mina /Dolor de espalda			
3. Mina beso, hanka edo artikulazioetan (belaunak, gerriak...) / Dolor en sus brazos, piernas o articulaciones (rodillas, caderas, etc.)			
4. Hilekoarekin lotutako minak (emakumeek bakarrik erantzuteko) /			

Dolores menstruales u otras molestias asociadas a la menstruación (sólo mujeres)			
5. Buruko mina /Dolor de cabeza			
6. Mina paparrean, bularrean / Dolor torácico (zona del pecho)			
7. Mareoak /Mareos			
8. Konortea galtzea /Desmayos			
9. Bihotz taupada bizkorrak sentitu / Palpitaciones o sentir el corazón acelerado			
10. Arnas falta /Falta de respiración			
11. Min edo arazoak harreman sexualetan / Dolor o problemas durante sus relaciones sexuales			
12. Idorria edo beherakoa / Estreñimiento, ir suelto de vientre o diarrea			
13. Goragale, haizeak edo indigestioa / Náuseas, gases o indigestión			
14. Nekatuta edo energia gutxirekin sentitu / Sentirse cansado o con pocas energías			
15. Lo arazoak / Problemas de sueño			

CECAS. Cuestionario de evaluación de la capacidad para analizar sentimientos.
(Garaigordobil, 2008)

Pentsatu eta zerrendatu sentimendu negatibo hauen KAUSA posible guztiak. Ze ekintza edo gertaerek sor ditzakete sentimendu hauek?

Reflexiona y enumera todas las ideas que se te ocurran sobre las CAUSAS que provocan determinados sentimientos negativos. ¿Qué hechos o circunstancias pueden provocar ese sentimiento en las personas?

Tristura /Tristeza	
Inbidia/Zeloak /Envidia/Celos	
Ernegua/amorrua / Rabia-Ira	
Beldurra /Miedo	

Pentsatu eta zerrendatu sentimendu negatibo batzuek sor ditzaketen ONDORIOAK. Ze ondorio (jokabide, pentsamendu, emozio...) izan ditzake sentimendu negatibo horiek bizi izandako norbaitek?

Reflexiona y enumera todas las ideas que se te ocurran sobre las CONSECUENCIAS que se derivan de tener determinados sentimientos. ¿Qué consecuencias (comportamientos, pensamientos, emociones...) puede tener una persona cuando experimenta esos sentimientos negativos?

Tristura /Tristeza	
Inbidia/Zeloak /Envidia/Celos	
Ernegua/Amorrua / Rabia-Ira	
Beldurra /Miedo	

Pentsatu eta zerrendatu sentimendu negatibo batzuk KONPONTZEKO MODU DESBERDINAK. Zer egin dezake pertsona batek sentimendu negatibo horiek desagerrarazteko?

Reflexiona y enumera todas las ideas que se te ocurran sobre las *FORMAS DE RESOLUCIÓN* de determinados sentimientos negativos. ¿Qué puede hacer una persona para eliminar esos sentimientos negativos?

Tristura /Tristezia	
Inbidia/zeloak /Envidia/Celos	
Ernegua/Amorrua / Rabia-Ira	
Beldurra /Miedo	

Kodigoa.....
Código.....



Doktoretza Tesia

Nerabezaroan inteligentzia emozionala hobetzeko programa baten diseinu eta ebaluazioa eta honen harremana arlo psikosomatikoarekin

Diseño y Evaluación de un programa para fomentar la Inteligencia Emocional durante la adolescencia y su relación con factores psicósomáticos

Doktoregaia: Ainize Peña Sarrionandia
Zuzendaria: Maite Garaigordobil Landazabal
Psikologia Fakultatea
Euskal Herriko Unibertsitatea

Ikastetxea / Centro.....

Kurtsoa / Curso.....

Herria / Localidad.....

Ebaluazioaren data / Fecha de la evaluación.....

EPC. Escala de Problemas de Conducta (Navarro, Peiró, Llácer, y Silva, 1993)
<p>Haurrak eta nerabeak deskribatzen dituzten baieztapen zerrenda bat aurkituko duzu ondoren. Zure semearen edo alabaren izateko modu ohikoena deskribatzen duen esaldi bakoitzean "sarritan" erantzuna marka ezazu; zure semearen edo alabaren izateko moduarekin batzuetan egokitzen diren baieztapenetan "batzuetan" erantzuna marka ezazu eta baieztapena zure seme edo alabaren izateko modura egokitzen ez denean "ez" erantzuna marka ezazu.</p> <p>A continuación encontrará una serie de afirmaciones que describen a los niños y adolescentes. En cada afirmación que describa la forma de ser más frecuente o habitual de su hijo o hija marque la respuesta A MENUDO; en las afirmaciones que a veces corresponden con la forma de ser de su hijo o hija marque la respuesta A VECES. Si la afirmación no se ajusta a su hijo o hija, marque la respuesta NO".</p>

0 Ez/ No	1 Batzuetan/A veces	2 Ssarritan/A menudo
-------------	------------------------	-------------------------

	0	1	2
1. Zerbait txarra egiteko edo pentsatzeko beldur da/Teme hacer o pensar algo malo			
2. Asko eztabaidatzen du/Discute mucho			
3. Inork ez duela maite esaten du/Dice que nadie le quiere			
4. Lanak edo jarduerak amaitzen ditu/Termina las tareas o actividades			
5. Kontzentratzea asko kostatzen zaio/Le cuesta mucho concentrarse			
6. Goragalea, herstura du, osasun arrazoi ezagunik gabe/Tiene náuseas, angustia sin causa médica conocida			
7. Helduei atxikia dago/Está apegado a los adultos			
8. Bakarrik egoteaz kexatzen da/Se queja de estar solo/a			
9. Nahastua dagoela dirudi/Parece estar confuso/a			
10. Negar asko egiten du/Llora mucho			
11. Denbora-tarte egokitan egoten da eserita/Permanece sentado durante períodos adecuados de tiempo			
12. Ankerra, zapaltzailea eta berekoia agertzen da/Se muestra cruel, abusón y egoísta			
13. Alferrikakoa (ezereza) edo behe mailakoa sentitzen da/Se siente inútil o inferior			
14. Arreta handia eskatzen du/Pide mucha atención			
15. Besteen gauzak suntsitzen ditu/Destruye cosas de los demás			
16. Ematen zaizkion aginduak ez ditu betetzen/Desobedece las órdenes que se le dan			
17. Aginduei aurre egiten die/Se rebela ante las órdenes			
18. Argibideak ematen zaizkionean arreta jartzen du/Presta atención cuando se le dan instrucciones			
19. Bakartia da (beste haurrekin ez da nahasten)/Es solitario/a (no se mezcla con otros niños)			
20. Egoera, leku edo animalia zenbaiti beldurra die/Tiene miedo a ciertas situaciones, lugares o animales			
21. Errealitatean ez dauden gauzak entzuten ditu/Oye cosas que no están ahí en la realidad			
22. Oso errudun sentitzen da/Se siente muy culpable			
23. Errealitatean ez dauden gauzak ikusten ditu/Ve cosas que no están ahí en la realidad			
24. Besteek mania diotela esaten du/Dice que otros le tienen manía			
25. Tripako minak ditu osasun arrazoi ezagunik gabe/Tiene dolores de estómago sin causa médica conocida			
26. Bere buruaz beste egiteaz mintzatzen da/Habla de matarse			
27. Maiz borrokatzen da/Participa mucho en peleas			
28. Beste pertsoneri iseka egiten die/Se burla de otras personas			
29. Ideia edo jokaera bitxiak ditu/Tiene ideas o conductas extrañas			
30. Ezezkoa haserretu gabe onartzen du/Acepta una negativa sin enfadarse			

31. Bulkadatsua da, pentsatu gabe ekiten du/Es impulsivo/a, actúa sin pensar			
32. Bakarrik egotea atsegin du/Le gusta estar solo/a			
33. Gezurrak esan eta iruzurtu egiten du/Miente o engaña			
34. Energia gabe dago, mugimenduetan makala da/Está falta de energía, es lento/a en movimientos			
35. Oso beldurtia eta larritua da/Es muy miedoso/a o ansioso/a			
36. Segurtasun gabe sentitzen da/Se siente inseguro/a			
37. Zoritxarreko, goibel edo deprimiturik sentitzen da/Se siente infeliz, triste o deprimido/a			
38. Nekatuegi dago/Está excesivamente cansado/a			
39. Buruko minak ditu, osasun arrazoi ezagunik gabe/Tiene dolores de cabeza sin causa médica conocida			
40. Ikastetxean ikasteko zailtasunak ditu/Tiene dificultades para aprender en el colegio			
41. Beldurti agertzen da/Se muestra temeroso/a			
42. Lanak edo proiektuak erraz uzten ditu/Abandona tareas o proyectos fácilmente			
43. Besteei atsegingarri gertatzeak gehiegi kezkatzen du/Está excesivamente preocupado/a por agrandar			
44. Osasun arrazoi ezagun gabe, zorabioak izaten ditu/Tiene mareos sin causa médica conocida			
45. Ikastetxeko jardueraz kexatzen da/Se queja de las actividades del colegio			
46. Jateko eta mahaian esertzeko modu egokia du/Tiene una forma adecuada de comer y sentarse en la mesa			
47. Jendea fisikoki erasotzen du/Ataca físicamente a la gente			
48. Ekintza batzuk behin eta berriro era jarraituan errepikatze beharra du/Necesita repetir ciertas acciones varias veces seguidas			
49. Bere eskolako lanak kalitate gutxikoak dira/Sus trabajos escolares son de poca calidad			
50. Besteen bromek eragina dute berarengan/Le afectan las bromas de los demás			
51. Giharretako minak ditu osasun arrazoi ezagun gabe/Tiene dolores musculares sin causa médica conocida			
52. Garbi eta txukun ibiltzen da/Va limpio/a y cuidado/a			
53. Erraz gorritzen zaio arpegia/Se ruboriza con facilidad			
54. Ondo hitz egiten du bere irakasleez/Habla bien de sus profesores			
55. Asko oihukatzen du/Grita mucho			
56. Ixila da, beretzat gordetzen ditu gauzak/Es reservado/a, se guarda cosas para sí			
57. Kezkatuta agertzen da/Se le ve preocupado/a			
58. Bat-bateko umore aldaketak ditu (ageriko motiborik gabe)/Tiene cambios repentinos de humor (sin motivo aparente)			
59. Erraztasunez lotsatzen da/Se avergüenza con facilidad			
60. Antolamendurik gabe egiten du lan/Trabaja desorganizadamente			
61. Osasun arrazoi ezagunik gabe botaka egiten du eta goragaleak ditu/Tiene vómitos, arcadas, sin causa médica conocida			
62. Beste persona baten gauzak erabili aurretik baimena eskatzen du/Pide permiso antes de usar las cosas de otra persona			
63. Lotsatia da/Es tímido/a			
64. Finko begiratzen du, ikusi gabe/Mira fijamente sin ver			
65. Kritikatzen dutenean, oso minduta sentitzen da/Se siente muy herido/a cuando se le critica			
66. Arazo txikien aurrean urduri jartzen da/Se pone nervioso/a ante pequeños problemas			
67. Larritua, zurrun dago/Está tenso/a, rígido/a			
68. Bere adinari dagokion jokaera sexuala du/Tiene una conducta sexual propia para su edad			
69. Egoskorra, gorrotatsua eta haserrekorra da/Es obstinado/a, rencoroso/a, irritable			
70. Haserrealdi bortitzak ditu/Tiene ataques de ira			
71. Porrota ongi onartzen du/Acepta bien el fracaso			
72. Jendea mehatxatzen du/Amenaza a la gente			

73. Kostatu egiten zaio pentsamendu batzuk gogamenetik aldentzea/Le cuesta apartar de su mente ciertos pensamientos			
74. Altuegi hitz egiten du/Habla demasiado alto			
75. Egoera berrietan ongi moldatzen da/Maneja bien las situaciones nuevas			
76. Umore ona du/Tiene buen sentido del humor			
77. Maitekorregia eta adeitsuuegi agertzen da/Se muestra excesivamente amable y gentil			
78. Apetitu falta du/Está faltar de apetito			
79. Edozer gauzaz beldurtzen da/Se asusta por cualquier cosa			
80. Nota txarrak ateratzen ditu/Saca malas notas			
81. Eraso egiten badiote ez du bere burua defendatzen/Se deja atacar sin defenderse			
82. Lasai eta erlaxatuta agertzen da/Se le ve tranquilo/a, relajado/a			
83. Haserreekiko eta egoera tirabiratsuekiko oso sentikorra da/Es muy sensible a las riñas y situaciones tensas			
84. Bere lanetan perfektionista da/Es perfeccionista en sus tareas			
85. Lankidetzan jarduteari uko egiten dio/Se niega a cooperar			
86. Digestio arazoak ditu osasun arrazoi ezagunik gabe/Tiene problemas digestivos sin causa médica conocida			
87. Gaizki irakurtzen du/Tiene una lectura deficiente			
88. Gizabidez jokatzeko du/Tiene buenos modales			
89. Kexatia da/Es quejica			
90. Naturaltasunez onartzen ditu afektu erakusketak/Acepta las muestras de afecto con naturalidad			
91. Besteekin harreman onak ditu/Se lleva bien con los demás			
92. Beste sexuko haurren aurrean lotsatu egiten da/Se avergüenza ante niños del otro sexo			
93. Eskolako lanak edo egitekoak pozik egiten ditu/Hace a gusto las tareas o deberes escolares			
94. Erraz nekatzen da/Se fatiga con facilidad			
95. Egiten duen horretan segurtasun gabe agertzen da/Se le ve inseguro/a en lo que hace			
96. Janaria irenstea kostatzen zaio/Le cuesta tragar la comida			
97. Bere inguruko helduen onarpena bilatzen du/Busca la aprobación de sus mayores			
98. Matematikako kalkuluak egiteko arazoak ditu/Tiene problemas con el cálculo			
99. Ikastetxera pozik joaten da/Va a gusto al colegio			

II. ERANSKINA:
BERME ETIKOAREN DOKUMENTUAK:
BAIMEN INFORMATU ETA GUTUNAK

FACULTAD DE PSICOLOGÍA

**Departamento de
Personalidad, Evaluación y
Tratamiento Psicológico**

**Avda. de Tolosa, 70
Fax 943 015670
Tfno. 943 015634
20018 SAN SEBASTIÁN**



PSIKOLOGI FAKULTATEA

**Nortasuna, Balioespena eta
Psikologia Tratamendurako Saila**

**Tolosa Etorbidea, 70
Fax 943 015670
Tfno. 943 015634
20018 DONOSTIA**

**PROIEKTUAREKIN ELKARLANEAN ARITZEKO ZUZENDARIENTZAT GUTUNA 2. NERABEZAROAN
INTELENTZIA EMOZIONALA HOBETZEKO PROGRAMA BATEN DISEINU ETA EBALUAZIOA ETA
HONEN HARREMANA FAKTORE PSIKOSOMATIKOekin**

Zuzendari agurgarria:

Nire izena Maite Garaigordobil da eta Ebaluazio Psikologikoan katedraduna naiz Euskal Herriko Unibertsitateko psikologia fakultateko Nortasuna, Balioespena eta Psikologia Tratamendurako Sailean. Berorrekin kontaktuan jartzen naiz EHuko Psikologia Fakultatean egiten ari garen ikerketa proiektu bat dela medio. Proiektu honetan inteligentzia emozionala hobetzeko programa bat aplikatu nahi dugu 14-15 urteko nerabeengan (DBH3) eta honen eraginak neurtu aspektu konduktual, kognitibo, emozional eta somatikoetan. Programa kurtso eskolar batean (20 saio) aplikatuko da astean ordu bateko saioak burutuz.

Lehenik, urrian, inteligentzia emozionala eta beste aldagai batzuk (zoriontasuna, enpatia eta sintoma psikosomatikoak besteak beste) neurtzeko tresna batzuk pasatuko zaizkie ikasleei. Proba hauen ondoren programa aplikatuko da eta kurtso amaieran urrian erabilitako tresnak erabiliko dira programaren eragina neurtzeko. Ikastetxe bakoitzean bi gelek hartuko dute parte. Gela bat talde esperimentalta izango da eta aurrez aipatutako 3 etapak burutuko ditu. Beste gela berriz talde kontrola izango da eta ebaluazio probak egingo ditu baina ikasleek ez dute programan parte hartuko, kurtso akademiko berean behintzat.

Bullying-a, sexismoa, depresioa eta indarkeria bezalako arazoak gehituz doaz nerabeen artean. Hori dela eta, inteligentzia emozionala hobetzeko programa bat onuragarria izango da arazo hauek ekidin edo gutxitu eta hainbat gaitasun hobetzeko. Ikerketa honetan parte hartu nahi izanez gero, zuen oniritzia eman beharko duzue ikastetxeko ikasleek programan parte hartzeko jarduerak egin eta galdeketa batzuk erantzuten.

Parte-hartzea borondatezkoa da, ikerketan lortutako emaitzak konfidentzialak izango dira eta galdeketak anonimoak. Datuak ez dira modu indibidualean aztertuko baina informazio konkretu bat nahi izanez gero nirekin (Maite Garaigordobil: 943 – 01 56 34) kontaktuan jar zaitezke telefonoz edo modu presentzialean sortutako galdera edo zalantzei erantzuteko.

Bestalde, ikerketako erantzunak ondorengo orrialdean egongo dira ikusgai:
<http://www.sc.ehu.es/garaigordobil>

Ikerketak "Ley Orgánica de Protección de Datos" en baldintzak betetzen ditu. Hala ere, gurasoek aukera izango dute edozein momentutan beraien seme-alabak ikerketa uzteko. Aste bateko epean ikastetxera deituko dugu zuen erabakia baieztatzeko. Eskerrik asko ikerketa honetan parte hartzea kontuan izateagatik.

Maite Garaigordobil Landazabal
Ebaluazio Psikologikoan katedraduna
Nortasuna, Balioespena eta Psikologia Tratamendurako Saila.
Psikologia Fakultatea. Euskal Herriko Unibertsitatea.
Tolosa Etorbidea 70. 20018 Donostia-San Sebastián.
Telefonoa: 943 - 015634; 677 46 78 68; Fax: 943 - 015670
E-mail: maite.garaigordobil@ehu.es
<http://www.sc.ehu.es/garaigordobil>

IKASTETXEENTZAKO BAIMEN EREDUA

Txertatu hemen ikastetxeko logotipoa

Nik, _____(e)k,
_____ zentroko (ikastetxearen izena)
_____ (kargua/lanpostua),

BAIMENA EMATEN DUT

Ikastetxeak Euskal Herriko Unibertsitateko, Psikologia Fakultateko, *Nortasuna, Balioespena eta Tratamendu Psikologikoak* Saileko "Nerabezaroan inteligentzia emozionala hobetzeko programa baten diseinu eta ebaluazioa eta honen harremana faktore psikosomatikoekin" ikerketan parte hartzeko, aurrez igorritako informazio orrian azaldutako galdesortak betez. Arduradunak EHUko 11/04 Prestakuntza eta Ikerkuntza Taldeko Maite Garaigordobil Katedraduna eta bere ikerketa taldekideak izango dira.

Ikertzaileek hitz ematen dute jasotako datu guztien konfidentziasuna gordeko dela eta ikastetxeari txosten bat bidaliko zaiola emaitza esanguratsuenekin.

_____n, ____ko _____ren ____a

Sinadura

**FACULTAD DE
PSICOLOGÍA**

**Departamento de
Personalidad, Evaluación
y Tratamiento
Psicológico**

**Avda. de Tolosa, 70
Fax 943 015670
Tfno. 943 015634
20018 SAN SEBASTIÁN**



universidad
del país vasco euskal herriko
unibertsitatea

PSIKOLOGI FAKULTATEA

**Nortasuna, Balioespena eta
Psikologia Tratamendurako Saila**

**Tolosa Etorbidea, 70
Fax 943 015670
Tfno. 943 015634
20018 DONOSTIA**

**INFORMAZIO ETA ONARPEN INFORMATUA.
NERABEZAROAN INTELIGENTZIA EMOZIONALA HOBETZEKO PROGRAMA BATEN
DISEINU ETA EBALUAZIOA ETA HONEN HARREMANA FAKTORE
PSIKOSOMATIKOekin**

Euskal Herriko Unibertsitateko Psikologia Fakultatean ikerketa bat egiten ari gara non inteligentzia emozionala hobetzeko programa bat sortzen ari garen. Programa hau eskola orduetan (astean saio bat) gauzatuko da 20 saiotako iraupena izanik (astean ordu bat). Programaren helburua autokontzientzia, erregulazio emozionala, egoera animiko orokorra, empatia eta komunikazioa hobetzea da eta programa osatzen duten jarduerak talde dinamikan, musikarekin egindako ariketetan, jolasetan...oinarritzen dira.

Nerabeen artean bullying-a, sexismoa, depresioa eta indarkeria bezalako arazoek gora egin dute azken urteetan. Hori dela eta, garrantzitsua deritzogu nerabeekin lan egiteari arazo hauek saihestu eta ongizate psikologikoa, egokitzapena, zoriontasuna eta osasuna hobetzeko.

Guraso gisa, zuen adin txikiko seme-alabek proiektu honetan parte hartzea nahi baduzue galdesorta batzuek erantzunez eta programan parte hartuz (talde esperimentalekoak badira), zuen oniritzia eman beharko duzue behean sinatuz. Galdesortak kurtsu hasiera eta amaieran burutuko dira bi saio erabiliz. Aldi berean, zuen parte hartzea eskatzen dizuegu galdesorta bat erantzunez kurtsu hasieran eta amaieran.

Parte-hartzea borondatezkoa da, ikerketan lortutako emaitzak konfidentzialak izango dira eta galdeketa anonimoak.

Datuak ez dira modu indibidualan aztertuko baina informazio konkretua nahi izanez gero nirekin (Ainize Peña Sarrionandia) edo nire zuzendariarekin (Maite Garaigordobil) jar zaitezke kontaktuan. Baita galdera edo zalantza izanez gero ere. Horretarako, galdesorta erantzuterakoan egokitutako zenbakia erraztu beharko diguzue.

Bestalde, ikerketako erantzunak ondorengo orrialdean egongo dira ikusgai: <http://www.sc.ehu.es/garaigordobil>

Ikerketak "Ley Orgánica de Protección de Datos" en baldintzak betetzen ditu. Datu pertsonal guztiak konfidentzialak dira, babestuak izango dira eta azaldutako ikerketarako besterik ez dira erabiliko. Bestalde, hauek aldatu edo kontsultatu nahi izanez gero EHUko LOPD Seguritasun Arduradunarekin kontaktuan jar naitekeela esan zait ondorengo helbidean: EHU Errektoretza. Sarriena Auzoa s/n 48940 Leioa – Bizkaia. Proiektuaren izena eta erreferentzia ondorengoak dira: INA-Inteligencia emocional 2080310015-INM0004.

Eskerrak eman nahi dizkizuegu zuen parte-hartzeagatik. Zuek eta seme-alabak parte hartzea onartzen baduzu, eman zure izena eta sinatu behealdean. Eskerrik asko zure parte-hartze baliotsuagatik.

Nikk, ikerketaren helburuez jasotako informazioa ulertu dut eta nire seme/alabak ikerketa proiektuan parte hartzeko baimena ematen dut.

.....nko(r)en(e)an

Sinadura:

Gurekin kontaktuan jartzeko:

Doktoranda: Ainize Peña Sarrionandia
Psikologia Fakultatea. Euskal Herriko Unibertsitatea
Telefonoa: 695 71 82 57
E-mail: Ainize1987@hotmail.com

Tesiaren zuzendaria: Maite Garaigordobil Landazabal
Psikologia Fakultatea. Euskal Herriko Unibertsitatea
Tolosa Etorbidea, 70. 20018 Donostia- San Sebastian
Telefonoa: 943-015634; Fax: 943 -015670
E-mail: maite.garaigordobil@ehu.com

FACULTAD DE PSICOLOGÍA

**Departamento de Personalidad,
Evaluación y Tratamiento
Psicológico**

**Avda. de Tolosa, 70
Fax 943 015670
Tfno. 943 015634
20018 SAN SEBASTIÁN**



universidad del país vasco euskal herriko unibertsitatea

PSIKOLOGI FAKULTATEA

**Nortasuna, Balioespina eta
Psikologia Tratamendurako
Saila**

**Tolosa Etorbidea, 70
Fax 943 015670
Tfno. 943 015634
20018 DONOSTIA**

INFORMATUTAKO ONARPEN DEKLARAZIOA PARTE-HARTZAILEARENTZAT

Nik,(e)k, urte izanik, adierazten dut informazioa jaso dudala Maite Garaigordobilek zuzendu eta Euskal Herriko Unibertsitateko Psikologia Fakultateak bideratutako "Nerabezaroan inteligentzia emozionala hobetzeko programa baten diseinu eta ebaluazioa eta honen harremana faktore psikosomatikoekin" ikerketa proiektuari buruz. Ikerketaren helburuak hauek dira: a) Nerabezaroan (DBH3) inteligentzia emozionala hobetzeko programa psikoedukatibo bat diseinatu; b) Programa kurtso akademikoan zehar burutu astean behieneko saioekin; eta c) Programaren efektuak aztertu inteligentzia emozional eta aldagai konduktual, kognitibo, emozional eta somatikoetan.

Adierazten dut informatua izan naizela kurtso hasieran eta amaieran bete beharko ditudan galdesortez eta berauetatik lortuko diren datuez. Pretest eta posttest faseak bi saiotan (bakoitza) burutuko dira eta programa 20 saiotan burutuko da astean ordu bateko saio bat eginez. Programako jardueren helburua autokontzientzia, erregulazio emozionala, egoera animiko orokorra, empatia eta komunikazioa hobetzea izango da eta jarduerak talde dinamikak, jolasak, musikarekin ariketak... izango dira. Bestalde, nire parte-hartzea borondatezkoa dela eta galdera bat erantzun nahi ez izanez gero aukera dudala ez erantzuteko ere esan zait. Jarduera hauen emaitzak konfidentzialak dira eta galdesortak anonimoak. Modu berean, nire datuak ezkutuan gordeko direla esan zait inork ezagutuko ez dituelarik (guraso, tutore, irakasle...). Hala ere, nire osasunerako kaltegarri izan daitekeen baldintza bat emanez gero, ikerketako zuzendariak pertsonalki jakinaraziko dit eta beharrezkoa bada baita nire guraso eta irakasleei ere.

Datuak ez dira modu indibidualean aztertuko baina informazio konkretu bat nahi izanez gero nirekin (Ainize Peña: 695718257) edo tesiaren zuzendariarekin (Maite Garaigordobil: 943 – 01 56 34) kontaktuan jar naiteke telefonoz edo modu presentzialean sortutako galdera edo zalantzei erantzuteko. Bestalde, ikerketako erantzunak ondorengo orrialdean egongo dira ikusgai: <http://www.sc.ehu.es/garaigordobil>

Ikerketak "Ley Orgánica de Protección de Datos" en baldintzak betetzen ditu. Datu pertsonal guztiak konfidentzialak dira, babestuak izango dira eta azalduko ikerketarako besterik ez dira erabiliko. Bestalde, hauek aldatu edo kontsultatu nahi izanez gero EHUko LOPD Segurtasun Arduradunarekin kontaktuan jar naitekeela esan zait ondorengo helbidean: EHU Errektoretza. Sarriena Auzoa s/n 48940 Leioa – Bizkaia. Proiektuaren izena eta erreferentzia ondorengoak dira: INA-Inteligencia emocional 2080310015-INM0004.

Hau kontuan hartuz, nire oniritzia ematen dut proiektuaren helburuak betetzeko beharrezkoak diren nire datuak erabiltzeko informazio orrian azalduko baldintzetan.

Lekua eta data:, 20.....korena

Ikerketako parte hartzailearen sinadura: _____

III. ERANSKINA: ESKU-HARTZE PROGRAMAKO JARDUERAK

PERTZEPZIO EMOZIONALA
<p>Helburuak:</p> <ul style="list-style-type: none">- Besteen emozioak identifikatu eta ulertu.- Besteen hitzezko eta ez-hitzezko hizkuntza pertzepzioa hobetu.- Enpatia hobetu.- Emozioen analisia hobetu.
<p>Jardueraren deskribapena:</p> <p>Ikasleek bideo (pelikula, anuntzio...) desberdinak ikusiko dituzte eta talde handian komentatu galdera (*) batzuk jarraituz.</p> <p>Saioaren amaieran eztabaida burutuko da.</p> <p>(*) Fitxa. Galderak: Ze emozio ageri dira bideoan?, zergatik sentitzen dira horrela?, nola (ez/hitzezko komunikazioa) adierazten dira emozioak?, ze mezu igortzen du bideoak?</p> <p>Bideoak:</p> <p>http://www.youtube.com/watch?v=D7D3qJU3Kvs (zoriontasuna)</p> <p>http://www.youtube.com/watch?v=87E_gLQ_2HA&feature=fwrel (kantzerra duten umeak – maitasuna, enpatia, eskuzabaltasuna)</p> <p>http://www.youtube.com/watch?v=2l4hGvSIZSA&feature=fwrel (umeeak nagusiengandik ikasten dute)</p> <p>http://www.youtube.com/watch?v=dNdrRGAXuss (arraina arrainontzian – enpatia)</p>
<p>Eztabaida:</p> <p>Galderak: zer ikasi duzue gaur?, nola identifikatzen dira emozioak?, ze modu desberdinetan adieraz daitezke emozioak?, ze modu da errazena?, erreza al da bestearen lekuan jartzea?...</p>
<p>Materiala: Bideoak.</p> <p>Denbora: 25'.</p> <p>Talde egituraketa: TH.</p>

ASERTIBITEA
<p>Helburuak:</p> <ul style="list-style-type: none">- Asertibitatea garatu egoera sozialak ebazteko estrategia desberdinak landuz.- Enpatia gaitasuna hobetu.
<p>Jardueraren deskribapena:</p> <p>Ikasleak 6 taldetan banatzen dira eta egoera sozial desberdinen antzezpenak egiten dituzte. Hain zuzen ere 2 egoera sozial (*) planteatzen dira eta egoera sozial bakoitza 3 talde desberdinek antzezten dute egoera hauek ebazteko modu desberdinak erabiliz: agresiboa, pasiboa eta asertiboa.</p> <p>Antzezpenak amaitutakoan eztabaida burutzen da.</p> <p>(*) Egoera sozialak:</p> <ul style="list-style-type: none">- Andoni eta Jone nobioak dira duela urtebete baina Jonek Andoniren lagun onena musukatu du.- Herriko jaiak dira eta Enekok gaeko lauretan nahi du iritsi etxera. Gurasoek ordubietan itzultzeko egintzen diote baina Eneko lauretan iristen da. Gurasoak esnatuta daude hau itzultzean.
<p>Eztabaida:</p> <p>Galderak: egoera sozialak ebazteko ze modu erabiltzen dituzue normalean?, ze modu da erreza? Eta zailena? Zergatik?, zer lortzen da modu bakoitzarekin?, zer ikasi duzue gaur?...</p>
<p>Materiala: Ezer ez.</p> <p>Denbora: 30'.</p> <p>Talde egituraketa: TT, TH.</p>

NI NEU
<p>Helburuak:</p> <ul style="list-style-type: none"> - Norbere burua ezagutu. - Autoestima hobetu. - Pentsamendu kritikoa garatu. - Baloreak landu.
<p>Jardueraren deskribapena:</p> <p>Helburuak lortzeko ondorengo 3 baloreak landuko dira:</p> <ol style="list-style-type: none"> 1) Gorputz irudia: Power point baten bidez garai eta kultura desberdinetako irudi desberdinak ikusiko dira non gorputz/fisiko desberdinak ikusiko diren. Ikasleak talde txikietan elkartuko dira eta galdera batzuei erantzungo die. 2) Inteligentzia: kasu errealeen bideoen bidez inteligentzia mota desberdinak daudela erakutsiko zaie ikasleei denon garrantzia azpimarratuz. Jarraian fitxa bat egingo dute. 3) Laguntasuna: beroketa ariketa gisa "brain storming" bat egiten da laguntasunarekin lotutako ideia esanez. Ondoren, ikasle bakoitzak ikaskide bakoitzari buruzko gauza positibo bat idazten du eta irakasleari entregatu. Honek ikasle bakoitzari berari buruz idatzitakoa esango dio eta amaieran denon artean komentatzen da. <p>Saio amaieran eztabaida burutuko da.</p> <p>- Bideoak: Inteligentzia emozionala (http://www.youtube.com/watch?v=xXHJz7aDZ5s), matematika (seg. 27-59 http://www.youtube.com/watch?v=jRXZOiG6Hhw), musikala (seg. 41-49 http://www.youtube.com/watch?v=8uYy3TSkTT8), gorputz-inteligentzia (seg. 1'37-1'56 http://www.youtube.com/watch?v=a3AkLjP-NJA)</p>
<p>Eztabaida:</p> <p>Galderak: aldatu al da balore hauekiko zuen pertzepzioa?, nola sentitzen zarete?, aldatu al da zuen autokontzeptua?, zer ikasi duzue?... Gorputz irudiaren garrantzia erlatibizatu.</p>
<p>Materiala: bideoak, dokumentalak, fitxak eta arkatza.</p> <p>Denbora: 50'.</p> <p>Talde egituraketa: B, TH.</p>

NOR NAIZ?

Helburuak:

- Norbere burua hobeto ezagutu.
- Harreman interpersonalak hobetu.
- Autoestima hobetu.
- Norbere buruagan eta besteengan konfiantza gehitu.
- Inteligentzia intrapersonal eta interpersonalak hobetu.

Jardueraren deskribapena:

Ikasleek "Nor naiz?" jolasean jolastuko dute talde handian.

Jolasean ariketa/prueba desberdinak daude zeintzuetan ikasleek emozioak identifikatu, sentimenduez hitz egin, modu positiboan hitz egin, besteengatik egiten dutena komentatu, beraien aspektu positiboak azpimarratu... beharko dituzten.

Joku honetan ez dago irabazle edo galtzailerik ez baitago erantzun zuzen edo okerrik.

Saio amaieran eztabaida burutuko da.

Eztabaida:

Galderak: erreza izan al da besteen emozioak identifikatzea?, ikasi al duzu zuri buruzko ezer?, nola sentitzen zara?, zer ikasi duzu?, aldatu al da kideren batekiko zure ikuspegia?...

Materiala: Jolasa (kartulinak, fitxak, dadoak).

Denbora: 35'.

Talde egituraketa: TH.

EZ-HITZEZKO KOMUNIKAZIOA

Helburuak:

- Ez hitzezko komunikazioa hobetu.
- Emozioen adierazpena hobetu.
- Besteen emozioak identifikatu eta ulertu.
- Harreman sozialak hobetu.
- Norbere buruarenganako konfiantza gehitu.

Jardueraren deskribapena:

Ariketa desberdinak proposatzen dira helburuak lortzeko:

- 1) Gelatik oinez ibili eta norbaitekin aurkitzean begietara begiratzen geratu ahal beste.
- 2) Gelatik oinez ibili eta norbaitekin aurkitzean elkar besarkatu.
- 3) Gelatik oinez ibili eta norbaitekin aurkitzean emozio bat adierazi keinu bidez.
- 4) Gelatik oinez ibili eta norbaitekin aurkitzean bere keinuak imitatu.
- 5) Zenbakiei ekintzak atxiki eta irakasleak zenbaki bat esaten duenean dagokion ekintza egin. Adibidez: 1 = besarkatu, 2 = pozaren pozez salto egin eta 3 = haserre itxurak egin.
- 6) Irakasleak emozio bat ematen dio ikasle bakoitzari. Hauek gelatik ibiliko dira eta beste batekin elkartzean elkarrizketa bat edukiko dute bakoitzak bere emozioa mantenduz. Elkarrizketa amaitzerakoan bestearen emozioa zein izan den esan beharko dute.

Eztabaida:

Galderak: erreza ala zaila al da begirada mantentzea?, zergatik?, eroso al da?, nola sentitu zarete begirada mantentzen?, lortu ahal duzue emozioak adierazi eta ulertzea?, berdin sentitu al zarete emozio positibo eta negatiboekin?, eman ohi dituzue besarkadak?, zergatik?, zer lortzen da besarkadekin?, fidatzen al zarete zuen kideez?, eta zuen buruaz?, zer ikasi duzue gaur?...

Materiala: Ezer ez.

Denbora: 30'.

Talde egituraketa: GG.

BESTEAREN LEKUAN JARRI

Helburuak:

- Enpatia hobetu.
- Egoera berdina ikuspuntu desberdinetatik ikusten ikasi.

Jardueraren deskribapena:

Irakasleak "Txanogorritxu, otsoaren bertsioa" ipuina irakurtzen die ikasleei. Amaitutakoan 4-5eko taldeetan elkartu eta gidoi bat egingo dute ipuin ezagun baten oinarrituz. Ikasleen zeregina pertsonai gaizto bat protagonista on bat bihurtzea izango da. Gidoia amaitutakoan talde bakoitzak ipuinaren antzerkia egingo du eta beste taldeek ze ipuin den asmatu beharko dute.

Antzezpenak amaitutakoan, eztabaida burutuko da.

Eztabaida:

Galderak: zer ikasi duzue gaur?, erraza izan al da beste baten lekuan jartzea?, erraza al da gauza bera ikuspuntu desberdinetatik ikustea?, zer lortzen da gauzak ikuspuntu desberdinetatik ikusita?...

Material: "Txanogorritxu, otsoaren bertsioa" ipuina.

Denbora: 50'.

Talde egituraketa: TH, TT, TH.

SINISMENAK MODIFIKATUZ

(Lehen Hezkuntzarako PNL ariketak. M. Cusco, R. M° Solanich, A Serrat)

Helburuak:

- Norbere buruarekiko sinesmen baldintzagarrienak modifikatu.
- Autokontzientzia gehitu.
- Erregulazio emozionala: emozio negatiboak ahuldu eta positiboak indartu.
- Baikortasuna sustatu.
- Erreakzio emozionalerako estrategia berriak garatu.
- Autoestima hobetu.
- Pentsamendu/sinesmen negatiboak positibo bihurtu.

Jardueraren deskribapena:

Lehenengo zatia: Irakasleak sinesmen negatiboen zerrenda bat irakurtzen du (*) eta ikasleei eskatzen zaie identifikatuta sentitzen diren sinesmenak paper batean idazteko.

Jarraian, sinesmen negatiboak positibo bihurtzen dituzte ("baliotsua naiz", "azkarra naiz"...). Momentu honetan ikasleek arnasa sakon hartu eta sinesmen positiboa erreal dela sinistuko dute, hau da, egoera hori erreal gisa irudikatuko dute. Momentu honetan ikasleek seinale bat egingo dute eskuarekin. Hemendik aurrera seinale hau erabili ahal izango dute gatazka emozionalei aurre egiteko.

Bigarren zatia: 4-5eko taldeak egin eta bakoitzak moralejadun antzerki bat prestatuko du aurrez landutako sinesmen bat erabiliz.

Saio amaieran eztabaida burutuko da.

(*) Ez dut ezertarako balio, tonto/a naiz, inork ez nau maite, desastre bat naiz, dena txarto irteten zait, ezin dut egin, ezin naiz ulertu klasekoekin, ez dut merezi, denak daude nire aurka, biktima gizajo bat naiz, nire errua da, beti daude ni kritikatzeko, inor ez da niganik kezkatzen, ez naute entzuten, ez dakit zer nahi dudana, inori ez zaio inporta nik nahi dudana.

Eztabaida:

Galderak: nola sentitu zarete?, zer ikasi duzue?, ze ondorio dituzte sinesmen negatiboek?, zer izan da zailena?, zertan lagun diezazuke seinaleak?...

Materiala: Sinesmen negatiboen zerrenda, papera eta arkatza.

Denbora: 50'.

Talde egituraketa: Banaka, TH.

EMOZIOAK ERREGULATZEKO MUSIKA

Helburuak:

- Emozioak erregulatzeko gaitasuna hobetu.
- Autokontzientzia emozionala garatu.
- Emozioak adierazi musikaren bidez.

Jardueraren deskribapena:

Lau ariketa proposatzen dira helburuak lortzeko:

- 1) Irakasleak musika desberdinak jartzen ditu eta ikasleei aginduak ematen dizkie hauek egoera emozional desberdinetara gidatuz (alaitasuna, haserrea, tristura...). Irakasleak emozio batetik bestera pasatu beharko dira musikak lagunduta eta irakaslearen aginduei jarraitzen.
- 2) Irakasleak gelan zehar banatzen dira. Irakasleak musika estilo desberdinak jartzen ditu eta ikasleek modu librean mugitzen dira (dantzatu, ibili, salto...) sentitzen dutena adieraziz.
- 3) Irakasleak musika jartzen du. Irakasleak hiruko taldeetan elkartzen dira eta txandaka bata bestearen keinu/mugimenduak imitatzen joango dira. Hau da, hiruretako batek zerbait egiten du eta beste bien imitatu, gero rolak aldatzen dira.
- 4) Irakasleek burura datorkien gutxia idazten dute abesti desberdinak entzuterakoan. Abesti batzuk entzun ondoren denen artean komentatzen da esperientzia.

Saio amaieran eztabaida burutzen da.

Musika:

1) Baikortasuna: El arrebató - Hoy todo va a salirme bien

Amorrúa: Pantera - Walk

Maitasuna: Michael Bolton – When a man loves a woman

Irritado: "sonido Irritante"

2)hip hop, bachata, Beyoncé (single lady), Barricada (blanco y negro)

4)Adele (someone like you), La vida es un carnaval, The killers (mr. Brightside), musika arabea (habibi)

Eztabaida:

Galderak: erreza egin al zaizue emozio batetik bestera hain denbora gutxian pasatzea?, nola sentitu zarete emozio bakoitzarekin?, zer da errezagoa, emozio positiboak ala negatiboak edukitzea?, nola sentitu zarete emozioak musikarekin adierazten?, ze emozio/pentsamendu/ideia sortu dizkizue musikak?, zer ikasi duzue gaur?, nola sentitzen zarete?...

Materiala: Musika, papela eta arkatza.

Denbora: 30'.

Talde egituraketa: TH, TH, TT, Banaka.