

**ION CREANGĂ STATE PEDAGOGICAL UNIVERSITY  
OF CHIȘINĂU**

As a manuscript  
C.Z.U.:378.015(043.2)=111

**FRUJINĂ Ioana-Georgiana**

**EDUCATIONAL COUNSELLING OF STUDENTS FOR THE PREVENTION OF  
NEGATIVE AFFECTIVITY IN THE UNIVERSITY ENVIRONMENT**

**Specialty 531.01 – General Theory of Education**

**ABSTRACT**

**of the doctoral thesis in Educational Sciences**

**CHIȘINĂU, 2026**

The thesis was developed within the Doctoral School of Educational Sciences, Ion Creangă State Pedagogical University of Chişinău

**Composition of the Committee for the Public Defence of the Doctoral Thesis:**

1. **AFANAS Aliona**, Doctor Habilitatus, Associate Professor, Ion Creangă State Pedagogical University of Chişinău – *Chair of the Committee*
2. **RUSU Elena**, PhD, Associate Professor, Ion Creangă State Pedagogical University of Chişinău – *Scientific Supervisor*
3. **BOROZAN Maia**, Doctor Habilitatus, Professor, Ion Creangă State Pedagogical University of Chişinău – *Official Reviewer*
4. **POPESCU Alexandrina Mihaela**, PhD, Associate Professor, University of Craiova, Romania – *Official Reviewer*
5. **BETIVU Aurelia**, PhD, Associate Professor, Alecu Russo State University of Bălţi – *Official Reviewer*.

The defence of the thesis will take place on 30 June 2026, at 14:00, during the meeting of the Committee for the Public Defence of the Doctoral Thesis within Ion Creangă State Pedagogical University of Chişinău, Study Block No. 2, Senate Hall, 1 Ion Creangă Street, MD-2069.

The doctoral thesis and the abstract may be consulted on the website of Ion Creangă State Pedagogical University ([www.upsc.md](http://www.upsc.md)) and on the website of ANACEC ([www.anacec.md](http://www.anacec.md)). The abstract was sent on 29 May 2026.

**Chair of the Committee:**

**AFANAS Aliona**,  
Doctor Habilitatus, Associate Professor

**Scientific Supervisor:**

**RUSU Elena**, PhD, Associate Professor

**Author:**

**FRUJINĂ Ioana-Georgiana**

© Frujină Ioana-Georgiana, 2026

## CONTENTS

<b>CONCEPTUAL FRAMEWORK OF THE RESEARCH</b> .....	4
<b>CONTENT OF THE THESIS</b> .....	8
<b>GENERAL CONCLUSIONS AND RECOMMENDATIONS</b> .....	26
<b>BIBLIOGRAPHY</b> .....	29
<b>LIST OF THE AUTHOR'S PUBLICATIONS ON THE THESIS TOPIC</b> .....	32
<b>ANNOTATION (Romanian, English)</b> .....	34

## LIST OF ABBREVIATIONS

- NA** – Negative affectivity  
**EC** – Educational counselling  
**PPC** – Psycho-pedagogical counselling  
**ECC** – Educational counselling competence  
**ECTS** – European Credit Transfer and Accumulation System  
**EG** – Experimental group  
**CG** – Control group  
**ECPNAS** – Educational counselling approach for the prevention of negative affectivity in students  
**TMECSNA** – Theoretical model of students' educational counselling for the prevention of negative affectivity in the university environment  
**MEC** – Ministry of Education and Research of the Republic of Moldova  
**UN** – United Nations  
**ECPNAU** – Educational counselling programme for the prevention of negative affectivity in the university environment  
**EU** – European Union  
**DS "Education 2030"** – Development Strategy "Education 2030"  
**UNESCO** – United Nations Educational, Scientific and Cultural Organization

## CONCEPTUAL FRAMEWORK OF THE RESEARCH

**Timeliness and importance of the research topic.** In the context of higher education modernisation and its alignment with European standards, the university aims to train competent, autonomous and reflective specialists, capable of meeting current social and professional challenges. In this framework, educational counselling plays a key role in supporting students' personal, emotional and academic development, being valued both as a support intervention and as a preventive and formative strategy that sustains emotional balance and effective integration into the university environment.

**Negative affectivity** is considered an important dimension of emotional functioning, with direct implications for students' academic adaptation, interpersonal relationships and university performance. Increased levels of negative affectivity may lead to reduced motivation for learning, lower involvement in academic activities, difficulties in social integration, risk of university dropout and the emergence of mental health problems. In this respect, preventing and reducing negative affectivity represent major objectives of educational counselling carried out in the university environment.

At present, many students' emotional and social difficulties remain insufficiently addressed in the university environment, while educational counselling services are often limited, fragmented or poorly developed, despite the provisions of the Sectoral Development Strategy "Education 2030", higher education development strategies and Bologna Process documents on the social dimension and quality of university education. This situation may intensify negative affectivity among students, negatively affecting their academic and social adaptation, increasing the risk of university dropout, reducing learning motivation and academic involvement, and generating persistent emotional imbalances.

The need to address *educational counselling in the university* environment demonstrates the importance of deepening and clarifying this field conceptually and functionally, considering the significant role it plays in supporting students' personal, emotional and academic development. The complexity of the difficulties faced by students in the process of adapting to university requirements calls for the valorisation of educational counselling not merely as an occasional support activity, but as an integrated dimension of the university educational process.

Starting from this understanding, educational counselling in the university environment extends its functions beyond the informative and guidance-related dimension, assuming a preventive and formative role in relation to students' emotional and adaptive difficulties. In this context, the prevention of negative affectivity becomes one of the priority directions of educational

counselling, through the valorisation of psycho-pedagogical interventions aimed at supporting emotional balance, developing affective self-regulation and strengthening the capacity to adapt to the requirements of university life.

In order to outline an original vision regarding the meaning of the phrase „**educational counselling for the prevention of negative affectivity in the university environment**”, it may be approached as a complex and systematic psycho-pedagogical process, carried out through support, personal development and preventive intervention activities, aimed at identifying and reducing manifestations of negative affectivity in students, developing emotional competences and affective self-regulation, as well as supporting academic, relational and social adaptation within the context of the university environment.

**Description of the Situation in the Research Field and Identification of the Research Problem.** As an object of research, the issue of educational counselling and emotional development has been addressed in the works of established authors such as B. Almășan and G. Tomșa [1], A. Băban [4], T. Barbaroș [3], M. Borș [6], N. Carabet [8], B. Clegg [11], M. Cojocaru-Borozan [12; 13], L. Cuznețov [18], E. Dumitru-Tiron [20], D. Goleman [21; 22], R. Lazarus [24], R. Nelson-Jones [28], V. Pascaru-Goncear [30], M.D. Pașca [31], E. Rusu [35], P.L. Runcan [34], G. Tomșa [37], A. Bandura [41], G. Egan [42], C. Rogers [33; 44] etc., who substantiated theories regarding educational counselling as a process of support, guidance and personality development, the development of emotional competences, the capacity to adapt to the university environment and the prevention of academic stress, confirming its role in forming the individual’s capacity for self-knowledge, responsible decision-making and overcoming affective and adaptation difficulties.

An important contribution to the foundation of the research is made by the concepts regarding emotional intelligence and emotional competence developed by D. Goleman [21; 22], R. Lazarus [24], M. Cojocaru-Borozan [12; 13], T. Bradberry and G. Greavis [7], E. Rusu [35]. These studies emphasise the role of emotional intelligence and emotional culture, self-regulation, empathy and stress management in preventing negative affectivity and in students’ adaptation to the university environment.

The theories of academic adaptation and student personality development promoted by C. Crețu [14], E. Puzur [32], E. Tărnă [38], M. Zlate and V. Negovan [40] highlight the importance of university integration and psycho-pedagogical support in preventing negative affectivity. At the same time, the concepts of university pedagogy supported by N. Vințanu [39], S. Cristea [15; 16], I. Cerghit [9] and C. Cucoș [17] valorise the formative role of the university in the student’s personal and professional development. The axiological and humanistic concepts of education

promoted by D. Antoci [2], A. Bețivu [5], M. Borozan [2], L. Cuznețov [18] and O. Paladi [29] highlight the importance of values, autonomy and self-realisation in the formation and development of the student's personality.

The studies conducted by T. Barbaroș [6], M. Cojocaru-Borozan [12; 13], L. Cuznețov [18], E. Rusu [35] and others reveal the importance of psycho-pedagogical support in the student's emotional and social development. The issue of educational counselling aimed at preventing negative affectivity is also supported at the level of contemporary educational policies. In this regard, the Development Strategy "Education 2030" [45] underlines the need to develop counselling services and to support students' emotional well-being.

The analysis of current trends regarding the educational counselling of students for the prevention of negative affectivity in the university environment has demonstrated the existence of several contradictions:

- between the need to develop educational counselling in the university environment and its insufficient valorisation in preventing negative affectivity;
- between the complexity of students' emotional difficulties and the limited nature of psycho-pedagogical interventions carried out in universities;
- between the need to develop emotional competences and the insufficiency of educational programmes oriented towards affective self-regulation and academic adaptation;
- between the importance of students' well-being and the insufficient pedagogical foundation of institutional strategies for preventing negative affectivity.

Following the analysis of the contradictions identified at the theoretical-practical level and of the need to valorise educational counselling as a means of preventing negative affectivity in students, **the research problem was formulated as follows:** What are the conceptual and praxiological benchmarks of students' educational counselling, and how can it be valorised for the prevention of negative affectivity in the university environment?

**The object of the research** is the process of educational counselling of students for the prevention of negative affectivity in the university environment.

**The aim of the research** consists in determining and valorising the conceptual and praxiological benchmarks of students' educational counselling for the prevention of negative affectivity in the university environment.

**The objectives of the research:**

1. Identifying the conceptual benchmarks regarding students' educational counselling;
2. Establishing the epistemological foundations of educational counselling for the prevention of negative affectivity;

3. Determining the issues and relevance of educational counselling in the prevention of negative affectivity in the university environment;

4. Developing the Theoretical Model of students' educational counselling for the prevention of negative affectivity in the university environment;

5. Designing and implementing the Educational Counselling Programme for students for the prevention of negative affectivity in the university environment;

6. Generalising and systematising the research results, and formulating conclusions and recommendations regarding students' educational counselling for the prevention of negative affectivity in the university environment.

**Research Hypothesis.** Students' educational counselling for the prevention of negative affectivity in the university environment can be successfully carried out if the following are established: the theoretical foundations of students' educational counselling; the issues and specificity of educational counselling; the main forms of negative affectivity manifested by students in the university environment; and the strategies for developing emotional competences that favour the prevention of negative affectivity and the optimisation of students' academic and relational adaptation.

**Synthesis and Justification of the Research Methods** was carried out by valorising the following methods: bibliographic analysis, theoretical modelling, pedagogical experiment, questionnaire-based inquiry, scientific observation and methods of mathematical and statistical processing of experimental data.

**The scientific novelty and originality of the research** consist in: updating and developing the conceptual framework of students' educational counselling in the university environment; identifying the factors generating negative affectivity in students; developing the Theoretical Model of educational counselling for the prevention of negative affectivity in the university environment; designing and experimentally validating the Educational Counselling Programme for the prevention of negative affectivity in the university environment, aimed at developing emotional competences and optimising students' academic and relational adaptation.

**The results obtained, which contribute to solving an important scientific research problem,** refer to: theoretical and methodological benchmarks of educational counselling for the prevention of negative affectivity in the university environment; the Theoretical Model; and the Educational Counselling Programme for the prevention of negative affectivity in the university environment. The experimental implementation of the Programme demonstrated the effectiveness of educational counselling in preventing and reducing manifestations of negative affectivity, increasing well-being and optimising students' academic and relational adaptation.

**The theoretical significance** of the research lies in the development of the conceptual framework of students' educational counselling for the prevention of negative affectivity in the university environment, by clarifying its psycho-pedagogical, axiological and emotional foundations. The research also defines the relationship between educational counselling, emotional competences, affective self-regulation, academic and relational adaptation, and substantiates the Theoretical Model of educational counselling aimed at preventing negative affectivity in higher education.

**The applicative value of the research** is expressed through: the development and experimental validation of the Educational Counselling Programme for the prevention of negative affectivity in the university environment, aimed at developing emotional competences, affective self-regulation and optimising students' academic and relational adaptation. The research results may be valorised in the activity of educational counselling services and in the development of institutional strategies for supporting students' well-being and emotional balance.

**The approval and implementation of the scientific results** were carried out through the presentation and valorisation of the research results within national and international scientific events, and were experimentally validated at the National University of Science and Technology POLITEHNICA Bucharest, Pitești University Centre.

**Publications on the thesis topic:** 12 scientific papers, including: 1 article in a recognised foreign journal, 3 articles in journals included in the National Register of specialised journals and in the List of databases accepted by ANACEC, and 8 articles in the proceedings of international and national scientific conferences from Romania and the Republic of Moldova.

**Structure of the thesis:** introduction, three chapters, general conclusions and recommendations, bibliography consisting of 227 sources, annotation Romanian and English, list of abbreviations, 150 pages of main text, 17 tables, 20 figures and 27 appendices.

**Keywords:** educational counselling, students, negative affectivity, emotional competences, academic adaptation, relational adaptation, university environment.

## CONTENT OF THE THESIS

In the **Introduction**, the timeliness and importance of the research topic are substantiated, the situation in the research field is described, and the contradictions and the research problem are identified. At the same time, the aim, hypothesis and objectives of the research are formulated; the methodological benchmarks, the scientific novelty and originality, the theoretical significance and applicative value of the research are presented, as well as the approval and implementation of the scientific results.

**Chapter 1, Psycho-pedagogical Foundations Regarding Students' Educational Counselling**, elucidates, from a conceptual-analytical perspective, the theoretical benchmarks and scientific approaches related to educational counselling, negative affectivity, emotional competences and students' academic adaptation. The analysis of the fundamental concepts emphasises *counselling as a complex process of support and personal development, grounded in the helping relationship between counsellor and counselee*.

In this context, the definitions and conceptual perspectives formulated by C. Rogers [33; 44], R. Nelson-Jones [28], Gh. Tomşa [37], G. Egan [42], A. Băban [4], L. Cuzneţov [18], N. Carabet [8] and other representative researchers in the field are valorised. C. Rogers defines counselling as “a client-centred interpersonal relationship process that fosters self-knowledge, self-acceptance and personal development” [44, p. 190], while R. Nelson-Jones regards counselling as “an interpersonal helping relationship between a professional and a person seeking specialised assistance” [28, p. 6]. At the same time, A. Băban considers that educational counselling represents “a qualified approach, organised on scientific principles, which allows specialised assistance to be provided to persons involved in the educational process who encounter certain difficulties” [4, p. 7].

Although *educational counselling* is generally approached as a process of support and development applicable to all levels of education, the particularities of the university environment require a specific adaptation of this approach. In this regard, students' educational counselling is distinguished by its orientation towards the specific needs of young people undergoing professional and personal formation, marked by transitions, increased responsibilities and complex academic requirements.

In order to outline an original perspective on students' educational counselling, the following conceptual delimitation was formulated: students' educational counselling in the university environment represents a complex process, organised through specific support and development activities, grounded in consultative interventions, oriented both towards preventing and overcoming students' affective, cognitive and behavioural difficulties, and towards supporting their personal and professional development by stimulating and valorising their own resources and adaptive capacities.

In this context, it is important to provide a conceptual clarification of students' educational counselling as a process, a perspective that highlights its continuous, staged and systemic character (evaluation, intervention, monitoring and optimisation) as well as the concrete actions involved, such as counselling sessions, guidance, orientation and support provision.

*The aim of students' educational counselling in the university environment* consists in supporting personal, academic and professional development by preventing and managing adaptation difficulties and facilitating effective integration into the university environment.

The comparative analysis of students' educational counselling and other forms of counselling underlines the fact that it is not only a process of guidance, but also a structured approach based on ethical principles and scientifically validated methods. Unlike spontaneous or informal counselling, educational counselling involves a clearly defined relationship, well-established objectives and an organised framework intended to support students in decision-making, academic stress management and career development. Thus, the relevance of educational counselling becomes all the more evident as the student period is marked by numerous affective transformations and challenges.

In the university context, students' affectivity is influenced by a multitude of factors: academic requirements, interpersonal relationships, the institutional climate and the level of personal development. Studies attest that perceived stress and academic pressures may generate states of anxiety and depression, significantly affecting students' performance and adaptation [10, p. 117].

Educational counselling in the management of students' affectivity constitutes a complex approach of support, guidance and personal development, oriented towards emotion regulation and the maintenance of psycho-emotional balance in relation to the demands of the university environment. From the perspective of these approaches, Table 1 was developed, synthesising the main benchmarks of students' affectivity, the forms of manifestation and the role of educational counselling in managing them. The table is grounded in the theoretical contributions of researchers M. Cojocaru-Borozan [12; 13], I. Al. Dumitru [19], D. Goleman [22], R. Lazarus [24] and E. Rusu [35], highlighting the relationship between affective manifestations and intervention strategies aimed at developing emotional competences, emotional self-regulation and optimising students' adaptation to the university environment.

**Table 1. Objectives and Methods of Educational Counselling in the Management of Students' Affectivity in the University Environment**

<b>Aspects of affectivity</b>	<b>Manifestations of negative affectivity</b>	<b>Objectives of educational counselling</b>	<b>Intervention methods</b>
Emotional	anxiety, stress, demotivation	identifying and regulating emotions	individual counselling, self-regulation techniques
Motivational	decreased interest in study	stimulating intrinsic motivation	goal setting, motivational counselling
Social	relationship difficulties	facilitating social integration	group counselling, development of social skills

Cognitive-affective	negative perceptions, blockages	restructuring cognitive appraisals	cognitive-behavioural techniques
Adaptive	adaptation difficulties	support for university integration	adaptation programmes, mentoring

The process of students' educational counselling focuses on preventing emotional and behavioural difficulties, developing decision-making skills and finding effective solutions to students' problems. E. Rusu expresses the conviction that "the development of emotional competences represents an essential condition for maintaining affective balance and for effective adaptation to the requirements of the university environment" [35, p. 89]. In essence, students' educational counselling is not limited to punctual interventions, but asserts itself as a continuous process oriented towards maintaining psycho-emotional balance and optimising adaptation to the university environment.

Understanding the role of educational counselling in managing students' affectivity involves analysing the main dimensions through which it contributes to supporting students' personal, emotional and academic development. Thus, educational counselling is structured around several specific dimensions, which demonstrate the complexity of interventions aimed at preventing affective difficulties and facilitating adaptation to the university environment.

As L. Şoitu notes, the dimensions of educational counselling reflect its complex and integrative character, highlighting the way in which it simultaneously contributes to the development of academic competences, the management of emotional difficulties and students' professional orientation in the university environment [36, p. 55]. Thus, the following specific dimensions of educational counselling may be highlighted:

- *the formative dimension* – supports the development of academic and social competences, autonomy in learning and self-confidence;
- *the developmental dimension* – targets self-knowledge, identity development and the capacity for adaptation and decision-making;
- *the preventive dimension* – contributes to reducing stress, anxiety and the risk of academic failure or university dropout;
- *the guidance-vocational dimension* – supports the choice of educational and professional pathways and reduces uncertainty regarding the future;
- *the integrative dimension* – facilitates affective balance and the effective integration of the student into the university and social environment.

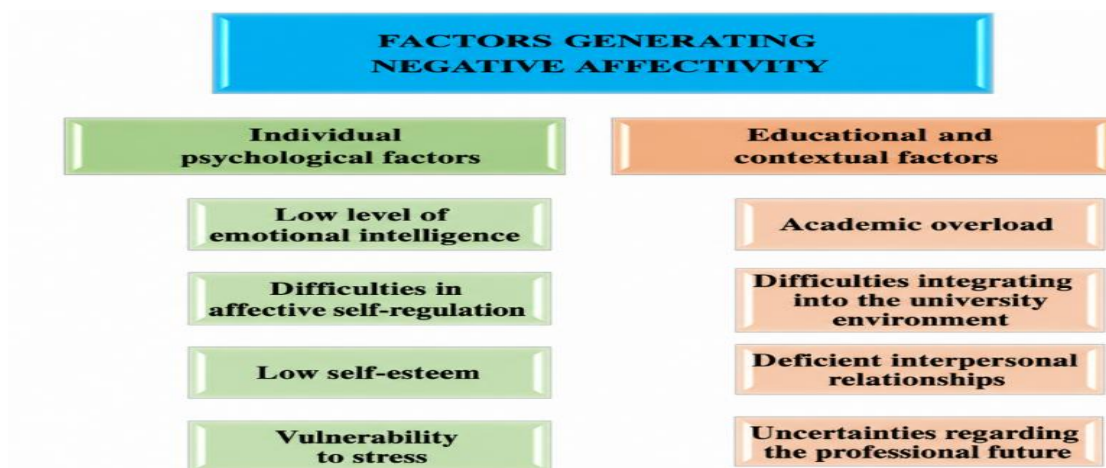
Given that the specific dimensions of educational counselling present certain similarities, such as the support role, formative character and interactivity of the process, they are differentiated by their aims, methods and specific competences, which requires the adaptation of interventions

to the affective and educational particularities of each student. In essence, by systematising the main theoretical and conceptual benchmarks regarding students' educational counselling, the need to develop a conceptual and praxiological framework oriented towards preventing negative affectivity and supporting students' effective adaptation to the university environment was argued.

**Chapter 2, The Conceptual Framework of Students' Educational Counselling for the Prevention of Negative Affectivity in the University Environment**, conceptually substantiates the process of educational counselling oriented towards the prevention of negative affectivity. The analysis of the issue of negative affectivity highlights the fact that it includes a set of dysfunctional emotional experiences that may negatively influence the student's academic performance, interpersonal relationships and well-being. Negative affectivity may have multiple causes, determined by difficulties in adapting to university requirements, social and family pressure, insufficient effective learning strategies and inadequate time management. In this respect, educational counselling becomes an indispensable tool in preventing and combating these problems, supporting students in developing emotional resilience, self-confidence and academic motivation. A relevant explanatory framework is provided by R. Lazarus, according to whom negative affectivity occurs when the demands of the university environment are perceived as exceeding the individual's coping resources, generating emotional imbalance [24, p. 51].

The effective prevention of negative affectivity in the university environment presupposes the identification, analysis and complex interpretation of generating factors that influence students' emotional balance. These factors do not act in isolation, but in a dynamic relationship of interdependence, determining the way in which students perceive, evaluate and respond to the demands of the academic environment.

*The generating factors of negative affectivity in students can be structured into two main categories: individual psychological factors and educational and contextual factors* (Figure 1).



**Figure 1. Factors generating negative affectivity in students**

Understanding these factors allows for the substantiation of educational counselling strategies oriented towards prevention, early intervention and adaptive development. Educational counselling strategies aimed at preventing negative affectivity in the university environment are materialised, at the applicative level, through a set of intervention modalities and forms adapted to students' specific needs. Thus, the strategic directions concerning the development of emotional competences, the consolidation of self-esteem, the optimisation of interpersonal relationships and the reduction of professional uncertainties are operationalised through structured interventions that facilitate both the prevention and the management of adaptation difficulties.

In this respect, the specialised literature confirms a series of concrete intervention modalities:

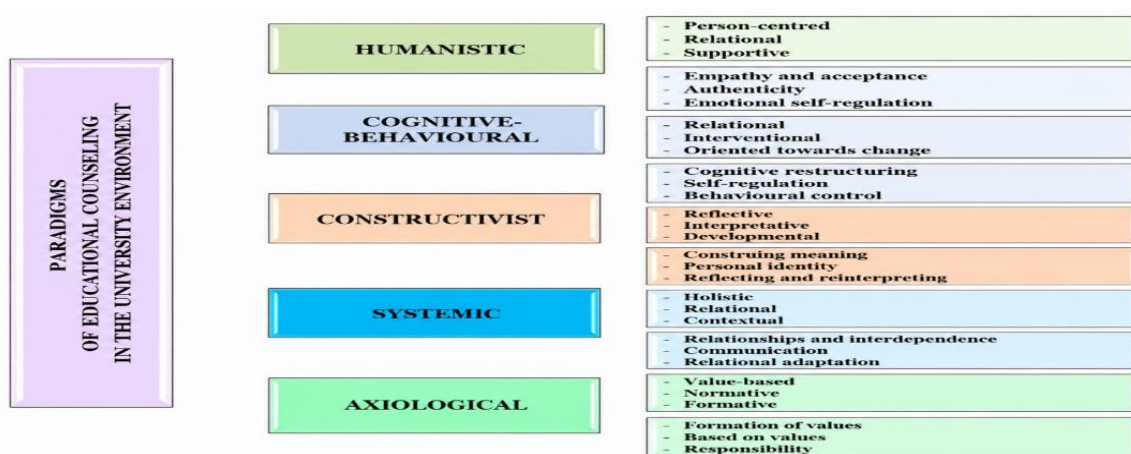
- **individual educational counselling** – a process focused on identifying and solving emotional, cognitive and behavioural difficulties that influence academic adaptation;
- **group educational counselling** – an effective method for developing social skills and managing stress through the sharing of experiences and coping strategies;
- **mentoring programmes** – based on the guidance of students by teachers or experienced peers, in order to facilitate academic integration and adaptation;
- **time and stress management techniques** – strategic components of educational counselling that support students in increasing the efficiency of their academic activity and reducing stress.

As E. Dumitru-Tiron mentions, through the application of these strategies, educational counselling aims not only to solve existing problems, but also to develop the competences necessary for preventing them and for effective adaptation to the educational environment [20, p. 167]. Depending on the degree of severity and complexity of negative affectivity, three levels of intervention in educational counselling may be identified, in accordance with contemporary approaches to prevention — *primary*, *secondary* and *tertiary* — adapted to the specificity of the university environment (I. Al. Dumitriu [19], E. Dumitru-Tiron [20], Gh. Tomşa [37]).

- **the level of primary prevention** – aims at informing and educating students in order to develop healthy mechanisms for adapting to stress, anxiety or academic pressures;
- **the level of secondary prevention** – intervenes when negative affectivity begins to affect academic performance and social relationships, requiring individual or group counselling sessions for emotion management;
- **the level of tertiary prevention** – addresses situations in which negative affectivity has generated severe problems, such as depression, profound demotivation or university dropout, requiring complex intervention by specialists in psycho-pedagogy and psychology.

Students' educational counselling is grounded in a set of theoretical paradigms that guide the approaches and strategies used in the counselling process. In higher education, these paradigms provide benchmarks for understanding students' affective difficulties and for developing effective interventions aimed at support and adaptation to the university environment. In this regard, the valorisation of the paradigmatic framework facilitates the development of integrated support interventions and strategies, adapted to students' particularities and oriented towards the prevention of negative affectivity and the consolidation of emotional balance.

The paradigms of educational counselling may be understood as reference theoretical-methodological structures that substantiate psycho-pedagogical interventions and configure the ways of responding to the specific issue under consideration. Contemporary paradigms of educational counselling highlight the multidimensional character of this process. Among the dominant paradigms in educational counselling in the university environment are those reflected in Figure 2.



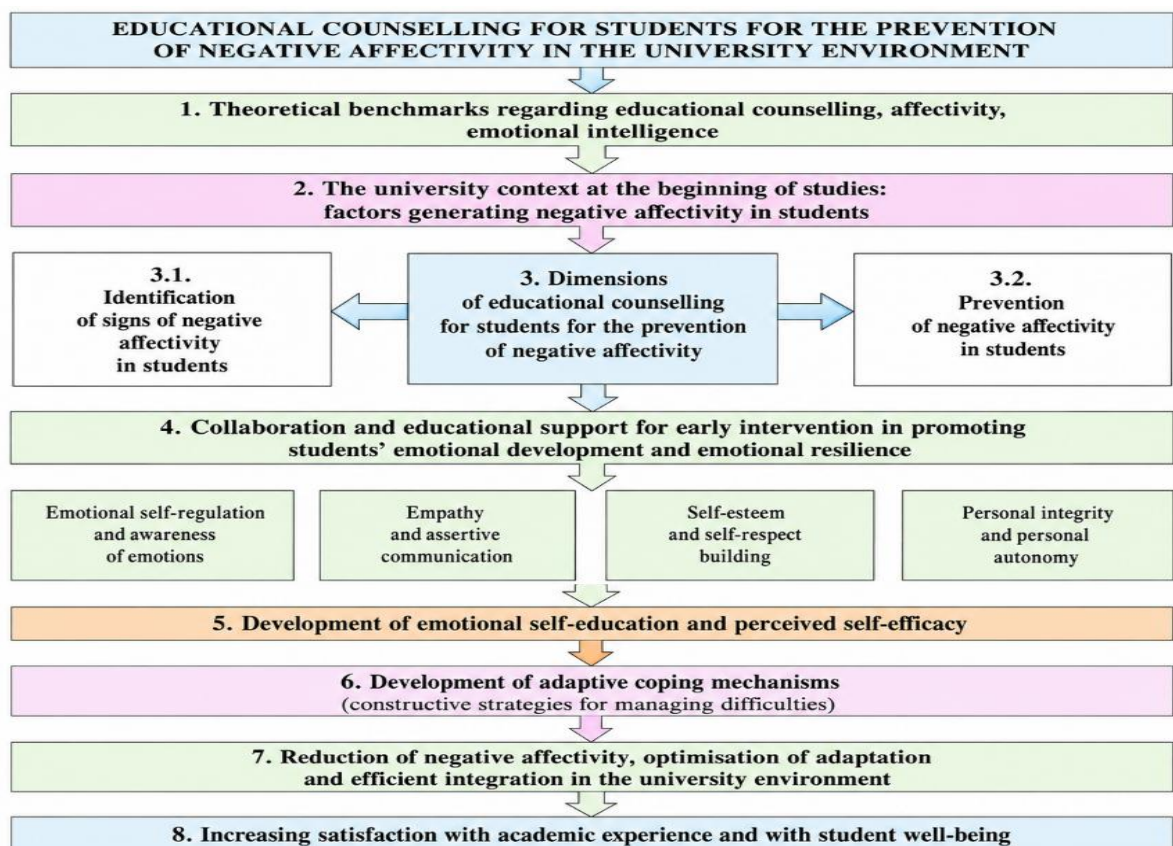
**Figure 2. Paradigms of educational counselling in the university environment**

The need to valorise the contemporary paradigms of educational counselling is determined by the complexity of students' affective and adaptive difficulties and by the necessity of effective psycho-pedagogical interventions for the prevention of negative affectivity. In this context, the main paradigms of educational counselling and their role in developing students' emotional competences, affective self-regulation, and academic and relational adaptation are highlighted.

The *humanistic paradigm*, developed by C. Rogers [33; 44], emphasises the role of empathy, authenticity and unconditional acceptance in the student's personal and emotional development. Complementarily, the *cognitive-behavioural paradigm*, supported by A. Ellis [apud: 4] and L. Chirilă [10], valorises the restructuring of irrational thoughts and the development of emotional and behavioural self-regulation strategies. From the perspective of constructing personal meaning and student identity, the *constructivist paradigm*, promoted by E. Joița [23], M.

Borş [6] and P.L. Runcan [34], emphasises the role of reflection and the interpretation of individual experiences. At the same time, the *systemic paradigm*, valorised by M. Borş [6], M. Zlate and V. Negovan [40], highlights the influence of family, social and academic relationships on the student’s emotional balance and adaptation. Furthermore, the *axiological paradigm*, grounded in the works of D. Antoci and M. Cojocaru-Borozan [2], L. Cuzneţov [18] and G. Tomşa [37], emphasises the role of values, responsibility and existential orientation in the development of the student’s personality. Students’ educational counselling requires a flexible and integrative paradigmatic framework, adapted to the diversity of needs and particularities of the university environment, in order to prevent negative affectivity and support academic and personal development.

Starting from these theoretical benchmarks, the *Theoretical Model of Students’ Educational Counselling for the Prevention of Negative Affectivity in the University Environment* was developed, conceived as a methodological instrument necessary for the systemic, structured and functional organisation of counselling interventions in the university environment. This model facilitates the configuration of the relationship between the theoretical and applicative dimensions, contributing to the optimisation of the educational support process provided to students.



**Figure 3. The theoretical model of students’ educational counselling for the prevention of negative affectivity in the university environment**

The model is grounded in the correlation between educational counselling, affectivity and emotional intelligence, emphasising that the development of socio-emotional competences and self-regulation mechanisms contributes significantly to students' academic adaptation and emotional balance.

The contributions of authors such as M. Cojocaru-Borozan [12; 13], D. Goleman [21; 22], R. Lazarus [24] and E. Rusu [35] are valorised, highlighting the role of emotional intelligence and emotional culture in personality development and in supporting interpersonal relationships and academic success.

The model is structured around several essential components: the early identification of signs of negative affectivity, the prevention of emotional difficulties, the development of emotional self-education and perceived self-efficacy, the formation of adaptive coping mechanisms, as well as the support of students' effective adaptation and integration into the university environment.

Within the model, the following fundamental components are highlighted:

1. ***Theoretical benchmarks regarding educational counselling, affectivity and emotional intelligence*** – conceptually substantiate the relationship between emotional development, academic adaptation and educational counselling;
2. ***The university context at the beginning of studies*** – reflects the main factors generating negative affectivity, such as academic stress, anxiety and adaptation difficulties;
3. ***The dimensions of educational counselling for the prevention of negative affectivity*** – valorise the early identification of emotional difficulties and preventive interventions oriented towards the student's psycho-emotional balance;
4. ***Collaboration and support for early intervention*** – promote cooperation among educational actors in order to support students' emotional development and resilience;
5. ***The development of emotional self-education and perceived self-efficacy*** – supports self-knowledge, emotional self-regulation and the consolidation of confidence in one's own capacities;
6. ***The formation of adaptive coping mechanisms*** – aims at developing effective strategies for managing stress and academic and emotional difficulties;
7. ***The reduction of negative affectivity and the optimisation of university adaptation*** – contributes to the student's effective integration and to the maintenance of emotional and social balance;
8. ***Increasing satisfaction with academic life and well-being*** – aims at consolidating students' motivation, academic involvement and harmonious personal development.

The theoretical model valorises the theoretical-applicative benchmarks of educational counselling, emphasising the role of emotional competences, self-regulation, self-efficacy and coping strategies in supporting students' adaptation and emotional balance. The application of the model contributes to reducing stress and anxiety, optimising interpersonal relationships and strengthening well-being.

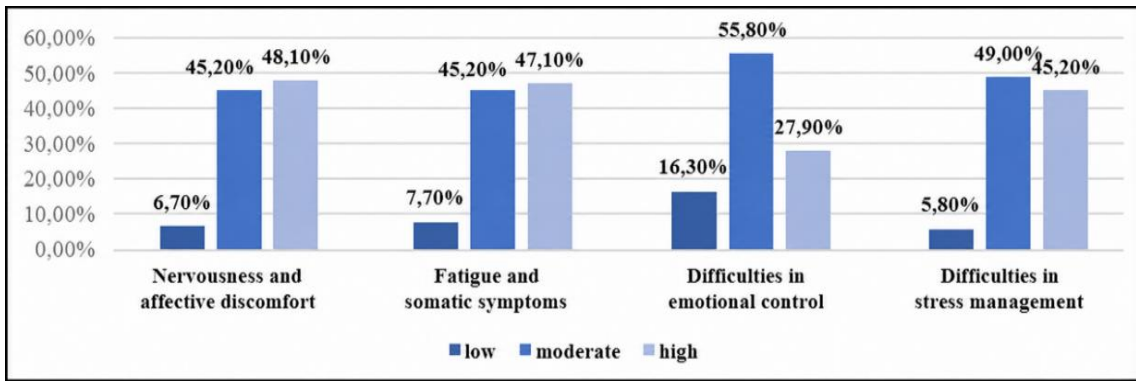
**Chapter 3, *The Experimental Approach to Students' Educational Counselling for the Prevention of Negative Affectivity in the University Environment***, presents the organisation and implementation of the experimental research aimed at validating the effectiveness of educational counselling in preventing negative affectivity in students. The research methodology is grounded in the use of the pedagogical experiment, organised according to the pretest–posttest design, with an experimental group and a control group, which made it possible to assess the effectiveness of the educational counselling approach and the changes produced at the level of students' negative affectivity and adaptation.

*The experimental sample* was representative and included 104 students from the National University of Science and Technology POLITEHNICA Bucharest, Pitești University Centre, divided into two groups: the experimental group (EG) – 54 students, and the control group (CG) – 50 students. Participants in both the experimental and control groups were assessed before and after the intervention by means of validated *research instruments*, which allowed for the measurement of negative affectivity, emotional competence, well-being, academic adaptation and relational adaptation.

The ascertaining experiment aimed to identify the most pronounced forms of negative affectivity manifested in the university environment, the level of emotional competence, as well as the way in which these are reflected in students' university functioning.

During the ascertaining experiment, the main forms of negative affectivity manifested by students in the university environment were identified by applying the Emotional Adaptation subscale of the Student Adaptation to College Questionnaire SACQ, developed by Baker and Siryk, 1989.

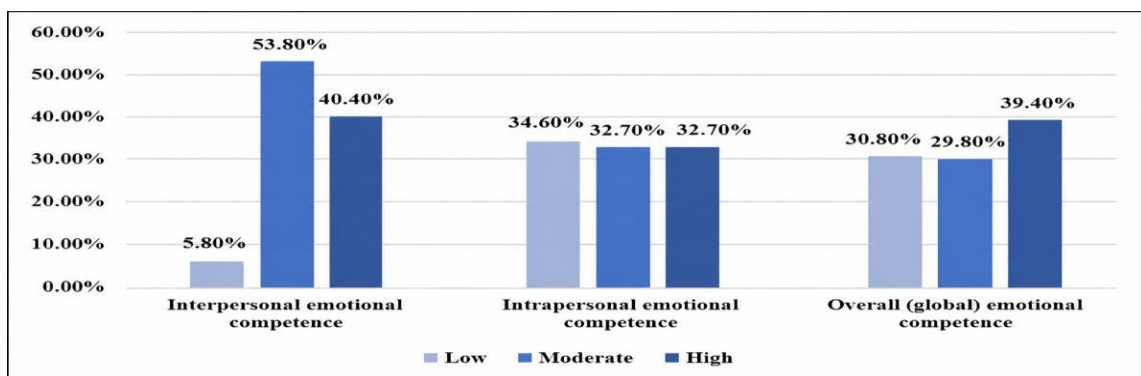
The analysis focused on manifestations of nervousness and affective discomfort, fatigue and somatic symptoms, difficulties in emotional control and stress management, frequently encountered in adapting to university requirements. The results were reported at three levels of negative affectivity: *low, moderate and high*, which allowed the forms with higher incidence to be identified.



**Figure 4. Levels of development of the forms of negative affectivity in students**

The data analysis highlights the predominance of moderate and high levels across all investigated dimensions, which confirms the significant presence of negative affectivity among students. The most pronounced manifestations are nervousness and affective discomfort, fatigue and somatic symptoms, as well as difficulties in stress management, with most students falling within the moderate and high levels. Difficulties in emotional control are manifested predominantly at a moderate level. The results obtained confirm the main affective vulnerabilities of students and validate the relevance of the emotional adjustment scale in identifying difficulties specific to the university environment. Emotional competences play an important role in regulating affective experiences and adapting to the demands of the university environment. Depending on their level of development, three levels of emotional functioning can be identified: high, medium and low. The high level reflects emotional balance, self-regulation and effective adaptation to stress; the medium level indicates moderate difficulties in managing emotions and demanding situations; while the low level highlights emotional vulnerabilities and adaptation difficulties.

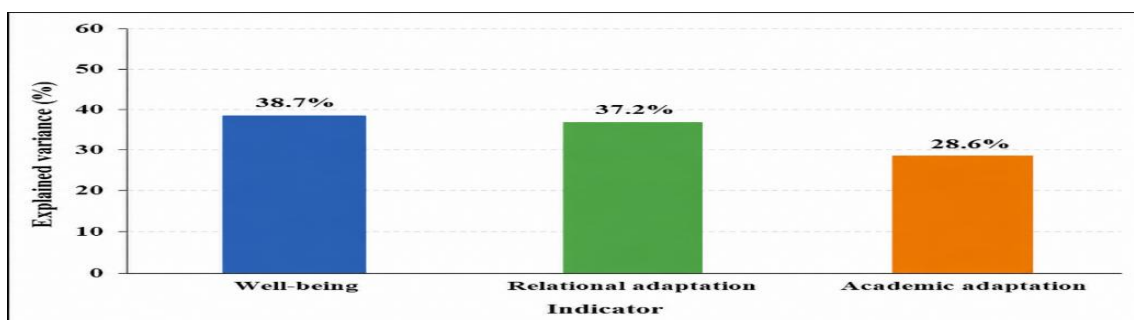
Emotional competences were assessed using the *Profile of Emotional Competence – PEC* instrument developed by Brasseur, Grégoire, Bourdu and Mikolajczak, 2013, which measures the abilities to identify, understand, express and regulate emotions at both intrapersonal and interpersonal levels. The analysis was carried out by calculating the global score of emotional competences, with the results grouped into three levels: low, moderate and high.



**Figure 5. Levels of development of emotional competences in students**

The results obtained attest to the predominance of *medium* and low levels of emotional competences among students. In the case of *intrapersonal emotional competence*, most participants are situated at the medium level 53.8% and low level 40.4%, which indicates difficulties in identifying, understanding and regulating their own emotions. With regard to *interpersonal emotional competence*, the distribution is more balanced, suggesting a better capacity to relate to others' emotions and to manage interpersonal relationships. At the level of *overall emotional competence*, the low level predominates 39.4%, reflecting the existence of emotional vulnerabilities and the need to develop self-knowledge, emotional self-regulation and emotion management strategies.

*Negative affectivity* is significantly associated with the decrease in students' university functioning, explaining approximately 38.7% of the variation in *well-being*, 37.2% of the variation in *relational adaptation* and 28.6% of the variation in *academic adaptation*.



**Figure 6. Proportion of variance in negative affectivity indicators**

These values show that negative affectivity has a consistent relationship with students' university functioning, especially with the dimensions referring to personal balance and relational integration. The relationship with academic adaptation, although slightly lower, remains significant and relevant from an educational perspective. Therefore, we may conclude that the data analysis confirms the fact that negative affectivity represents a relevant factor in diminishing students' well-being and adaptation, having the strongest impact on the emotional and relational dimensions. The results substantiate the need to develop educational counselling interventions aimed at preventing and reducing negative affectivity in the university environment.

Occupational status and previous educational pathway considerably influence the level of negative affectivity, but do not produce relevant differences in emotional competences. Employed students and those who had previously graduated from a faculty show higher levels of negative affectivity, a fact explained by overload, the pressure of combining academic and professional roles, and difficulties in adapting to new university requirements. By contrast, emotional competences emerge as a relatively stable resource, less dependent on immediate contextual characteristics and capable of being developed through systematic educational interventions. Thus,

the ascertaining experiment demonstrates the pronounced presence of negative affectivity among students, manifested through nervousness, affective discomfort, fatigue and difficulties in stress management. The results of the experiment indicate vulnerabilities at the level of intrapersonal emotional competence and the influence of negative affectivity on students' well-being, academic adaptation and relational adaptation.

The *formative stage* enabled the transition from the initial diagnosis to the actual educational intervention. In organising and carrying out the experimental activities, we relied on the *Theoretical Model of Students' Educational Counselling for the Prevention of Negative Affectivity in the University Environment*, which provided the conceptual, methodological and praxiological framework necessary for designing and implementing the formative intervention. The aim of the formative experiment consisted in developing and implementing the *Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment*, through the development of emotional competences and the support of students' academic adaptation, relational adaptation and well-being.

The *Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment* included an organised set of activities, strategies and educational interventions aimed at identifying, preventing and reducing manifestations of negative affectivity in students, by strengthening emotional competences and academic and relational adaptation capacities, in order to support well-being in the university environment.

*The aim of the programme* resided in developing emotional competences and supporting the capacities for academic and relational adaptation, necessary for maintaining psycho-emotional balance and well-being in the university environment.

The implementation of the *Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment* was carried out within the experimental group, consisting of 54 first-year students enrolled in the Bachelor's programme Pedagogy of Primary and Preschool Education. The choice of the target group is justified by the particularities of the transition and adaptation period to the university environment, characterised by increased emotional, academic and relational demands.

The methodology for implementing the Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment was grounded in the integrative approach to educational counselling, oriented towards developing emotional competences, preventing manifestations of negative affectivity and optimising students' academic and relational adaptation. *The implementation of the Programme* was carried out in stages, in accordance with the objectives of the experimental research and with the psycho-educational particularities of the

experimental group. The methodological organisation of the intervention involved correlating the formative and counselling activities with the emotional and educational needs identified within the ascertaining experiment.

The methodology of the Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment included the following stages ( Figure 7).



**Figure 7. Methodology for implementing the Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment**

The activities of the Counselling Programme included formative *workshops*, *workshops*, *educational counselling sessions* and *experiential activities* aimed at developing emotional competences, namely *self-regulation* and the *consolidation of relational competences*, as well as optimising students’ well-being in the university environment.

**Table 2. Structure of the Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment**

No.	Period	Activities	Results
1.	October 2023	Workshop on emotional self-knowledge and identification of negative affectivity	Development of the ability to identify and differentiate emotions; establishment of the initial profile of negative affectivity.
2.	November 2023	Group counselling sessions for the development of emotional self-regulation	Reduction of manifestations of negative affectivity, such as stress and anxiety, and development of emotional regulation strategies.
3.	December 2023	Support group for facilitating adaptation to the university environment	Increase in relational adaptation and sense of belonging; reduction of social isolation and emotional distress.
4.	January 2024	Educational counselling workshop for developing mechanisms to manage academic stress	Reduction of negative affectivity and optimisation of academic adaptation in evaluation contexts.
5.	February 2024	Workshop for consolidating emotional competence	Increase in the level of emotional competence, both intrapersonal and interpersonal, and improvement of well-being.
6.	March 2024	Educational counselling sessions for developing self-regulated learning competences in the academic context	Increase in involvement in academic activities and improvement of academic performance.

7.	April 2024	Workshop for developing communication and interpersonal relationship skills	Improvement of relational adaptation and of the quality of social interactions in the university environment.
8.	May 2024	Integrative workshop for optimising well-being and academic functioning	Increase in well-being, consolidation of emotional competence and overall improvement of academic and relational adaptation.

The Programme integrated activities aimed at developing emotional and relational competences through the identification, understanding, expression and regulation of emotions, as well as activities intended to support academic and relational adaptation. The activities carried out contributed to reducing anxiety, academic stress and relational difficulties, favouring psycho-emotional balance and the consolidation of students' well-being. The staged and applicative character of the Programme allowed the activities to be adapted to students' emotional and educational needs.

The results of the formative experiment confirm that the implementation of the Educational Counselling Programme contributes to reducing negative affectivity, developing emotional competences and optimising students' well-being, academic adaptation and relational adaptation.

In the *control experiment*, the instruments used in the ascertaining stage were reapplied to both the experimental group and the control group, in order to capture the changes produced at the level of the investigated variables. The collected data were centralised and statistically processed, with a view to comparing the pretest–posttest results and evaluating the effectiveness of the educational counselling approach. The research carried out made it possible to identify the initial level of the analysed variables, to apply the educational intervention and to verify its effects on the prevention of negative affectivity and the optimisation of students' university functioning.

The aim of the *control experiment* was to evaluate the effectiveness of the educational counselling approach applied during the formative stage, by comparing the results obtained by students in the experimental group and in the control group with regard to negative affectivity, emotional competences, well-being, academic adaptation and relational adaptation.

At this stage, the experimental group is analysed as the beneficiary of the formative intervention, while the control group constitutes the comparative benchmark. The posttest analysis aimed to assess negative affectivity, emotional competences, well-being, academic and relational adaptation, as well as to highlight the differences between the two groups in relation to participation in the educational counselling approach.

The data were processed through descriptive statistical analyses specific to the pretest–posttest experimental design, with the indicators of central tendency, namely the mean, dispersion indicators, namely the standard deviation, as well as indicators of distribution shape, namely skewness and kurtosis, being calculated.

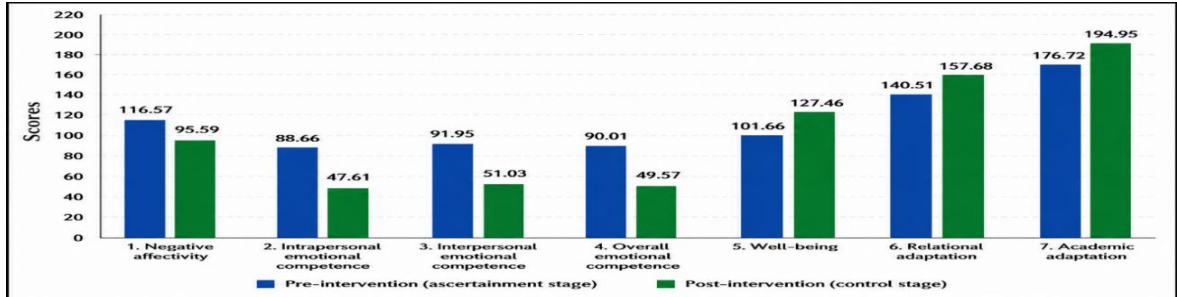
**Table 3. Synthesis of statistical indicators for the experimental group and the control group at the pre-intervention and post-intervention stages**

Experimental group					
Intervention stage	Research variables	Statistical indicators			
		m	SD	Skewness	Kurtosis
<b>Pre-intervention</b>	Negative affectivity	116.57	8.92	-0.796	0.280
	Intrapersonal emotional competence	88.96	6.20	-1.555	3.548
	Interpersonal emotional competence	91.05	4.21	-0.904	1.702
	Overall emotional competence	90.00	3.91	-1.054	1.868
	Well-being	101.69	10.62	0.719	-0.726
	Relational adaptation	145.37	16.24	-0.292	-0.162
	Academic adaptation	174.72	10.24	-0.659	0.043
<b>Post-intervention</b>	Negative affectivity	95.59	5.61	-0.581	0.133
	Intrapersonal emotional competence	47.53	7.81	-0.503	-0.476
	Interpersonal emotional competence	51.61	6.85	-0.123	1.181
	Overall emotional competence	49.57	5.67	-0.519	1.696
	Well-being	127.48	9.91	-0.197	-1.233
	Relational adaptation	167.06	12.07	0.230	-0.890
	Academic adaptation	204.96	9.27	0.991	1.433
Control group					
Intervention stage	Research variables	Statistical indicators			
		m	SD	Skewness	Kurtosis
<b>Pre-intervention</b>	Negative affectivity	124.50	6.59	-0.209	-0.468
	Intrapersonal emotional competence	78.84	4.16	-2.688	7.909
	Interpersonal emotional competence	79.02	3.26	-0.618	0.526
	Overall emotional competence	78.93	2.40	-1.409	2.000
	Well-being	122.40	9.64	0.666	4.881
	Relational adaptation	157.60	16.01	-0.370	-0.982
	Academic adaptation	193.42	7.89	0.244	-0.355
<b>Post-intervention</b>	Negative affectivity	110.96	4.80	-0.581	0.133
	Intrapersonal emotional competence	62.46	5.25	-0.503	-0.476
	Interpersonal emotional competence	60.18	5.08	-0.123	1.181
	Overall emotional competence	61.32	4.02	-0.519	1.696
	Well-being	110.76	10.21	-0.197	-1.233
	Relational adaptation	157.22	14.86	-0.230	-0.890
	Academic adaptation	185.81	10.89	-0.991	1.433

The results obtained by the experimental group indicate a statistically significant decrease in negative affectivity, with the mean decreasing from  $M = 116.57$ ,  $SD = 8.92$  in the ascertaining stage to  $M = 95.59$ ,  $SD = 5.61$  in the control stage,  $t(53) = 42.578$ ,  $p < .001$ . This result highlights the reduction of negative affective experiences following participation in the educational counselling programme. The decrease in negative affectivity can be explained by the development of self-knowledge, emotional self-regulation and stress management strategies, aspects also supported by the specialised literature.

Statistically significant differences were also found at the level of overall emotional competence, with the mean score decreasing from  $M = 90.01$ ,  $SD = 3.91$  to  $M = 49.57$ ,  $SD = 5.67$ ,  $t(53) = 53.213$ ,  $p < .001$ , which, considering the reverse coding of the scores, indicates an increase

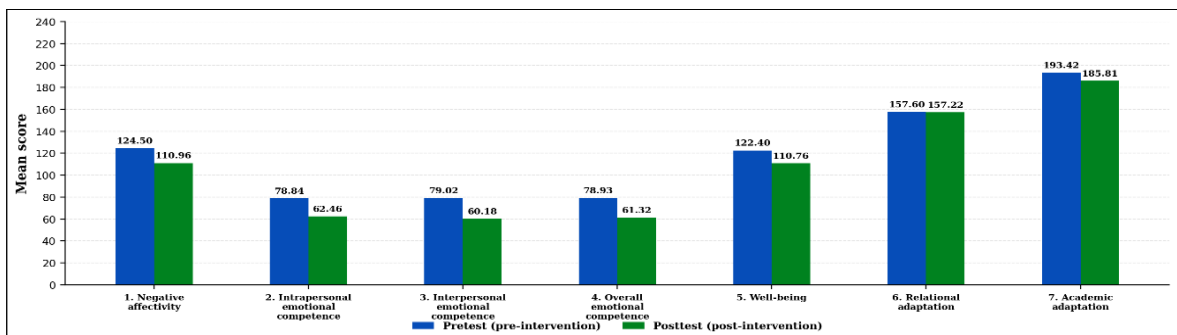
in emotional competence. Significant differences were recorded at both the intrapersonal and interpersonal emotional competence levels, highlighting the contribution of the educational counselling approach to the development of emotional self-regulation, empathy, communication and relational integration.



**Figure 8. Comparative statistical values of the variables investigated within the experimental group at pretest and posttest**

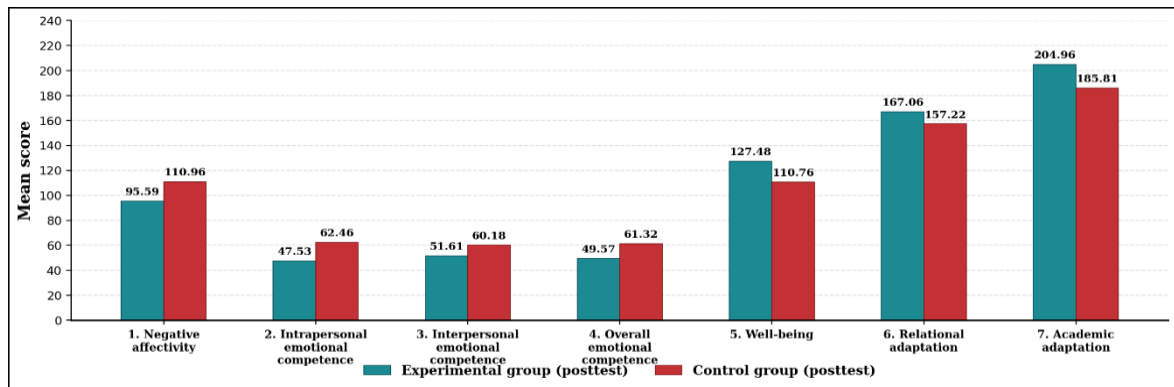
Thus, the decrease in negative affectivity and the increase in emotional competences among students in the experimental group had positive influences on their functioning in the university environment. The analysis of the results obtained by the control group highlighted the existence of statistically significant differences between the ascertaining stage and the control stage. The level of negative affectivity decreased from  $M = 124.50$ ,  $SD = 6.59$  to  $M = 110.96$ ,  $SD = 4.80$ ,  $t(49) = 30.87$ ,  $p < .001$ . Concurrently, at the level of overall emotional competence, the mean score decreased from  $M = 78.93$ ,  $SD = 2.41$  to  $M = 61.32$ ,  $SD = 4.02$ ,  $t(49) = 45.995$ ,  $p < .001$ , with statistically significant differences also being found for intrapersonal and interpersonal emotional competence.

The results indicate that certain changes also occurred in the control group between the two assessment stages; however, in the absence of participation in the educational counselling approach, these may be explained by contextual factors, students' natural development or the effect of repeated assessment.



**Figure 9. Comparative statistical values of the variables investigated within the control group at pretest and posttest**

These changes can be explained by the dynamic nature of the university adaptation process, as students become familiar with academic requirements, the institutional environment and the relationships specific to university life. The validation of the programme’s effectiveness cannot be limited to the pretest–posttest analysis of the experimental group, but must be completed through the comparison between the experimental group and the control group at the control stage (posttest).



**Figure 10. Comparative statistical values of the variables investigated at posttest in the experimental group and the control group**

The *control stage* confirms the effectiveness of the *Educational Counselling Programme* in reducing negative affectivity and developing students’ emotional competence. Students in the experimental group recorded lower levels of negative affectivity and more favourable values of emotional competence compared to the control group, which highlights the role of the educational intervention in supporting emotional self-regulation and university adaptation. At the same time, significant improvements were found in well-being, academic adaptation and relational adaptation, demonstrating that the development of emotional competences contributes to optimising students’ university functioning.

The effectiveness of the Programme can be explained by its integrative, experiential and applicative character, oriented towards self-knowledge, stress management, assertive communication, empathy and the development of interpersonal relationships. Individual and group counselling activities, interactive strategies and reflective exercises favoured the consolidation of emotional resources and the development of adaptive ways of managing academic and relational difficulties.

The results thus confirm the relevance of educational counselling as a preventive and formative intervention in the university environment, highlighting the need to integrate the development of emotional competences into the university educational process.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research carried out on students' educational counselling for the prevention of negative affectivity in the university environment enabled the theoretical-methodological substantiation and experimental validation of an educational intervention approach aimed at developing emotional competences and optimising students' university functioning. The research highlighted the fact that negative affectivity represents a current and relevant issue in the context of contemporary higher education, influencing students' emotional balance, academic adaptation, relational integration and well-being.

1. Through the analysis of the specialised literature, the complex and multidimensional character of students' educational counselling was established, particularly its role in preventing affective difficulties and supporting personal and professional development. The psychopedagogical foundations, dimensions and functions of educational counselling were determined, along with the main theoretical orientations regarding emotional competence development and the prevention of negative affectivity in the university environment. It was also demonstrated that preventing negative affectivity requires an integrative approach, based on emotional development, self-regulation, and academic and relational adaptation strategies (Chapter 1, 1.1, 1.2, 1.3).

2. The importance of emotional competences was argued as an essential psychopedagogical resource for preventing negative affectivity and supporting effective university functioning. Their analysis revealed intrapersonal difficulties in identifying, understanding and regulating one's own emotions, confirming that emotional competence development optimises students' academic and relational adaptation and strengthens their well-being (Chapter 2, 2.1, 2.2).

3. The relationships between negative affectivity, emotional competences and students' university functioning were conceptually and methodologically substantiated. It was established that high levels of negative affectivity are associated with lower emotional competences, well-being, academic and relational adaptation, confirming the importance of developing emotional resources to prevent university integration and adaptation difficulties (Chapter 3, 3.2).

4. Through the results of the ascertaining experiment, the existence of significant manifestations of negative affectivity among the investigated students was demonstrated, the most pronounced being nervousness and affective discomfort, fatigue associated with somatic symptoms, and difficulties in managing academic stress. The predominance of moderate and high levels of these manifestations was highlighted, confirming the existence of affective vulnerabilities that influence students' emotional balance and university adaptation. It was also established that high levels of negative affectivity are associated with the decrease of emotional competences, well-being, and academic and relational adaptation. (Chapter 3, 3.2.)

5. It was demonstrated that the experimental study created opportunities for preventing negative affectivity in the university environment, offering a processual-formative vision of students' affective particularities, as well as of the relationship between emotional competences and university functioning. The valorisation of the *Theoretical Model of Students' Educational Counselling for the Prevention of Negative Affectivity in the University Environment* was achieved through the *Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment*, which integrated the theoretical-methodological foundations necessary for carrying out the experimental approach and optimising emotional development, academic adaptation and relational adaptation. (Chapter 2, 2.3 and Chapter 3, 3.3)

6. It was summarised that the implementation of the *Educational Counselling Programme for the Prevention of Negative Affectivity in the University Environment* favoured the development and activation of important mechanisms of students' emotional and psycho-educational development. The most significant transformations were found at the level of emotional self-regulation, relational competences and well-being, through the development of self-knowledge, the consolidation of emotional balance and the optimisation of academic and relational adaptation. (Chapter 3, 3.3, 3.4.)

7. The pedagogical experiment produced significant positive changes in the investigated variables, while the statistically significant differences in negative affectivity, emotional competences, well-being, academic and relational adaptation confirmed the effectiveness of the intervention. It was also demonstrated that developing emotional competences and applying educational counselling strategies reduce negative affectivity and optimise students' university functioning. Thus, integrating educational counselling and emotional development activities into the university environment is essential for supporting students' emotional balance, adaptation and well-being. (Chapter 3, 3.4)

Thus, the research results confirmed the solution of the important scientific problem, expressed in the theoretical and praxiological substantiation of students' educational counselling for the prevention of negative affectivity in the university environment. This was achieved through the development of the Theoretical Model and the implementation of the Educational Counselling Programme, aimed at developing emotional competences and optimising students' academic and relational adaptation. The research also identified the relationships between negative affectivity, emotional competences and university functioning, and validated the effectiveness of formative and psycho-educational strategies in preventing affective difficulties and supporting students' well-being.

Through its theoretical and applicative character, the research brings relevant contributions to educational sciences and university educational counselling, providing conceptual, methodological and praxiological benchmarks for developing programmes aimed at preventing negative affectivity and strengthening students' emotional competences. The results confirm the need for an integrated approach to the affective, educational and relational dimensions of university training and highlight the role of educational counselling in supporting students' harmonious and effective development.

Starting from the research conclusions and the results obtained within the pedagogical experiment, the following recommendations may be formulated:

- the systematic integration of educational counselling and emotional development activities within the university teaching process, in order to support academic and relational adaptation;

- the implementation of institutional programmes for the prevention of negative affectivity and the diversification of psycho-educational support and university counselling services, in order to identify and intervene early in students' emotional and adaptation difficulties;

- the organisation of continuous training programmes for university teaching staff, oriented towards developing communication competences, emotional support competences and the ability to manage students' psycho-educational difficulties;

- the adaptation of educational counselling activities to the particularities of different categories of students, depending on occupational status, previous educational pathway and identified emotional vulnerabilities;

- the promotion of a supportive and inclusive university climate, based on positive relationships, effective communication and support for students' personal and professional development.

***Suggestions for future research:***

- continuing research on negative affectivity and emotional competence in the university environment by extending investigations to other psycho-educational variables and categories of beneficiaries of higher education;

- investigating the effectiveness of digital strategies and online educational counselling platforms in preventing negative affectivity and supporting students' emotional balance;

- conducting longitudinal research on the evolution of emotional competence and students' well-being throughout university training.

## BIBLIOGRAPHY

### In Romanian:

1. ALMĂȘAN, B., TOMȘA, G. *Consiliere educațională, consiliere și orientare pentru carieră și consultanță școlară*. București: Ed. Universitară, 2021. 274 p. ISBN 978-606-28-1267-6.
2. ANTOCI, D., BOROZAN, M. *Axiologia educației*. Manual universitar. Costești: Ed. Ars Libri, 2023. 364 p. ISBN 978-606-36-2430-8.
3. BARBAROȘ, T. *Repere psihopedagogice privind consilierea școlară și profesională a studenților*. Teză de doctor în pedagogie. Chișinău: IȘE, 2014. 164 p.
4. BĂBAN, A. (coord) *Consiliere educațională*. Ghid metodologic pentru orele de diriginție și consiliere. Cluj-Napoca: ASCR, 2021. 308 p. ISBN 978-606-8244-29-7.
5. BEȚIVU, A. *Formarea stilului existențial al adolescenților în contextul crizei valorilor*. Teza de doctor în științe ale educației. Chișinău, 2021. Disponibil: [http://www.cnaa.md/files/theses/2021/57052/aurelia\\_betivu\\_thesis.pdf](http://www.cnaa.md/files/theses/2021/57052/aurelia_betivu_thesis.pdf).
6. BORȘ M. *Consilierea educațională a elevilor și studenților: abordări actuale*. Chișinău: Ed. USM, 2020. 296 p. ISBN 978-997-5933-92-6.
7. BRADBERRY, T., GREAVIS, G. *Inteligența emoțională 2.0: Strategii esențiale pentru succesul personal și profesional*. București: Ed. Litera. 2019. ISBN 978-606-33-3471-9.
8. CARABET, N. *Consiliere educațională: Suport de curs*. Chișinău: Tip. UPS „I. Creangă”, 2016. 108 p. ISBN 978-9975-46-272-3.
9. CERGHIT, I., ș.a. *Prelegeri pedagogice*. Iași: Ed. Polirom, 2001. 232 p. ISBN 973683798X
10. CHIRILĂ, L. *Psihologia consilierii educaționale*. Iași: Ed. Polirom, 2016. 320 p. ISBN 978-973-46-5837-8.
11. CLEGG, B. *Dezvoltarea personală*. Iași: Ed. Polirom, 2003. 320 p. ISBN 973-681-318-5
12. COJOCARU-BOROZAN, M. *Teoria culturii emoționale*. Chișinău: Tip. UPS „I. Creangă”, 2010. 239 p. ISBN 978-9975-46-066-8.
13. COJOCARU-BOROZAN, M. *Metodologia cercetării culturii emoționale*. Chișinău: Tip. UPS „I. Creangă”, 2012. 208 p. ISBN 978-9975-46-119-1.
14. CREȚU, C. *Psihopedagogia succesului*. Iași: Ed. Polirom, 1997. 229 p. ISBN: 973-683-0101.
15. CRISTEA, S. *Studii de pedagogie generală*. București: EDP, 2009. 308 p. ISBN 978-973-30-2450-7.
16. CRISTEA, S. *Fundamentele pedagogiei*. Iași: Ed. Polirom, 2010. 400 p. ISBN 978-973-46-1562-9.
17. CUCOȘ, C. *Pedagogie*. Iași: Ed. Polirom, 2014. 536 p. ISBN 973-973-46-4041-6.

18. CUZNEȚOV, L. *Filosofia și axiologia educației*. Chișinău: Tip. UPS „I. Creangă”, 2017. 121 p. ISBN 978-9975-46-322-5.
19. DUMITRU, I. Al. *Consiliere psihopedagogică. Baze teoretice și sugestii practice*. Iași: Ed. Polirom, 2008. 332 p. ISBN 978-973-46-0869-0.
20. DUMITRIU-TIRON, E. *Consiliere educațională*. Iași: Institutul European, 2005. 267 p. ISBN 973-611-336-1.
21. GOLEMAN, D. *Inteligența emoțională, cheia succesului în viață*. București: Ed. Allfa, 2004. 376 p. ISBN 973-8457-62-9.
22. GOLEMAN, D. *Inteligența emoțională*. București: Ed. Curtea Veche Publishing, 2008. 430 p. ISBN 978-973-669-520-9.
23. JOIȚA, E. *Metodologia educației. Schimbări de paradigme*. Iași: Ed. Institutul European, 2010. 288 p. ISBN 978-973-611-661-2.
24. LAZARUS, R. *Emoții și adaptare. O abordare cognitivă a proceselor afective*. București: Ed. Trei. 2011. 688 p. ISBN 978-973-70-7540-6.
25. LISIEVICI, P. *Teoria și practica în consilierea psihologică*. București: Ed. Fundației România de mâine, 2003. 136 p. ISBN: 973-582-739-5.
26. MICLEUSANU, Z., CUZNETOV L. *Bazele consilierii. Ghid metodologic*. Chișinău: Ed. Primex-Com SRL, 2015. 128 p. ISBN: 978-9975-110-24-2.
27. MORARU, M. *Consiliere psihopedagogică și orientare școlară și profesională*. Constanța: Ed. Muntenia, 2004. 181 p. ISBN 973-692-053-4.
28. NELSON-JONES, R. *Manual de consiliere. Învață ce să spui ca să ajuți!* București: Trei, 2014. 312 p. ISBN 978-973-707- 998-5.
29. PALADI, O. *Conștiința de sine și sistemul de valori ale adolescentului*. Chișinău: Tip. Print-Caro, 2013. 223 p. ISBN 978-9975-48-061-1.
30. PASCARU-GONCEAR, V. *Consilierea psihopedagogică. Suport de curs*. Chișinău: Ed. USM, 2024. 118 p. ISBN 978-9975-62-680-4.
31. PAȘCA, M-D. *Consilierea psihologică în mediul universitar*. Târgu Mureș: Ed. Ardealul/University Press, 2007. Disponibil: <http://dspace.umftgm.ro/jspui/bitstream/123456789/2135/1/Consilierea%20psihologic%C4%83%20C3%AEEn%20mediul%20>
32. PUZUR, E. *Adaptarea psihosocială a studenților anului I din instituțiile de învățământ superior*. Teză de doctor în psihologie. Chișinău, 2016. CZU: 316.6: 378 (043.3) Disponibil: <http://www.cnaa.md/thesis/23989/>
33. ROGERS, C. *A deveni o persoană. Perspectiva unui terapeut*. București: Ed. Trei, 2008. 560 p. ISBN: 978-973-707-916-9.

34. RUNCAN, P. L. *Consiliere și dezvoltare personală*. Timișoara: Ed. Eurostampa, 2010. 156 p. ISBN 978-973-633-574-7.
35. RUSU, E. *Formarea inteligenței emoționale a studenților pedagogi*. Chișinău: Tipografia „Garamond-Studio”, 2015, 218 p., ISBN 978-9975-115-61-2.
36. ȘOITU, L. (coord.) *Dimensiuni ale consilierii educaționale*. Iași: Ed. Institutul European, 2014. 352 p. ISBN 978-606-24-0064-4.
37. TOMȘA, G. *Tratat de consiliere școlară*. București: Ed. Didactică și Pedagogică, 2022. 352 p. ISBN 978-606-31-1785-5.
38. ȚĂRNĂ, E. *Adaptarea studentului în mediul universitar*. Chișinău: UPS „I. Creangă”, 2013, 193 p. ISBN 978-9975-46-158-0.
39. VINȚANU, N. *Educația universitară*. București: Ed. Aramis Print, 2001. 272 p. ISBN 973-8066-82-4.
40. ZLATE, M.; NEGOVAN V. (coord.) *Strategii de adaptare a studenților la mediul universitar*. București: Ed. Universitară, 2006. 192 p. ISBN: 978-973-749-058-2.

**In English:**

41. BANDURA, A. *Self-efficacy: The exercise of control*. New York: W. H. Freeman, 1997. 604 p. ISBN-10: 0716728508.
42. EGAN, G. *The skilled helper: a problem-management and opportunity-development approach to helping*. 7th ed. Pacific Grove, Calif.: Brooks/Cole Publishing, 2002. 404 p. ISBN 9780534367312.
43. JONES, A. *Counselling adolescents at school and after*. 2nd ed. London: Kogan Page, 1984. 280 p. ISBN-10: 0850387590.
44. ROGERS, C. R. *A theory of therapy, personality and interpersonal relationships, as developed in the client-centred framework*. In: KOCH, S. (ed.) *Psychology: A Study of Science*, vol. 3. New York: McGraw-Hill, 1959, p. 184–256. <https://chester-counselling.co.uk/wp-content/uploads/2018/08/rogers-1959.pdf>

**Normative documents**

45. Strategia Sectorială de Dezvoltare „Educația – 2030” Disponibil: [https://mecc.gov.md/sites/default/files/concept\\_strategie\\_program\\_de\\_implementare\\_educatia\\_2030.pdf](https://mecc.gov.md/sites/default/files/concept_strategie_program_de_implementare_educatia_2030.pdf)

## LIST OF THE AUTHOR'S PUBLICATIONS ON THE THESIS TOPIC

1. **FRUJINĂ, I. G.** *Adolescent's attitude towards the counseling.* În: Proceedings of the International Multidisciplinary Scientific Conference on the Dialogue between Sciences & Arts, Religion & Education (MCDSARE), vol. 4, 2020, pp. 231–236. ISSN 2601-8403. DOI: 10.26520/mcdsare.2020.4.231-236.
2. **FRUJINĂ, I. G.** *Recerința consilierii educaționale a studenților pentru prevenirea afectivității negative în mediul universitar.* În: Materialele Conferinței Republicane a Cadrelor Didactice: Psihopedagogie și management educațional, 27–28 februarie 2021, Chișinău: Tipografia Universității de Stat din Tiraspol, 2021, vol. 5, pp. 16–19. ISBN 978-9975-76-318-9.
3. **FRUJINĂ, I. G.** *Abordarea conceptelor și orientărilor științifice privind consilierea educațională a studenților în mediul universitar.* In: Materialele conferinței științifice studențești cu participare internațională. Ediția LXX-A, 28 aprilie 2021 Chișinău, Vol. II. Chișinău: Tip. UST. pp. 106-111. ISBN 978-9975-76-337-0.
4. **FRUJINĂ, I. G.** *Oportunitatea consilierii educaționale a studenților pentru prevenirea afectivității negative în mediul universitar.* În: Dialog intercultural polono-moldovenesc. Materialele Congresului științific internațional Moldo-Polono-Român „Educație–Politici–Societate”, 14–15 mai 2021, Chișinău–Cracovia. Chișinău: Tip. UST, 2021. pp. 97–101. ISBN 978-9975-76-207-6.
5. **FRUJINĂ, I. G., RUSU, E.** *Relevanța consilierii psihopedagogice în activitatea educativă.* În: Cercetarea și inovarea educației din perspectiva exigențelor actuale ale pieței muncii. Materialele Conferinței științifico-practice cu participare internațională, 30-31 octombrie 2021, Chișinău, Vol. 2. Chișinău: Tip. UST, 2021. pp. 30–33. ISBN 978-9975-76-368-4.
6. **FRUJINĂ, I. G., RUSU, E.** *Rolul și specificul consilierii educaționale în mediul universitar.* În: Cercetarea pedagogică: exigențe contemporane și perspective de dezvoltare. Materialele Conferinței științifice internaționale, ediția a I-a, 3-4 noiembrie 2023, Chișinău. Chișinău: CEP UPSC, 2023. p. 74–80. ISBN 978-9975-46-867-1.
7. **FRUJINĂ, I. G., RUSU, E.** *Cercetarea pedagogică – demers strategic în formarea profesională a cadrelor didactice.* În: Cercetarea pedagogică: exigențe contemporane și perspective de dezvoltare. Materialele Conferinței științifice internaționale, ediția a II-a, 8–9 noiembrie 2024, Chișinău. Chișinău: CEP UPS „I. Creangă”, 2024. pp. 136–139. ISBN 978-9975-48-197-7.
8. **FRUJINĂ, I. G.** *Psycho-pedagogical fundamentals regarding educational counseling of students in the university environment.* În: Logos Universality Mentality Education Novelty:

Philosophy & Humanistic Sciences, revistă indexată BDI (ERIH PLUS), nr. 1 (12), 2025, p. 82–102. DOI: <https://doi.org/10.18662/lumenphs/12.1/85>.

9. **FRUJINĂ, I. G.** *Consilierea educațională a studenților: paradigme și practici pentru prevenirea afectivității negative în mediul universitar.* În: Acta et Commentationes. Științe ale Educației. Revistă științifică, categoria C. Nr. 2 (40), 2025. p. 181–193. ISSN 1857-0623, E-ISSN 2587-3636.
10. **FRUJINĂ, I. G., RUSU, E.** *Prevenirea afectivității negative în rândul studenților prin consiliere educațională.* În: Cercetarea pedagogică: exigențe contemporane și perspective de dezvoltare. Materialele Conferinței științifice internaționale, ediția a 3-a, 10-11 octombrie 2025. Chișinău: CEP UPSC, 2025, pp. 134-140, ISBN 978-9975-48-322-3 (PDF)
11. **FRUJINĂ, I. G.** *Cadrul pedagogic al consilierii educaționale pentru studenți, în scopul prevenirii afectivității negative în mediul universitar.* În: Univers Pedagogic. Revistă Științifică de Pedagogie și Psihologie, categoria C. Nr. 1 (89), 2026. p. 93-99. ISSN 1811-5470, E-ISSN 1857-4521
12. **FRUJINĂ, I. G.** *Valențele consilierii educaționale în mediul universitar.* În: Acta et Commentationes. Științe ale Educației. Revistă științifică, categoria C. Nr. 1 (43), 2026. p. 159–168. ISSN 1857-0623, E-ISSN 2587-3636.

**ADNOTARE**  
**FRUJINĂ Ioana-Georgiana**  
**Consilierea educațională a studenților pentru prevenirea afectivității negative**  
**în mediul universitar**  
**Teză de doctor în științe ale educației, Chișinău, 2026**

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 227 surse, adnotare (română, engleză), lista abrevierilor, 150 pagini text de bază, 17 de tabele, 20 figuri, 27 anexe.

**Publicații la tema tezei:** 12 lucrări științifice.

**Cuvinte-cheie:** consiliere educațională, studenți, mediul universitar, afectivitate negativă, competențe emoționale, adaptare academică, adaptare relațională.

**Domeniul de studiu:** Teoria generală a educației.

**Scopul cercetării** constă în determinarea și valorificarea reperelor conceptuale și praxiologice ale consilierii educaționale a studenților pentru prevenirea afectivității negative în mediul universitar.

**Obiectivele cercetării:** identificarea reperelor conceptuale privind consilierea educațională a studenților; stabilirea fundamentelor epistemologice ale consilierii educaționale pentru prevenirea afectivității negative; determinarea problematicii și relevanței consilierii educaționale în prevenirea afectivității negative în mediul universitar; elaborarea Modelului teoretic al consilierii educaționale a studenților pentru prevenirea afectivității negative în mediul universitar; proiectarea și implementarea Programului de consiliere educațională a studenților pentru prevenirea afectivității negative în mediul universitar; generalizarea și sistematizarea rezultatelor cercetării, formularea concluziilor și recomandărilor privind consilierea educațională a studenților pentru prevenirea afectivității negative în mediul universitar.

**Noutatea și originalitatea științifică a cercetării** constau în: actualizarea și dezvoltarea cadrului conceptual al consilierii educaționale a studenților în mediul universitar; identificarea factorilor generatori ai afectivității negative la studenți; elaborarea Modelului teoretic al consilierii educaționale pentru prevenirea afectivității negative în mediul universitar; proiectarea și validarea experimentală a Programului de consiliere educațională orientat spre dezvoltarea competențelor emoționale și optimizarea adaptării academice și relaționale a studenților.

**Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare** se referă la: repere teoretice și metodologice ale consilierii educaționale pentru prevenirea afectivității negative în mediul universitar; Modelul teoretic; Programul de consiliere educațională pentru prevenirea afectivității negative în mediul universitar. Implementarea experimentală a Programului a demonstrat eficiența consilierii educaționale în prevenirea și diminuarea manifestărilor afectivității negative, creșterea stării de bine și optimizarea adaptării academice și relaționale a studenților.

**Semnificația teoretică a cercetării** rezidă în: dezvoltarea cadrului conceptual al consilierii educaționale a studenților pentru prevenirea afectivității negative în mediul universitar, prin identificarea abordărilor psihopedagogice, axiologice și emoționale ale dezvoltării personalității studentului. Cercetarea contribuie la determinarea raportului dintre consilierea educațională, competențele emoționale, autoreglarea afectivă, adaptarea academică și relațională, precum și la conceptualizarea Modelului teoretic al consilierii educaționale orientat spre prevenirea afectivității negative. Rezultatele cercetării extind reperele teoretico-metodologice privind valorificarea consilierii educaționale în învățământul superior, contribuind la dezvoltarea teoriei și practicii consilierii educaționale universitare.

**Valoarea aplicativă a cercetării** se exprimă prin: elaborarea și validarea experimentală a Programului de consiliere educațională pentru prevenirea afectivității negative în mediul universitar, orientat spre dezvoltarea competențelor emoționale, autoreglarea afectivă și optimizarea adaptării academice și relaționale a studenților. Rezultatele cercetării pot fi valorificate în activitatea serviciilor de consiliere educațională și în elaborarea strategiilor instituționale de susținere a stării de bine și a echilibrului emoțional al studenților.

**Implementarea rezultatelor științifice** a fost realizată prin prezentarea și valorificarea rezultatelor cercetării în cadrul manifestărilor științifice naționale și internaționale, și validate experimental în cadrul Universității Naționale de Știință și Tehnologie Politehnica București, Centrul universitar Pitești

**ANNOTATION**  
**FRUJINĂ Ioana-Georgiana**  
**Educational Counselling of Students for the Prevention of Negative Affectivity<sup>2</sup>**  
**in the University Environment**  
**Doctoral thesis in Educational Sciences, Chişinău, 2026**

**Structure of the thesis:** introduction, three chapters, general conclusions and recommendations, bibliography consisting of 227 sources, annotation Romanian and English, list of abbreviations, 150 pages of main text, 17 tables, 20 figures, 27 appendices.

**Publications on the thesis topic:** 12 scientific papers.

**Keywords:** educational counselling, students, university environment, negative affectivity, emotional competences, academic adaptation, relational adaptation.

**Field of study:** General Theory of Education.

**The aim of the research** consists in determining and valorising the conceptual and praxiological benchmarks of students' educational counselling for the prevention of negative affectivity in the university environment.

**The research objectives:** identifying the conceptual benchmarks of students' educational counselling; establishing the epistemological foundations of educational counselling for preventing negative affectivity; determining the relevance of educational counselling in preventing negative affectivity in the university environment; developing the Theoretical Model and implementing the Educational Counselling Programme for this purpose; systematising the research results and formulating conclusions and recommendations regarding students' educational counselling for the prevention of negative affectivity in the university environment.

**The scientific novelty and originality of the research** consist in: updating and developing the conceptual framework of students' educational counselling in the university environment; identifying the factors generating negative affectivity in students; developing the Theoretical Model of educational counselling for the prevention of negative affectivity in the university environment; designing and experimentally validating the Educational Counselling Programme oriented towards developing emotional competences and optimising students' academic and relational adaptation.

**The results obtained, which contribute to solving an important scientific research problem,** refer to: theoretical and methodological benchmarks of educational counselling for the prevention of negative affectivity in the university environment; the Theoretical Model; and the Educational Counselling Programme for the prevention of negative affectivity in the university environment. The experimental implementation of the Programme demonstrated the effectiveness of educational counselling in preventing and reducing manifestations of negative affectivity, increasing well-being and optimising students' academic and relational adaptation.

**The theoretical significance of the research** lies in: the development of the conceptual framework of students' educational counselling for the prevention of negative affectivity in the university environment, through the identification of psycho-pedagogical, axiological and emotional approaches to the development of the student's personality. The research contributes to determining the relationship between educational counselling, emotional competences, affective self-regulation, academic and relational adaptation, as well as to the conceptualisation of the Theoretical Model of educational counselling oriented towards the prevention of negative affectivity. The research results extend the theoretical-methodological benchmarks regarding the valorisation of educational counselling in higher education, contributing to the development of the theory and practice of university educational counselling.

**The applicative value of the research** is expressed through: the development and experimental validation of the Educational Counselling Programme for the prevention of negative affectivity in the university environment, oriented towards developing emotional competences, affective self-regulation and optimising students' academic and relational adaptation. The research results may be valorised in the activity of educational counselling services and in the development of institutional strategies aimed at supporting students' well-being and emotional balance.

**The implementation of the scientific results** was carried out through the presentation and valorisation of the research results within national and international scientific events, and was experimentally validated at the National University of Science and Technology POLITEHNICA Bucharest, Piteşti University Centre.

**FRUJINĂ Ioana-Georgiana**

**EDUCATIONAL COUNSELLING OF STUDENTS FOR THE PREVENTION OF  
NEGATIVE AFFECTIVITY IN THE UNIVERSITY ENVIRONMENT**

**Specialty 531.01 – General Theory of Education**

**Abstract of the doctoral thesis in Educational Sciences**

---

Approved for printing: 00.00.2026  
Offset paper. Offset printing.  
Printing sheets: 2.0

Paper size 60 × 84 1/16.  
Print run: 25 copies.  
Order No. 00

---

The abstract was printed at “Pulsul Pieței” Printing House, Chișinău, 5 Gh. Iablocikin Street.