

The effect of the intervention on the class teacher as a professional was also significant. She comments in her journal: "I now feel more relaxed, since the children interact between themselves and with me in a more peaceful manner. I am happier and I enjoy my job. It is great to know who you are; it's the beginning of a creative and truthful existence." She also reported that her collaboration with the parents who were aware of the Model was very efficient, to the benefit of the children.

4. Discussion-Limitations

Our findings show that the intervention helped every child in the class to look at themselves and the other from a broader perspective. They also show that most of the children, by identifying strengths and weaknesses and attributing them not to themselves entirely but mainly to their personality Type, tried consciously to rely on their strengths and minimize their weaknesses. This process increased their self-awareness and self-respect, helped them cultivate their individuality as personalities and understand the other. We also found that mimicry of inappropriate behavior was drastically reduced and the class atmosphere was transformed into a happier one, in which friendship and collaboration were now obvious. Acceptance and understanding of the other was promoted.

The class teacher's work was facilitated, in that she could now work more efficiently and devote more time to constructive learning activities rather than to managing class conflict and problem solving. Her professional stress was reduced and she got pleasure from her work.

The positive impact of the application of the Paschalidis Model in preschool education in the specific kindergarten, constitutes strong evidence that application in any similar environment can have similar effect.

However, it would be interesting to elicit quantitative as well as qualitative data, which should be collected and analyzed with the appropriate research tools. Further research would also benefit from the teacher's collaboration with an academic institution (i.e. University).

This action research study constituted an experience of positive change for both the teacher-researcher and the children. Therefore, we feel we can recommend a generalized application of the Tri-Anthropo-Type Paschalidis Model, which would improve the learning environment in class and help teachers work more efficiently and happily and children develop their social skills, personality, understanding of themselves and the other.

5. References

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