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AFASES 2014
Brasov, 22-24 May 2014

CONTENTS

Volum I

ELECTRICAL AND ELECTRONICAL ENGINEERING

MECHANICAL ENGINEERING. MATERIALS AND TECHNOLOGY

RENEWABLE ENERGY AND ENVIRONMENT

APPLIED MATHEMATICS, COMPUTER SCIENCE, IT&C

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INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2014
Brasov, 22-24 May 2014

Volum II

MANAGEMENT

SOCIO AND HUMANITIES

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ANALYSIS OF THE INSTRUMENTS AND TECHNIQUES USED FOR TOTAL QUALITY MANAGEMENT. APPLICABILITY AND IMPLICATIONS IN THE EDUCATIONAL SYSTEM.

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Keywords: *management, quality, total quality management, brainstorming, benchmarking.*

The concept of quality in education

Applying the concept of total quality management in the educational system is completely normal because, exactly as in other social and economic domains, this sector tries to identify the most efficient methods in order to successfully get along with the continuous changes. Moreover, people who work in the educational system use the concept of total quality management to predict the possible problems that can occur in the future and to develop solutions for them. When we try to answer the concept of quality we have to answer two fundamental questions. The first one is: Which is the product? The second one is: Who are the clients? Both questions can be applied in the case of education.

Giving a definition for education is not easy at all. There are many possible assertions or answers regarding this subject but none of them can be considered as the definition of education. In many cases people tend to think that the students or pupils reflect the "quality" of the educational institution where they study. This statement is wrong. The quality in education, treated as "added value", has to happen at any level and it has to be underlined that it represents the basis of a national quality management.

The quality of education is mostly conditioned by the quality of the human resources, namely by the professional quality of the teachers. The minimum requirements to ensure the quality of teachers exist. The role of motivating and encouraging the maintenance of this professional quality, as well as its intelligent and efficient usage, is reflected in the institutional framework.

There are many personal qualities which a professor should have. His professional role supposes to accomplish several interconnected roles: he is an expert in the teaching-learning act, a motivating agent, a leader in relation with the group of pupils-students, a counsellor, a role model, a reflexive professional, a manager. [7]

1. Total quality management. Theory and principles.

Starting with these premises, it can be said that TQM is not something imposed. This concept does only determine the things to be correctly done from the very beginning. It can be also used to check if during their implementation the process was undergone correctly or in a wrong direction. Education and professional development should be a priority of the policies of programs in each country. These should be strongly connected with the policies of qualitative formation and with the completion of employment. [2]

<table>
<tr><td>Objective</td><td colspan="3">Continuous Improvement</td></tr>
<tr><td>Principles</td><td>Customer Focus</td><td>Process Improvement</td><td>Total Involvement</td></tr>
<tr><td rowspan="3">Elements</td><td colspan="3">Leadership</td></tr>
<tr><td>Education and Training</td><td colspan="2">Supportive structure</td></tr>
<tr><td>Communications</td><td colspan="2">Rewards and recognition</td></tr>
</table>

Fig. 1 The TQM system and its components

In order to identify and creatively solve the problems that appear in education there must be used some techniques and quality instruments. TQM allows the common use of a large variety of instruments and techniques, which support the implementation of its basic concepts. The idea behind these instruments and techniques can also be used in the service industry but also in education. Nowadays, on the educational market, it is often asked the question: Which are the factors that influence the fact that an institution is different from another? The curriculum is basically the same. It is about the added value that gives authenticity features to an institution.

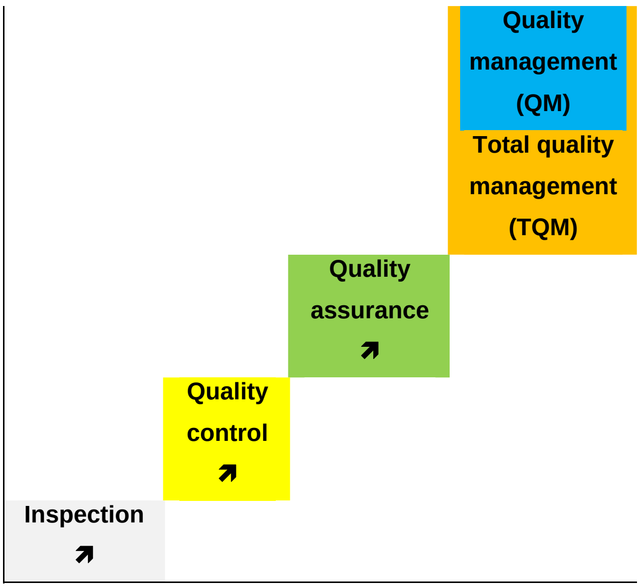

Fig. 2 The hierarchy of quality

To search for this added value is not an easy thing. It demands a close attention, a detailed market research and analysis. This can be done using instruments developed on a basis of principles.

Brainstorming represents an ideal TQM instrument. It is an intuitive and efficient method, which has as goal the common generation of ideas, within a group. The number of ideas has to be as numerous as possible in order to find the best solution to a problem. This solution can be a combination of two or more generated ideas. This technique is easy to use, it appeals to the creativity of the team and it gives the members the possibility to create a multitude of ideas in an original and quick way.

Benchmarking is a systematic process which includes the fact that an organization has certain information about another organization and uses them in order to identify solutions for its own development. In education benchmarking can be used as a method of professional improvement of the teaching-staff. Teachers, as well as the administrative staff, can simply visit other institutions to see how they run the institution and to discover the best practices, which match with their target, and then try to develop them.

The Ishikawa diagram is a technique that has also been named „cause and effect” or „fish bone”. This technique gives the team the possibility to make graphic representations of all factors that affect the problem or the desired effect. The representation can be very well done using a brainstorming session. The goal is to make a list of all factors that affect the quality of a process and then to represent the relationship between them.

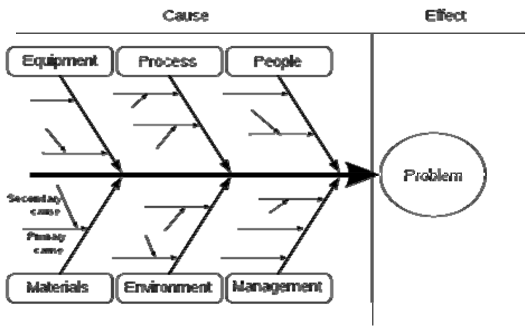

Fig. 3 Ishikawa diagram

Force field analysis is a useful tool to study the situations that require changes. It is based on the idea that exist 2 forces that influence the change, one is causing the change the other one is against it.

The process diagram is providing information about the environment where the process take place and about the control measures.

The logic scheme helps to identify the process steps and record the progress, decision taken and required activities. The logic scheme is part of continuous improvement process and they are a simple method to treat an issue with criticism.

Pareto analysis known as 80/20 rules it is important. If 80% of the problems can be identified they can be solved through a quality improved process. In principle, the Pareto graph pays attention to most urgent issues that a team or an organization can have.

The career evolution map also called the graphic representation of career of a student provides information about milestones and potential roadblocks within high school or universities years. Every turning point can be a potential issue generated by the different perceptions and can conclude to errors, misunderstandings even failures.

2. Applying TQM into teaching and learning process

Totals Quality Management – TQM concept was introduced in 1940 by Dr. Edwards Deming. The customized elements of Total Quality Management are: „continuous improvement" and "applying to all organization", and all processes involved strengthen the feedback loop. Applying TQM principle of continuous improvement of teaching quality requires a good understanding. Schauerman and Peachy [3] and Heverly [1] detailed some possible roadblocks of implementing TQM while teaching:

- capability of educational institution to treat the student as client / beneficiary;
- different approaches of educational institution covering the same disciplinary and teaching expertise;
- different TQM approaches within educational institutions and recognition systems;
- costs of forming as specialist into TQM applicability

Acknowledge the importance of TQM concept into improving the quality within educational institute, thru this study I wanted to identify which are the key characteristics to achieve the objectives. We assumed that the implementation of certain aspects of the TQM techniques into educational process will generate not only resource savings but and greater satisfaction and achievement of the student learning. This study has the following objectives:

1. Understand / gets familiar with particularities of school organizational culture and education especially those linked with total quality management.

2. Study the implementation techniques of TQM principles into educational institutions during teaching and learning processes

3. Analyze the institutional profile based on teacher's perception regarding quality indicators that influence the quality of education.

4. Identify the negative factors influencing quality factors and identify the strategies/solutions that ensure process quality in schools

Research methods, techniques and instruments:

1) Needs analysis (affinities diagram, matrix diagram, tree diagram) ;

2) Educational policy documents study (this investigation method including:

a) Reference studies in education

b) Documents and policies related to high school stage in Romania, various reports

c) Specific legislation analysis e.g.

- Intermediary report of task force: Improvement in teacher and trainers training. Implementation of learning curriculum. Educational and professional training [8],
- Report of education state of art [9].

3) Interview

4) Comparative study (schools, high schools, etc.);

5) Statistic methods

Needs analysis is a relevant instrument in educational management, related level of educational process and as well related school institution and educational system.

In the frame of needs, it was applied the model of setting the objectives following the needs in education study. This model refers to the fact that general goals are initiated at macro-social level and these ones are applied then in each educational step or profile, school institution, area of expertise, adjusted based on needs and possibilities, taking into account range of needs and related group interests. It was concluded that educational need and as well global options related volume and resources distribution way at micro-social level are not equally distributed and within the same respect, in educational units, due to the fact needs are not the same no matter where or when assessed.

Starting from theory and using practical research methods, different organizational structures were analyzed (school control forums, schools, high schools, etc.) to reveal the role of social players involved in educational process, as well as the quality in quality education management. The conclusion is that the main factors influencing quality of educational process are:

A. too many changes within too short timeframe – in a very big extent
B. schools directors are not elected based on pedagogical and management skills, but considering political criteria – in a very big extent
C. too aggressive competition for high scores between students – equally
D. school directors and inspectors not so interested in co-operation and having the common goals related ensuring the quality in schools – in a small extent
E. evaluation not carried out considering the performance standards known by students– in a small extent
F. not a direct connection between success in school and success in – in a big extent

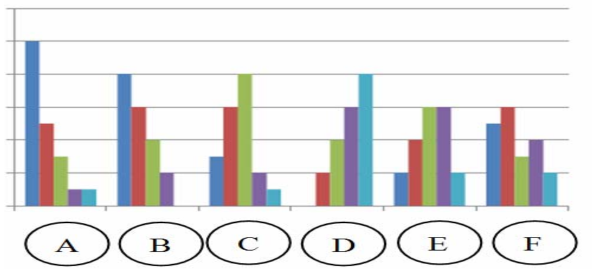

Fig. 4 Factors influencing quality of educational process

Based on analysis, it comes that the instrument most often used for qualitative determination is inspection and evaluation sheet related level of the group, which reflects the quality of teaching process. Internal audit is the most often used instrument for quality evaluation at institutional level.

3. Conclusions

This study summarizes the theoretical base of TQM concept and tools. Implementation of quality models inspired by TQM, that have an obvious transformational tendency, as result of a process of reflection and personal and institutional learning will be very difficult and will generate distrust and uncertainty.

Diversity extreme and contradictory nature of the concept of quality represents the last but not the least important characteristic of quality culture identified.

The contradictory nature of the concept it is highlighted by some different point of view of teachers on one side and students and their parents on the other side. We can observe already to students and their parents a more tangible trend : they demand that in school the students to get a more practical education, with better applicability into the latter professional and social life while teachers insist on skills and general competencies development (learning, guidance in society, etc.).

In the traditional learning system, many students do not succeed to learn and more importantly they fail to access on to the highest level offered by the system. As an alternative thru TQM the student is planning, learning, checking, revising than testing.

1) Plan ➔ 2) **Learn** (Do) ➔ 3) **Check**
➔ 4) **Revision** ➔ 5) **Test**

Ensuring the optimum resources and needs ratio represent one of the most important problem of education quality within current educational system. How to build an internal guidance system to make sure that the educational institute is accomplish its functions in an efficient way?

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VEHICLE DAMAGE – PROFIT DECREASE FACTOR FOR THE ROMANIAN INSURANCE MARKET

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Abstract: *Present paper aims to highlight the evolution of damage into the Romanian insurance market between 2007 and 2013. Damage is the unfavorable final result insurer which is part of an insurance contract.*

By analyzing claims rate for the Romanian insurance market in the period to which we refer have found that the percentage of car damages were between 81 and 89% of the total general insurance compensations paid. In comparison to the amount of insurance underwritten premiums, we found that for some insurance classes the damage value is greater than the value of subscriptions. The vehicle damages decreased the insurance market profits that where brought by other classes.

Keywords*: insurers, insurance payments, gross written premiums, claims paid*

1. INTRODUCTION

The Insurance contract may have as a finality to pay higher or lower damages depending on insured amount and on the size of the damage. On the insurance market damages are compensation or indemnity paid for loss suffered as a result of an injury or breach of an contract or of a legal duties committed by another person. The damage produced by same cause must be compensated only once. The size of the damage vary between different classes. The nominal damages are insignificant values. Real damages are compensation for actual injuries. Damages are divided into two types: general and special damages. General damages intended to compensate the defendant loss to the extent that this can be done with the funds, and special damages are damages for which the plaintiff has to prove that he had suffered in a particular case. [1]

Regarding our work we will be referring in particular to goods and properties damages and also to car damages.

2. INSURANCE CLAIMS EVOLUTION INTO THE ROMANIAN INSURANCE MARKET FOR GENERAL INSURANCE

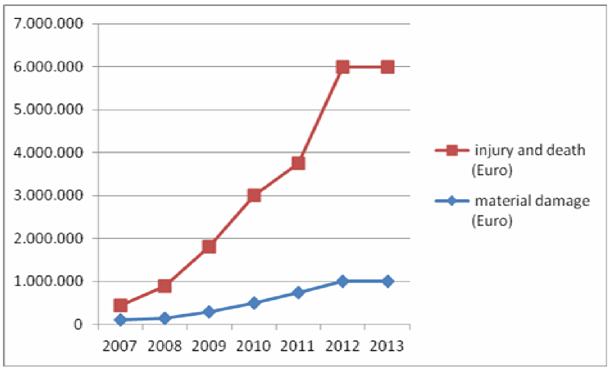
Goods and properties insurance products are made f or m ore than one risk. The m ost complete insurance policies type are the "All risk" type. These insurances are required especially for bank guarantees and credit insurance policies . I n case of bank loans it is required a better risk coverage as possible. The best s elling auto insurance pol icies from the insurance market are the following: Motor Hull type , MTPL, CMR and Cargo. Of th ese MTPL insurance is mandatory for all vehicles registered in the country, it is al so compulsory for vehicles and motorcycles registered at local authorities. insured sum s for MTPL insurance are predetermined by the rules of the Financial Supervisio n Authorit y. Since 200 7 the year of accession to the European Union, these amounts have been i ncreasing, until 2012 . Starting January 1 st, 2008 the compensation limit for damage was 150,000 euros and the lim it of in demnity for bodily injur y and death was 750,000 euros. Starting January 1st, 2009 the compensation lim it for damage was 300,000 euros and the li mit of indemnity for bodily injury and death was 1.5 million euro. Starting January 1st , 2010 t he compensation li mit for damage was 500,000 euros and the limit of indemnity for bodily injury and death wa s 2.5 m illion euro. Starting January 1 st, 2011 the compensation li mit for damage was 750 ,000 e uros and the lim it of indemnity for bodily inj ury and death was 3.5 million euro. Starting January 1 st, 2009 the compensation limit for damage was 1 million euro and the lim it of in demnity for bodily injur y and death was 5 million euro.

Same co mpensation limits mentioned above, are valid the for 2014. We mentioned these upper limits as they have a great importance for the damage pay ments, especially for personal injuries and death. In m ost cases are required from the insurers, co mpensations pay ment at the maximum amount. Romanian insurers propo se several variants of loses co mpensation offers, most o f the times they are not accepted by the cus tomer and then the com pensation shall be det ermined in court.

Motor Hull insurance, C MR and CARGO are voluntary insurance. T he insured amounts are established based on vehicle value and the value of transported goods is well specified in the transport documents. The occurre nce of damage is m uch easier. The v ehicles reparation is made on repair estimates, the compensation and allowances are paid based for these. No repairs are ma de without the advice and consent of the insurer. For CMR and CARGO insurance the depreciation of transported goods is easy and correctly evaluated. Compared to MTPL insurance, ca ses that reach court are very few.

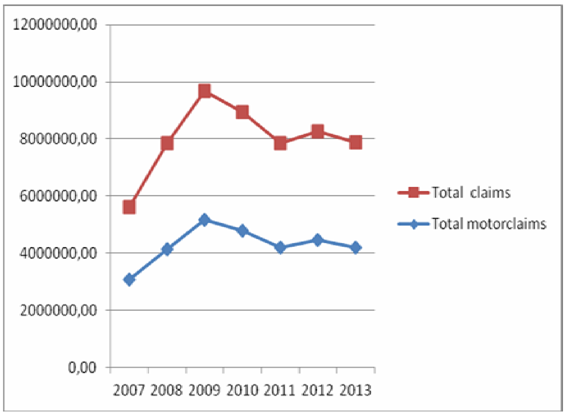
In Table 1.1 is shown the evolution of amounts of MTPL policies fro m 2007 to 201 3. The Table 2 su mmarizes the insurance premiums written by insurers in the period 2007-2013 for general insurance, general insurance claims paid and claims paid for auto.

Figure 1
Evolution of compensation limits for property damage, bodily injury and death for MTPL policies in Romania during 2007-2013



The Evolution of propert y damage, bodily injury and death co mpensation li mits, for MTPL insurance pol icies in Ro mania during 200 7-2013. It is noticed that da mage to motor insurance has a very high value compared to the total damage from general insurance. During the entire analy zed period the a uto insuranc e dam age where having values greater than 80% of the total insurance damage market in Romania.

Figure 2 Total motor claims evolution during 2007 to 2013



3. LIFE INSURANCES

As it was observed from the Ro manian insurance market' s evolution in the analy zed period, life insurance is n ot a strong point for the Romanian financial market. Thro ughout 2007-2013 this element did not exceed 10% of the total market.

Regarding the life insurance clai ms rate it is known to be low. This fact allows to the life insurance co mpanies to capitalize more and more in tim e. The ranso m of life insurance policies before the term is pen alized with substantial reduction from the insurance allowance.

Most life insurance pa yments and redemption redraw, where made before the term , during 2 007 – 2013 had a minimum ranged between 11.76% in 2008 and a m aximum value of 16.63%, in , 2012. T heir evolution , i n figures is presented in Table 3.

4. CONCLUSIONS

In other EU countries insurers are using outsourcing services for claims reg ulation like independent evaluators.In Romania the insurer has the monopole and entirely decision f or dam ages made on MTPL insurance policies. On voluntar y insurance policies over 90% of car d amage are regulated by the insurer 's own st aff. Insurance companies with low turnover successfully use outsourcing for claims liquidation.

For insurance policies whose insured assets a re v ehicle the d amages had very high values throughout the analy zed peri od. It has affected the profitability of the i nsurance market. First measure that requires for auto insurance profitability is increasing the tariffs. C urrently in Romania there are 11 insurance co mpanies that are licensed to practice MTPL insurance.

Insurance brokers sell MTPL policies through specialized rat es comparators si tes. Fro m the analy sis of several in surance offer s for the same types of vehicles we found to exist ver y different rates. In some ca ses the MTP L insurance rates are double for the same co mpensation lim it. This does not happen and Motor Hull type insurance policies . This fact shows that some insurance co mpanies are using unsustainable tariff rates. They do this to increas e s ales and market share at the e xpense of th e entire insurance market profitability

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Table 1

Evolution of compensation limits for property damage, bodily injury and death for MTPL policies in Romania during 2007-2013

Indicator / Year	2007	2008	2009	2010	2011	2012	2013
Compensation limits for material damage (Euro)	100.000	150.000	300.000	500.000	750.000	1.000.000	1.000.000
Compensation limits for injury and death (Euro)	350.000	750.000	1.500.000	2.500.000	3.000.000	5.000.000	5.000.000

Source: Authors data procession, information provided by the ISC annual reports from 2007-2012.

Table 2

Evolution of general insurance underwritten premiums and insurance compensations for car insurance for the Romanian insurance market in the period between 2007 and 2013

Year	2007	2008	2009	2010	2011	2012	2013
Non Life Insurance premiums (thousand lei)	5.726.752	7.068.174	7.241.584	6.639.733	6.083.943	6.454.395	6.637.648
Total claims	3.090.977	4.143.706	5.178.480	4.797.561	4.194.673	4.453.718	4.198.252
Total motor claims	2.527.046	3.713.643	4.487.086	4.136.792	3.643.275	3.809.847	3.687.000
Motor Hull Claims	1.688.726	2.455.510	2.893.841	2.506.558	1.986.086	1.947.134	1.762.000
MTPL Claims	838.319	1.258.133	1.593.245	1.630.275	1.657.186	1.862.712	1.925.000

Source: Authors data procession, information provided by the ISC annual reports from 2007-2012. For 2013 we used information provided by FSA press releases on insurance market evolution to 31.12.2013.

Table 3

Evolution of life insurance premiums and insurance claims for life insurance on the insurance market in Romania in the period 2007 – 2013

Year	2007	2008	2009	2010	2011	2012	2013
Life Insurance premiums (thousand lei)	1.449.037	1.868.113	1.628.162	1.665.669	1.738.367	1.802.519	1.653.555
Total Claims and redemptions (thousand lei)	187.698	219.856	248.023	271.923	288.397	299.855	242.932

Source: Authors' processes of information provided by the ISC annual reports from 2007-2012. For 2013 we used information provided by FSA press releases on insurance market evolution to 31.12.2013.

Table 4

Evolution of insurers and brokers who regulates auto damage in Romania in 2007-2013

Year	2007	2008	2009	2010	2011	2012	2013
Insurance companies that underwrite car insurance	35	32	31	30	31	30	31
Insurance brokers that do claims regulations	16	15	21	16	19	16	23

Source: Authors' data procession, information provided by the ISC annual reports from 2007-2012. For 2013 we used information provided by FSA press releases on insurance market evolution to 31.12.2013.

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AUTOREGRESSIVE MODELS USED IN THE STUDY OF LABOR MARKET

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Abstract: *The macroeconomic management implies the knowledge of correlations between the macroeconomic indicators and their influence factors. An objective of macroeconomic management is the efficient use of labour force. The paper analyses significant aspects of increasing efficiency of labour force use by emphasising some timing correlations between different macroeconomic indicators, relevant for the labour market. The analysed indicators are participation rate, unemployment rate and activity rate. The econometric analysis supposes elaboration of an autoregressive model, estimation of parameters, studying of Granger causality, stationarity testing, analysis impulse/response, determination of lag length and other operations. The analysed period is 1990-2013.*

Keywords*: labour market, participation rate, autoregressive model, econometric model*

1. INTRODUCTION

On short term the economic activity depends on the demand. At microeconomic level, to maximise the profit, the economic agents are concerned to satisfy better possible the demand, as a premise of their financial stability. Also, an important concern is the promotion of products to increase demand and attract new customers.

At the macroeconomic level, aggregate demand increases real GDP and the economy moves toward expansion. Aggregate demand growth is considering its most important component: private consumption of goods and services.

The mood of the population, monetary policy, fiscal policy and the state of the global economy are among the factors that can influence private consumption.

Private consumption depends primarily on disposable income. In general, an increase in disposable income determines the movement to the right of aggregate demand curve, and as a result, causes a stimulation of overall economic activity.

In this context, income from jobs, salaries and income of people operating on their own play a fundamental role, being the largest part of the disposable income. The size of this type of income depends on how the labour market works. Labour market status is an important indicator of the state of the economy.

An increase in unemployment and a decrease in labour income is a sign of worsening state of the economy, as the reduction of unemployment and labour income growth is a sign of its recovery.

Careful monitoring of the state of the labour market, necessary and possible, may provide the driving factors in a short time, the information needed for decision making of economic policy.

In the medium and long term, attention must focus equally also on the terms of the offer. Job creation through investment, modernization of manufacturing technologies, development of distribution networks, production management improvement activities are capable to ensure a better possible employment of labour resources.

2. THEORETICAL BASES

Theoretical foundation of this work is the neoclassical model of the labor market. Theoretical aspects of the neoclassical model of the labor market are analyzed by Abel, AB, Bernanke, BS (2001) "Macroeconomics" Blanchard O. (2006), "Macroeconomics" Mankiw NG (1994), "Macroeconomis" and others.

The way to form the occupation, how wages are determined, the conditions giving the existence of a permanent unemployment, how the state finances unemployment benefits, factors affecting supply and demand for labour are neoclasic model features of the labour market.

The classical labor market theory is the foundation of many other econometric analyses of the labor market: Dobrescu E. (2006), *Macromodels of the Romanian Market Economy*, Albu, LL (2004), *Dynamics of the natural rate of unemployment in the transition period*, Stockhammer, E. (2002), *Explaining European Unemployment: Testing the NAIRU Theory and a Keynesian Approach*, and others.

3. RESEARCH METHOD

The research method used is the econometric analysis. Autoregressive econometric model allows the analysis of correlations between macroeconomic measurements, with a certain lag.

For example, theoretically, the unemployment rate is countercyclical variable and delayed (Abel 2001). This means that there is a lag between changes in unemployment and overall business development. Using macroeconomic data available (published by INS), the parameters of different models were estimated and also there were calculated all statistics to validate them. The software used is Eviews 7.1.

4. STUDY OF LABOUR FORCE PARTICIPATION RATE

The used model is:

rp 1 1 *rp poc*(-1) where:

rp is the participation rate, calculated as ratio between the labour force (civil active population) and the population of and over 15 years; *rp* is also an explanatory variable, as lagged variable with one time unit.

poc is the civil occupied population. In the model *poc* is lagged with two time units.

The participation rate dependency on the occupied population is illustrated in Figure 1. It can be seen that the ratio of these two quantities has a high stability. Also, there is a tendency for stabilization of both the participation rate, as well as the occupied population.

Two independent variables were included in the model, the first being rp with one lag time, the latter being poc with two lag periods. This reflects the high inertia of the labour market. The model contains no free term.

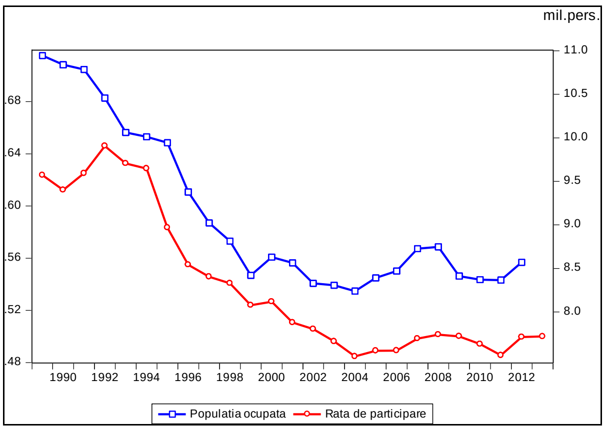

Figure 1. Evolution of *rp* and *poc* in 1990-2012

The estimation results are:

$$rp_t = 0.36021 \cdot rp_{t-1} + 3.72E\text{-}08 \cdot poc_{t-2}$$

(0.0349) (0.0007)

[2.2561] [3.9476]

(·) = probability threshold

[·] = t-Statistic

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Both variables are significant. It is important to check if the variables are Granger causes, one for the other. The results of Granger test are presented in Table 1. It can be seen that *poc* is a Granger cause of *rp* for each of the three lags. But there is kept poc_{t-2} for which the probability of rejecting the null hypothesis is the greatest value.

According to Dobrescu E.[6] on long-term, the stabilization of the civil active population determines the participation rate to stabilize itself at a level equal to:

$$(pop(-2)* 3.72E-08) / (1 - 0.36021).$$

VAR Granger Causality/Block Exogeneity Wald Tests
Date: 05/14/14 Time: 19:09
Sample: 1989 2013
Included observations: 23

Lags: 1		
Null Hypothesis:	F-Statistic	Prob.
poc does not Granger Cause *rp*	11.8139	0.0026
rp does not Granger Cause *poc*	2.85491	0.1066
Lags: 2		
Null Hypothesis:	F-Statistic	Prob.
poc does not Granger Cause *rp*	9.95626	0.0014
rp does not Granger Cause *poc*	1.19033	0.3282
Lags: 3		
Null Hypothesis:	F-Statistic	Prob.
poc does not Granger Cause *rp*	4.10550	0.0277
rp does not Granger Cause *poc*	0.70436	0.5651

Table 1. Granger causality between *rp* and *poc*

The graph of the roots of characteristic equation, shown in Figure 2 highlights the stationary character of the explanatory variables. It notices that all roots of the characteristic equation are less than the 1, which means that the autoregressive model is stationary.

Functions impulse/response highlight how a shock propagates to one of the explanatory variables. A shock not only directly affects the variable on which works, but it is transmitted to other variables through the dynamic structure of the model.

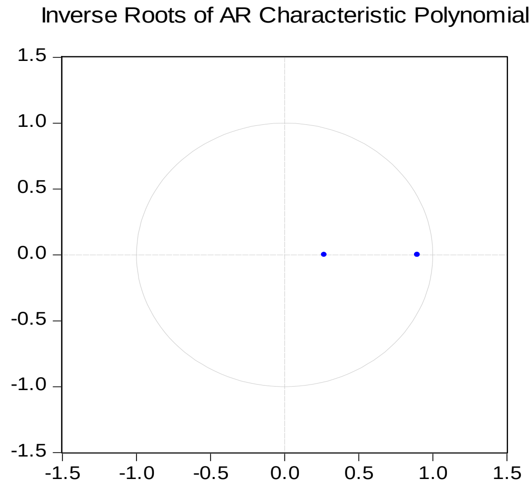

Figure 2. The roots of the characteristic equation

In Figure 3 is presented the chart of response function of the variable *rp* to a shock suffered by *poc*. It can be noticed that in the first three periods from the moment of the shock on *poc*, *rp* answers with a deep decreasing.

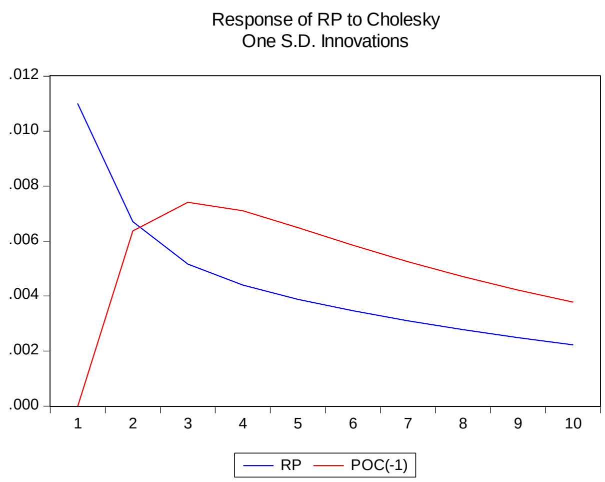

Figure 3. Response function of *rp*

As the shock effect is diminishing on *poc*, *rp* continues to decrease, but the decrease is much slower. After the first three periods, there is a remarkable stability between the two series, the decrease was strongly correlated with decreased one another.

Forecasting the evolution of participation rate is presented graphically in Figure 4 and it highlights the interval [0.46, 0.52] in which it will be in the coming years.

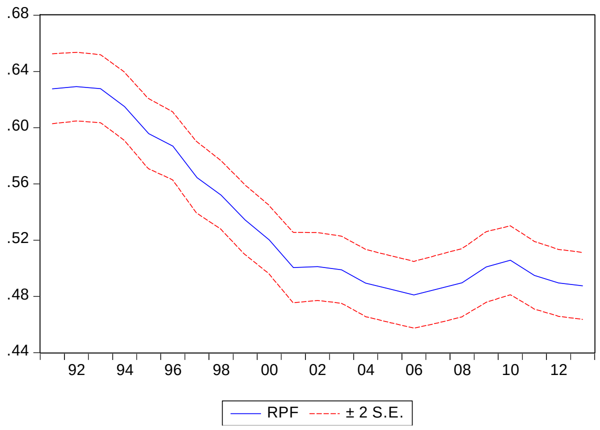

Figure 4. Probable future values of *rp*

It is noticed the evolution tendency towards stability.

5. STUDY OF UNEMPLOYMENT RATE

The unemployment rate, *rs*, is the second analysed variable. According the Bureau of Labor Statistics (BLS), the unemployment rate is calculating as a ratio between the number of unemployed, *sbim* and the civil active population (labour force), *pac*.

$$rs = sbim / pac * 100\text{, where:}$$

rs is unemployment rate;
sbim is the number of unemployed BLS;
pac is the labour force.

According [3] unemployment rate is significantly correlated with the labour cost, respectively with the unitary wage, *su*. The model used for studying the unemployment rate is:

$$rs\ 1\ 1\ rs\ su(1)\text{, where:}$$

rs is unemployment rate; *rs* appears between the explanatory variables, lagged with one lag;
su is the unitary wage.

To estimate the model, there were used the data from INS, of yearly nominal net average wage, corrected with Consumers Prices Index (CPI). The chart of evolution of yearly real net average wage is presented in Figure 5.

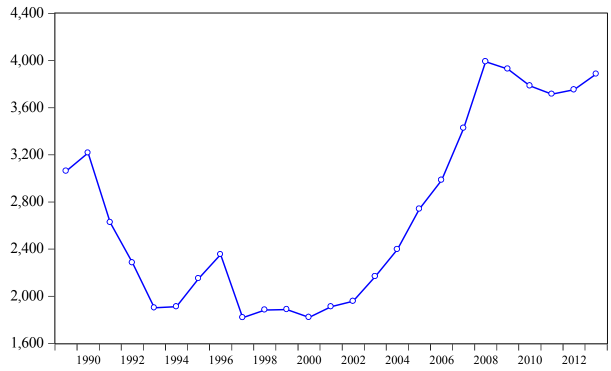

Figure 5. Evolution of real net average wage

The results of estimation of model parameters are:

$$rs_t = 0.82031 \cdot rs_{t-1} + 0.00055 \cdot su_t$$
$$(0.10640) \qquad (0.0003)$$
$$[7.7100] \qquad [1.8646]$$

$(\cdot)$ = probability threshold
$[\cdot]$ = t-Statistic

In this formulation, the variable rs_{t-1} is significant at a significance threshold greater than 10.6%. The analysis of Granger causality based on the data from Table 2, emphasises the fact that only for the lag of order 1 it exists a Granger causality between *rs* and *su*.

VAR Granger Causality/Block Exog. Wald Tests
Date: 05/15/14 Time: 09:29
Sample: 1989 2013
Included observations: 23

Lags: 1		
Null Hypothesis:	F-Statistic	Prob.
su does not Granger Cause *rs*	0.94309	0.3431
rs does not Granger Cause *su*	10.6887	0.0038
Lags: 2		
Null Hypothesis:	F-Statistic	Prob.
su does not Granger Cause *rs*	0.87285	0.4257
rs does not Granger Cause *su*	1.11762	0.3499
Lags: 3		
Null Hypothesis:	F-Statistic	Prob.
su does not Granger Cause *rs*	0.44140	0.7270
rs does not Granger Cause *su*	1.23290	0.3347

Table 2. Granger causality between *su* and *rs*

From this reason, influences of *su* over *rs* were not considered with lags, in the model. In fact, the unemployment rate is powerfully correlated with current *su*. The explanatory variable rs_{t-1} was included in the model to reflect te high degree of inertia of labour market.

Response function of *rs* at a shock on *su*, presented in Figure 6, shows that *rs* decreases when *su* increases, that is corresponding to the theoretical fundamentals.

It can be noticed that the shock of increasing *su*, even it slowly diminishes, influences *rs* a long period (at least 5 succesive periods). Is is accepted that an increasing of *su* will change the expectations, these becoming more optimistic.

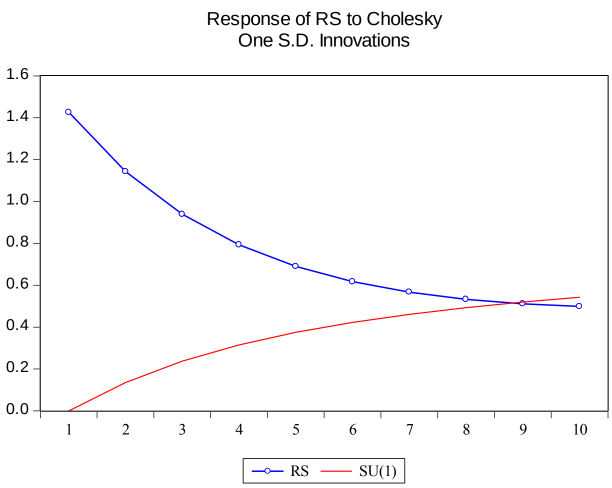

Figure 6. Response function of rs

The unitary wages are correlated with the labor productivity.

6. CONCLUSIONS

In correlation with the research objective, autoregressive models used to study the evolution of labor market indicators, highlight the correlations between these and other macroeconomic variables.

Thus, the participation rate, which is intrinsically linked to demographic evolution of population, is strongly correlated with occupied population. Influence of occupied population on labor participation rate occurs mainly with a lag of two years.

Current participation rate is itself influenced by the rate of participation in the previous year. An increase in the participation rate by 1 % increases the participation rate of about 0.36% next year.

It can be seen inertial character of the labor market suggested by theoretical works that underlie the study of the labor market.

On the other hand, the unemployment rate is strongly correlated with real unitary wage. In the conducted research, using real net average salary, calculated on the basis of INS data, deflated with CPI. Average net real wage from 1989 decreased persistently during 1990-2000.

The level in 1989 was exceeded only in 2004, increasing thereafter. Real net average wage is not only the main factor that determines the size of private consumption, but the main factor influencing the unemployment rate.

Note that the current real net average wage is one that has a significant influence on the unemployment rate. The constant growth of real net average wage is likely to change expectations, resulting in a sequential increase in consumption and a gradual reduction in the unemployment rate.

Years	*rp*	*poc*	*popover15*
1989	0.62	10,946,000	17,552,215
1990	0.61	10,839,500	17,702,916

1991	0.63	10,786,000	17,796,308
1992	0.65	10,458,000	17,628,133
1993	0.63	10,062,000	17,748,687
1994	0.63	10,011,600	17,870,437
1995	0.58	9,493,000	17,981,825
1996	0.56	9,379,000	18,082,636
1997	0.55	9,022,700	18,146,764
1998	0.54	8,812,600	18,190,185
1999	0.52	8,419,600	18,226,785
2000	0.53	8,629,300	18,295,918
2001	0.51	8,562,500	18,383,003
2002	0.51	8,329,000	17,976,508
2003	0.50	8,305,500	18,064,890
2004	0.48	8,238,300	18,145,035
2005	0.49	8,390,400	18,221,714
2006	0.49	8,469,300	18,250,418
2007	0.50	8,725,900	18,246,731
2008	0.50	8,747,000	18,249,385
2009	0.50	8,410,700	18,234,744
2010	0.49	8,371,300	18,210,068
2011	0.49	8,365,500	18,174,982
2012	0.50	8,569,600	18,144,412
2013	0.50	9,057,625	18,115,350

Source: INS

Years	*rs*	*sbim*	*su*
1989	NA	NA	3,063
1990	1.1	123,000	3,217
1991	3.0	337,400	2,627
1992	8.2	929,000	2,285
1993	8.5	952,000	1,902
1994	8.6	971,000	1,911
1995	9.2	968,000	2,150
1996	7.5	748,057	2,354
1997	6.7	664,686	1,818
1998	7.0	688,400	1,884
1999	7.8	745,526	1,888
2000	8.0	775,465	1,821
2001	7.6	711,299	1,911
2002	9.3	845,273	1,957
2003	7.7	691,755	2,168
2004	9.1	799,526	2,397
2005	7.9	704,462	2,740
2006	8.2	728,837	2,985
2007	7.0	640,942	3,426
2008	6.3	575,547	3,991
2009	7.5	680,683	3,929
2010	8.1	725,150	3,786
2011	8.3	730,217	3,715
2012	7.7	701,210	3,752
2013	7.3	730,131	3,885

Source: INS

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CHANGES IN TOP 10 EUROPEAN BRAND CORPORATIONS DURING THE ECONOMIC CRISIS

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Abstract: *The paper presents some analyses of Eurobrand reports about top 10 brand corporations, during the period 2007-2013, to capture the effect of economic crisis from 2008. The analyses refer at the following aspects: tendencies in top 10 European brand corporations, during 2007-2013, development potential of top 10 European best brand corporations, the evolution of total value of top 10 European brand corporations and the structural changes on industries of top 10 European brand corporations during 2007-2013. The structural changes of top 10 European brand corporations could characterize the changes of European economy and at national level for some developed countries. Some conclusions were formulated based on the analyses of top 10 European brand corporations' values.*

Keywords: *brand value, valuation method, brand rankings, brand corporation value*

1. INTRODUCTION

Few companies are well known at international level on the market of brand management and consultancy services. Interbrand, Millward Brown, Brand Finance, Global Finance, the European Brand Institute and many others produce annual rankings of top 10, top 50 or top 100 Best Global Single Brands or Corporation Brands, at World and European level, country and regional level or within certain industries and some social activities.

The Europe an Brand Institute in Vienna analyses intangible assets as patent and brand values. Its body of European independent experts are annually publishing the brand valuation studies "Eurobrand" for 3,000 brand corporations in 24 countries and within 16 industries of Europe, America and Asia.

The valuation models usually focus on the reports of financial transactions and either on the behavioural or technological aspects. The standards allow comparable valuations by harmonising different aspects.

The ON Rule ONR 16800 was the first normative document on brand valuation world-wide and it was presented in 2006, by Austrian Standards Office. Based on this document in 2010, the International Organization for Standardization (ISO) created the standard BSI ISO 10668 *Brand Valuation: Requirements for monetary brand valuation* and the International Valuation Standards Council created an international valuation standard for the intangible assets. [1, 2, 3]

In January 2011, experts of the European Brand Institute presented two standards on brand valuation and on patent valuation.

Dr. Karl Grün, director at Austrian Standards Institute, considers "In today's modern economy, intangible assets are of increasing significance. …. it is important to

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determine the value of brands and patents in a reliable, transparent and traceable way."[4]

The companies of brand management have their own methods of valuation. Even the same company of top rankings uses different valuation methods for different brands, depending on the most reliable sources of data. The analysis of top 10 European brand corporations was based on the results offered by the Eurobrand reports of European Brand Institute. The principle of data homogeneity is respected by using the reports of a single top ranking company, as Eurobrand. So, considering that the procedures of collecting data and brand valuation methods could be the same in order to analyse the tops 10 during 2007-2013.

The way the crisis acted across the top 10, 50 or 100 brand corporations, could indicate the structural changes in the European economy or at national level for some developed countries, due to the intangible powerful forces which make the brands to be bought.

2. BRANDS PREVAILING IN TOP 10 DURING 2007-2013

2.1 Eurobrand – top global brand corporations. Dr. Gerhard Hrebicek, the president of the European Brand Institute, considers that "Europe's future is based on valuable brands".[5] In this context, the economic crisis challenging the economies of EU country members influences the most valuable European brand corporation.

The report Eurobrand Global Top 100 Brand Corporations 2013, has established on the first ten places, nine companies from USA and on the 10th place, a company in telecommunications field from Hong Kong (China). Four from the nine American companies are from IT & Technology industry and the other five are from Consumer Goods industry. Apple is the most valuable global brand in 2013, followed by the brand portfolio of the Coca Cola Company, Google on the 3rd place, Microsoft on the 4th and IBM on the 5th place. The Eurobrand Global Top 100 Brand Corporations 2012 ranked ten American Companies, on the first ten places. Google was placed the 5th but in 2013, the 3rd. The structure on industries was just the same as in 2013, even on the same ranked places.

2.2 Eurobrand – top 10 European brand corporations during 2007-2013. The brand rankings "Eurobrand - Top 10 Brand Corporations Europe" extracted from "Eurobrand - Global Top 100 Brand Corporations offered by European Brand Institute were considered for the period 2007-2013 to emphasise the main changes of their positions. The Top 10 European most valuable brand values during 2007-2013 are presented in Table 1.

It can be noticed that in 2007, Nokia from Finland was the only company from IT & Technology industry, number 1 in Top 10 European Brand Corporations.

Three years, from 2007 - 2009, Nokia was on the 1st place and in 2010 it placed on 2nd; then it disappeared from top 10, in 2011 being on 14th place from European top 50, and out of tops starting with 2012. Nokia is an example of a powerful brand which failed because of lacking the strategy of innovation to keep the pace with the development as the other companies from IT & Technology industry.

(mil. Euro)

2007		2008		2009		2010		2011		2012		2013	
Brand	**Value**	**Brand**	**Value**	**Brand**	**2009**	**Brand**	**Value**	**Brand**	**Value**	**Brand**	**Value**	**Brand**	**Value**
Nokia	32322	Nokia	38283	Nokia	35220	LVMH	27638	LVMH	31699	LVMH	34306	LVMH	39344
LVMH	29831	LVMH	34907	LVMH	32365	Nokia	25331	Vodafone	28505	Vodafone	28578	Nestle	34364
Unilever	25136	Vodafone	24128	ABInBev	26927	Vodafone	25318	ABInBev	25481	ABInBev	28021	Vodafone	28926
Telefonica	23858	Telefonica	22550	Vodafone	23789	ABInBev	23604	Nestle	25418	Nestle	27473	ABInBev	28102
Vodafone	22550	Unilever	21638	Unilever	22829	Unilever	22212	Unilever	24344	Unilever	26022	Unilever	27715
Mercedes-Benz	20483	Mercedes-Benz	21359	Telefonica	22128	Telefonica	21880	Telefonica	23384	Telefonica	21993	Volkswagen	23121
T Deutsche	18269	BMW Group	20061	Mercedes-Benz	19392	Nestle	19563	DAIMLER	19552	SAB Miller	18870	SAB Miller	20562
BMW Group	17298	RBS Group	19135	T Deutsche	19093	T Deutsche	18001	T Deutsche	18102	Volkswagen	18483	BMW Group	19212
France Teleco	17068	France Teleco	19123	BMW Group	18765	SAB Miller	17572	BASF	17884	BASF	18374	BASF	18895
ABInBev	16873	Deutsche Bank	18172	SAB Miller	18349	Mercedes-Benz	16940	SAB Miller	17764	BMW Group	18238	Telefonica	18083

Table 1. European Top 10 Brand Corporation Values during 2007-2013

As a representative of its industry, this one also has gone out from of top 10, starting with 2011 until nowadays.

The IT & Technology market is dominated by the American most valuable brands: Apple, Google, Microsoft and IBM.

LVMH Group (including Luis Vuitton, Moet, Hennessy, etc.) from France in the luxury industry was on the 2nd position three years at the beginning of the analysed period, from 2007 until 2009, and then for the last four years, from 2010 until 2013, occupies the 1st place in the top 10 European brand corporations. LVMH Group was on the 12 place in Eurobrand Global Top 100 Brand Corporations in 2013, rising from the 14th position in 2012. The luxury goods industry in 2013 is represented in Global Top 100, also by French company Dior, placed on the 73rd position in ascending from the 91st place, in 2012.

Unilever Corporation in consumer goods industry from United Kingdom was placed the 3rd in top 2007 and for six years, from 2008 until 2013, it keeps the 5th place.

Telefonica Corporation from Spain in telecommunications field was placed on 4th rank in top 2007 and 2008, then on the 6th place for four years, until 2012, and on the 10th place in top 2013.

Vodafone from U.K. also in telecommunications industry oscillated between the 5th place in 2007, 3rd in top 2008, 2010 and 2013, 4th in 2009 and 2nd in top 2011 and 2012.

Mercedes-Benz from Germany in automotive industry was on 6th place in top 2007 and 2008, on 7th in top 2009, on 10th in top 2010, then with Daimler Company on 7th in top 2011, but the next two year 2012 and 2013 it did not appear in top 10. In Global top 100, Daimler was ranked in 2013, on 43rd place after 48th place in top 2012.

The automotive industry is also represented by BMW Group from Germany in top 10 in 2007 on 8th place, and even if it moved to 7th place in 2008, then to 9th in 2009, it did not appear in top 10 of top 2010 and 2011, but the strategic management placed it up again from 10th place in 2012, on 8th place in 2013.

Volkswagen Company in automotive industry from Germany entered on 8th position in top 10 in 2012, and rises on 6th place in top 2013. Germany was also present in top 10

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industries, with T Deutsche from telecommunications field, on 7th position in 2007, it was not in 2008, but then on 8th place for three successive years, from 2009 until 2011, since when it has not anymore been ranked in top 10.

But Germany was also present in finances & banking field with Deutsche Bank on 10th position in 2008. It was the only year when the finances & banking field was well represented, also by RBS Group from Scotland, on 8th position. The year of starting the economic crisis in Europe, had two representatives from finances & banking field in top 10. The analysed period did not show other representative in top 10 for this field.

France Telecom Group was present on the 9th place in top 10 in 2007 and 2008 then it stopped its appearance in Eurobrand rankings of top 10 brand corporations. The competition of Vodafone from UK and Telefonica from Spain, in telecommunications industry was strong.

ABInBev Group from Belgium in consumer goods industry which occupied the 10th place in 2007, was absent in top 10 of 2008, but entered directly on 3rd place in 2009, 2011 and 2012 and 4th place in 2010 and 2013.

After the economic crisis began to shadow, in top 10 from 2010, the consumer goods industry was developed by the companies Nestle from Switzerland and SAB Miller from U.K. positioned on 7th place, respectively on 9th. In 2011 and 2012 Nestle occupied the 4th position in top 10, but in 2013 it had the 2nd place.

Starting with 2011, BASF Company in chemical industry, from Germany, occupied the 9th place for three years, from 2011 until 2013.

2.3 Tendencies in top 10 European brand corporations, during 2007-2013. The chart of boxplots for the top 10 from each year is presented in Figure 1.

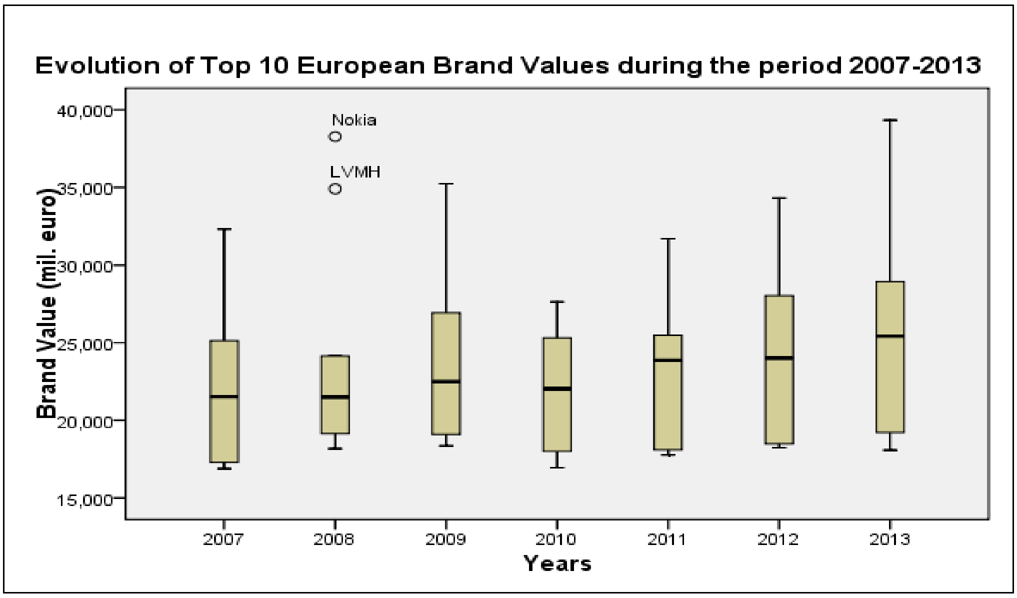

Figure 1. Boxplots for the top 10 European brand corporations, during 2007-2013

Looking at the chart there can be appreciated: the variation of brand corporations' values, the levels of the lower values, median values, the upper values and the existence of outliers, for each year.

The variation of brand values was the lowest in 2008, as the boxplot is the smallest, but there are two extreme values for LVMH and Nokia. It is the only year with outliers.

The lowest variation of brand values was in 2010. The highest variation was recorded in 2013. Starting with 2010 the variation of top 10 brand values became greater and greater; the spreading of values increased. The decreasing of spread from 2009 to 2010 shows that the crisis ended in 2010, being the first year of re-launching the brand values on ascending tendency. A lag of two years since the crisis started in 2008, can be noticed on this chart. The persistence of crisis was until 2010. The median value was mostly the same for 2007 and 2008, and it began to increase in 2011, being the greatest in 2013. The lowest value of the 10th place was in 2007 and the next in 2010.

2.4 Development potential of the European best brand corporations during 2007-2013. Considering all the brand corporations ranked in top 10 by Eurobrand during the period 2007-2013 there can be seen their positions when the economic crisis started and during the 2008-2012 global recession.

Calculating the annual average dynamic rates of the brand corporations' values, during the period 2007-2013 and depending on the brand values of top 10 in 2013, there can be obtained the chart from Figure 2.

The emphasised brand corporations from the first and from the fourth frame of the chart had positive annual growth rates during the analyzed period. All the brands placed in the third frame had negative annual average dynamic rates and all of them are placed below the average value of all the brand corporations' values. They do not have chances to enter again the top 10.

Telefonica from Spain had a negative average dynamic rate, even if it was ranked in top 10 from 2013. Also BMW Group and BASF, both from Germany are placed under the average value of all considered brands, but having positive dynamic rates, they have chances to keep their places in top 10.

BASF has even a greater annual dynamic rate compared with that of SAB Miller, and so it has potential to raise more its value. Nestle from Switzerland has the greatest potential of development with the highest value of annual growth rate of 16.5%.

Nokia and RBS Group have the most unfavourable positions in the third frame, with negative annual growth rates; close to -26% for Nokia and - 7% for RBS Group.

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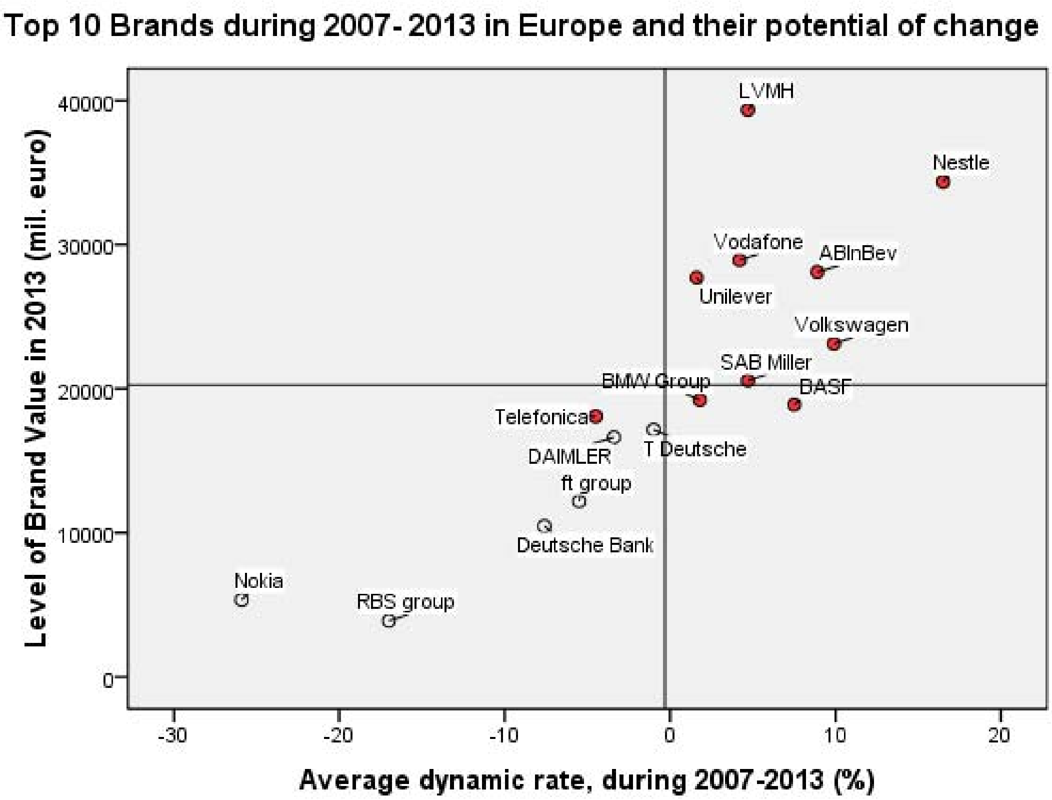

Figure 2. The development potential of the European best brand corporations, during 2007-2013

LVMH distinguishes as the best brand value close to 40,000 mil. Euro followed by Nestle with the greatest potential of development. The corporations having positive annual dynamic rates comprised in the interval 0 - 10%, are forming a group of seven brands. Telefonica is outside this group, with negative dynamic rate.

2.5. Evolution of the total value of top 10 European brand corporations. The total value of top 10 brand corporations' values has the evolution presented in Figure 3.

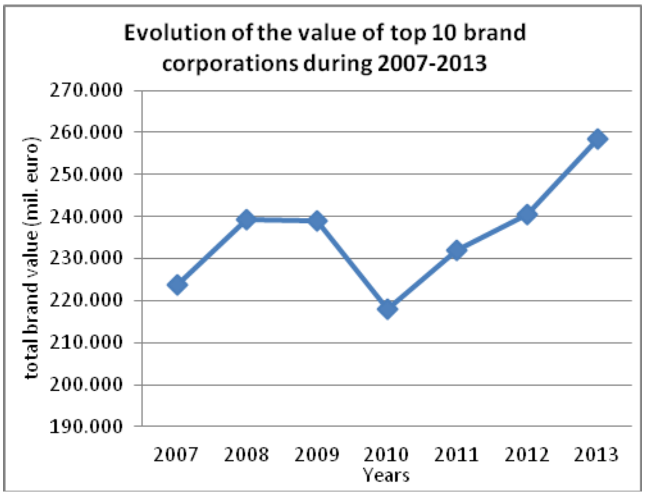

Figure 3. Evolution of top 10 brand value during 2007-2013

It can be noticed the decline in 2010 of total value as sum of top 10 brand corporations' values with a two-year lag in its evolution, affected by the economic crisis started in 2008.

Only in 2013, this total value was greater than the total value from 2008.

Starting with 2010, the value of top 10 brand corporations increased with an annual average dynamic rate of 5.8%.

2.6. The structural changes on industries of top 10 European brand corporations. Analysing the structure of economic activities for the top 10 brand corporations, there can be noticed some interesting changes, emphasised in Figure 4.

For each year of the analysed period there can be seen the structure of brand corporations' value in certain economic field.

The value of brand corporations in telecommunications decreased from 37% in 2007 until 18% in 2013.

Automotive industry was around 16-17% in 2007-2009; during 2010-2011, it decreased until half, being 8%, but in 2012-2013, it revived again at 16%.

The IT&Technology with 14% in 2007, increased in 2008 at 16%, but decreased until 12% in 2010, since when the field was no more represented.

The banking and finances was present only when the crisis started, in 2008, with 16%.

The luxury industry was present the entire period with almost a constant proportion, between 13% and 15% from total value of top 10 brand corporations.

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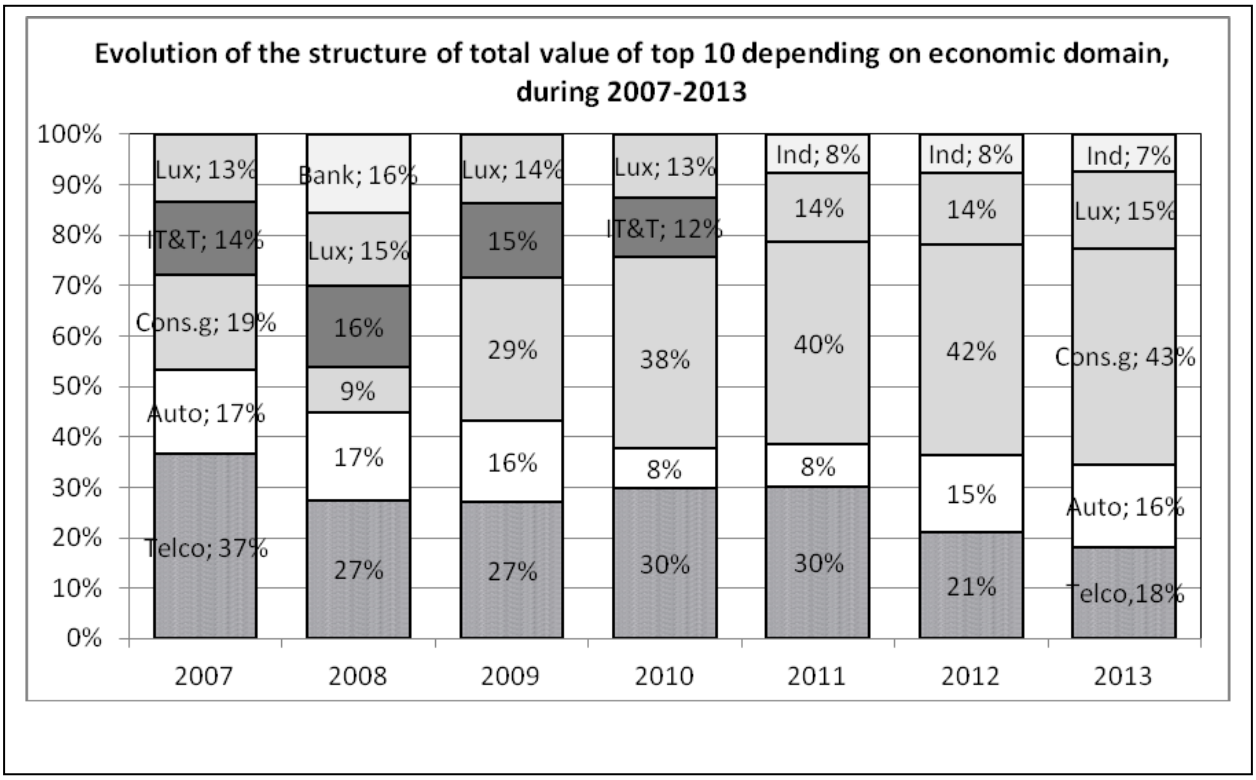

Figure 4. Structural changes in the value of top 10 European brand corporations, during 2007-2013

Chemical industry bega n to appear in top 10 starting with 2011 with a constant proportion of 7-8%.

The deep change was in consum er goods industry which increased from 19% in 2007, at 43% in 2013. The econom ic cris is influenced this industry, which in 2008 had 9%.

For the last two years 2012 and 2013, the structures of the value of top 10 brand corporations were mostly the same.

2.7. The structure of total value top 10 on European origin countries of brand corporations. The structure of total value on origin countries of top 10 brand corporations is shown in Figure 5.

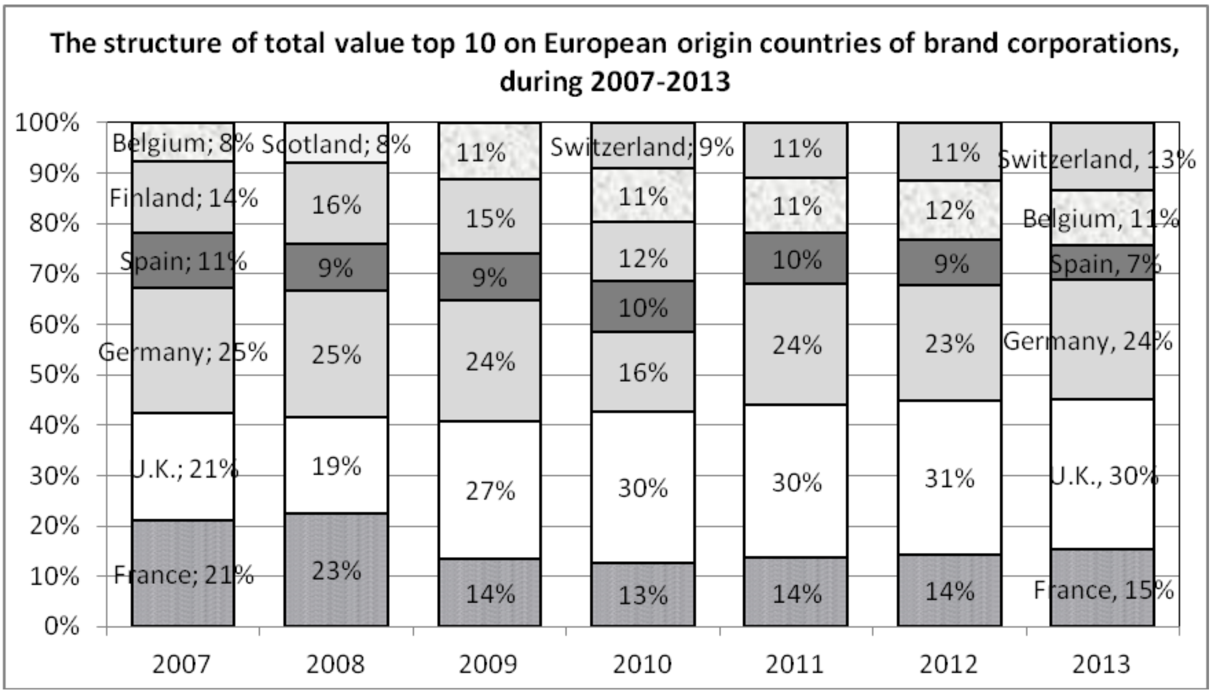

Figure 5. European countries of top 10 brand corporations, during 2007-2013

In all top 10 rankings during 2007-2013, there were six European countries. In 2009 was the single year when there were seven countries represented.

U.K. had the largest proportion of about 30%, in the top 10 of the last four years of the analysed period.

Germany maintained its second position for five years, with weights of 23-24%.

For five years from 2009-2013, France kept 14-15% from the total value of the top 10 brand corporations in Europe.

In entire analysed period, Spain kept its middle position in top 10, oscillating between 7%-10%.

For five years Belgium is present in top 10 with 11-12%.

Switzerland which entered top 10 in 2009 had an increasing tendency from 9% until 13% in 2013.

U.K. and Germany have the most powerful brand corporations in Europe. U.K. dominates the consumer goods industry. Germany has the reins of the automotive and chemical industry in Europe, ensuring a more sustainable character to its national economy.

3. CONCLUSIONS

In the last decade, Europe failed in IT & Technology industry face of USA companies. Nokia lost the fight in this industry.

In Europe, the luxury industry from France is dominating the brand rankings before and

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after the economic crisis. The conclusion is that the crisis was an opportunity for the expansion of this industry, creating an economic advantage for France.

The economic crisis in Europe did not influence the telecommunications industry: Telefonica from Spain and Vodafone from U.K. kept their middle places in the top rankings.

The influence of economic crisis over the automotive industry has been delayed with a lag of two years. After the crisis was gone, in 2010, the automotive industry developed in force and the powerful German economy is present in all tops of analysed period through its automotive construction companies.

Germany has the most powerful economy being well represented during the analyzed period, for top industries as: automotive, telecommunications and banking.

The distribution on European countries of top 10 brand corporations' origin is not concentrated in few countries. Top 10 in 2013 ranks the brand corporations from: France, Switzerland, U.K., Belgium, Germany and Spain.

The innovative character of brand management ensures the resistance in top rankings of the best brand corporations.

Information and communications technologies offer important advantages for the companies which allocate marketing budgets in building customers relationship, using the new tools of social-media and Internet. Strategies in real time are elaborated based on administration Big Data, to offer new products and services to the customers, ready prepared to buy their brands.

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ANALYSIS OF THE ECONOMIC PERFORMANCE OF A ORGANIZATION USING MULTIPLE REGRESSION

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Abstract: *Economic performance is one of the major goals of any company. This involes important decisions to optimize the allocation of cash resources, ie labor, raw materials, energy, capital equipment, etc.. The objectives of the organization can be measured as effectiveness (the extent to which objectives have been met) or as efficiency (the extent to which objectives have been achieved in the available resources).*
In this regard, it is particularly important to identify factors that influence getting the desired income and the degree of their influence on the economic performance of the organization. This paper aims is to realize an analysis of these factors and their degree of correlation on economic performance using multiple regression.

Keywords: *economic performance, efficiency, regression analysis, variables, correlation.*

1. INTRODUCTION

Strategic performance, operational, team or at individual level is a major objective of any company. To appreciate the extent to which organizational goals are achieved and business strategies are effective, it is imperative to define an integrated system of indicators that can tell us at any time if our business is going in the right direction or not.

Moreover, any management decision should be based on a good knowledge of the current state of the business, which is not possible without a system of performance indicators to inform management about the results obtained in all key activities and processes of the company.

The economic literature of our country defines organization performance: "an enterprise is performant if it is both productive and effective", productivity representing the ratio between the results and the means employed to obtain the results and effectiveness representing the ratio between the results and the results expected. [3]

The cost and profits are, in fact, the elementary performance for firms and industries from which derive other indicators.

In this respect, in the present paper we intend to identify and analyze sales revenue which is one of the main indicators that reflect economic performance of the organization.

For this purpose, we will use regression analysis to identify factors that contribute to influence economic performance of the organization, and the degree of correlation with it.

To illustrate the method used will make a case study applied to a company, ie, a sugar factory that produces crystal sugar.

The activity of the Sugar Factory is the processing of sugar beet, in the last quarter of the residue having a current repair activity. The final product obtained is white crystal sugar, which is distributed to different beneficiaries.

The following section of the paper will highlight the exact research methods used in the analysis performed.

2. RESEARCH METHOD

Using statistical analysis – as a statistical part , as a scientific discipline it aims to discover what is permanent in stochastic processes variation and to measure the influence that determines the change in time and space, in the qualitative point of view. [4]

For this purpose there are used the following types of anlaysis : regression analysis, correlation analysis, ANOVA and time series analysis.

In a research based on correlation and regression analysis there must be solved the following problems: identifying the existence of the link consisting of logical analysis of the possibility of existence of a link between the variables considered, determining the intensity of the link , problem solved with parametric or nonparametric indicators of intensity correlation using correlation analysis, establish the meaning and form of connection for using specific methods of regression analysis : basic methods and analytical methods.[1]

The concept of regression expresses a statistic connection, ie average regression on the behavior of variables. Regression analysis is used for:

- estimation of a variable holding values of another / other variables;
-assessment of the measure that the dependent variable can be explained by the independent variable or a set of independent variables;
-identification of a subset of several independent variables to be taken into account to estimate the dependent variable.

The general expression of a regression model can be written as:

$y = f(x_1, x_2,, \ldots, x_n,) + \varepsilon$, in which:

y – dependent variable (output), randomized;

x_1, ..., x_n, - independent variables (factorial), non-randomized;

ε– random variable error or residue. Random variable ε summarizes the influences of variables not included in the model that influences the variable y.

Multiple regression method is considered an explanatory one for explaining the change of a complex phenomenon analyzed based on the variation of the variables considered independent or exogenous [2].

Multiple regression analysis is useful in building econometric models. A socio-economic phenomenon is influenced by the combined action of several factors. Considering several explanatory variables for this phenomenon will lead to the identification of a model that reproduces the actual behavior in a measure closer to reality.

The purpose of the econometric analysis is to estimate and predict the average value of the variable y based on known or fixed values of the explanatory variables. Multiple regression analysis allows to estimate the parameters of the econometric model, analyze correlations between variables, testing the significance of the explanatory variables.

For multiple regression, the most common problem that occurs is related to the result of the strong ties of interdependence between the independent variables. They may lead to improper regression coefficients, so the estimating becomes impossible or they can seriously distort it. Therefore, when the independent variables of a regression model are not closely related, the results may have the accuracy needed.

The degree of correlation intensity between phenomena will be obtained by setting specific gravity of dispersion based on recorded factor by total dispersion. [5]

This indicator is called the coefficient of multiple determination (R^2) and measures the proportion of variation in y that is explained by the variables $x_1, x_2,, \ldots, x_n$.

A small coefficient of determination (R^2) or very small regression parameters can indicate either a very small causal link, but may also result from wrong or improper mathematical representation of the relationships between variables.

Even if we are using reliable data, a big R^2 does not necessarily means that there is a strong causal relationship. It follows that, on the basis of regression, it is not possible to determine causation.

3. MYLTIVARIATE ANALYSIS USING MULTIPLE REGRESSION - CASE STUDY

In this section of the paper we use as explanatory multivariate method multiple regression analysis to analyze correlations between variables and establishing the validity of the multiple regression model.

In this regard, we consider the following financial ratios derived from the organization studied during years 2007-2013: incomes, number of employees, advertising expenses and product price, as described in Table 1.

Table 1.Company's financial indicators Source: mfinante.ro, bvb.ro.

	Incomes (milioane lei)	Nr. Employees	Adv. expenses (mii lei)	Product price (lei)
2007	66,8	247	23,8	18,3
2008	92,27	233	28,3	20,5
2009	69,8	272	27,6	16,5
2010	73,35	256	26,7	17,6
2011	75,74	234	30	18,4
2012	83,31	212	29	20,02
2013	85,6	201	30,1	21,2

Thus, it was established as a dependent variable the financial indicator total revenue, and as independent variables: number of employees, advertising expenses and product price.

To explain the variation of the dependent variable - total revenue - by its covariance with independent variables: number of employees, advertising and promotion expenses, and price / product (lei), we use a multiple regression statistical model defined by:

$$y = a_0 + a_1 x_1 + a_2 x_2 + ... + a_k x_k + \varepsilon,$$

where :

y= the explained variable;

x1 = the explanatory variable *1*;

x2 = the explanatory variable *2*;

...

xk = explanatory variable *k.*

$a_0, a_1, ..., a_k$= model parameters.

ε = specification error, unknown(the difference between the true and the specified model);

n = number of observations.

In Figures 2, 3 and 4 there are presented the correlations between the dependent variable, determined as sales revenue influenced by other variables considered factors.

Figure 2. Inverse relation between the amount of sales and number of employees

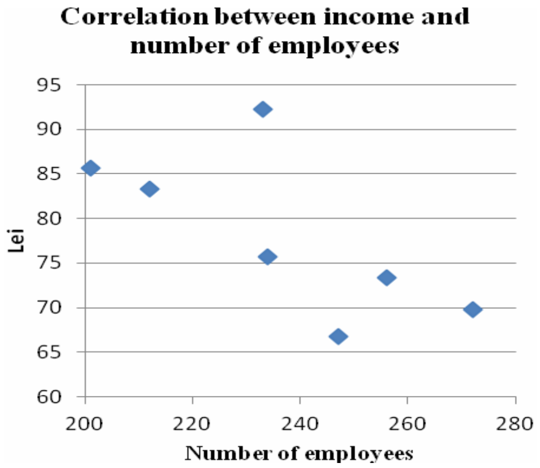

Figure 3. Direct link between the sales and advertising expenses

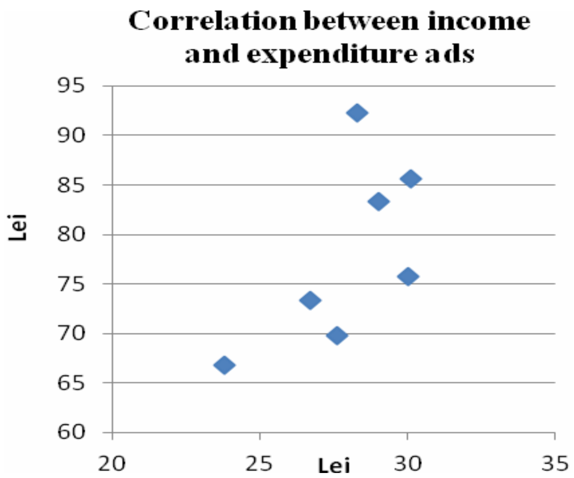

Figure 4. Direct link between the sales and price/product

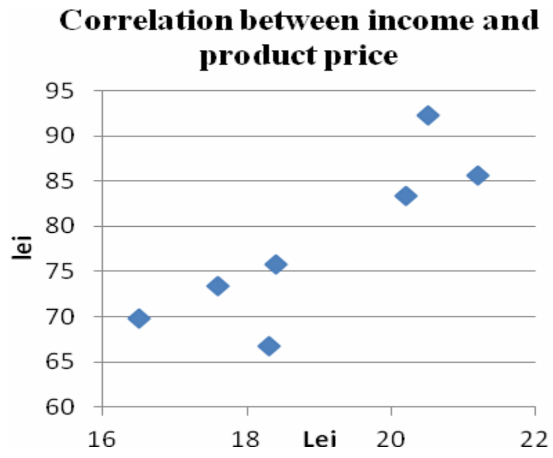

Table regression is shown in Table 5. This was performed using the computer program Microsoft Excel using the commands Data Analysis / Regression.

The identified model is:

$\hat{y}_t = -272{,}23 + 2{,}17\, x_1 + 0{,}46\, x_2 + 9{,}47\, x_3$, adjusted values are presented in Figure 6.

Figure 6. Evolution of sales revenues achieved by the company in the period 2007-2013 and their adjustment.

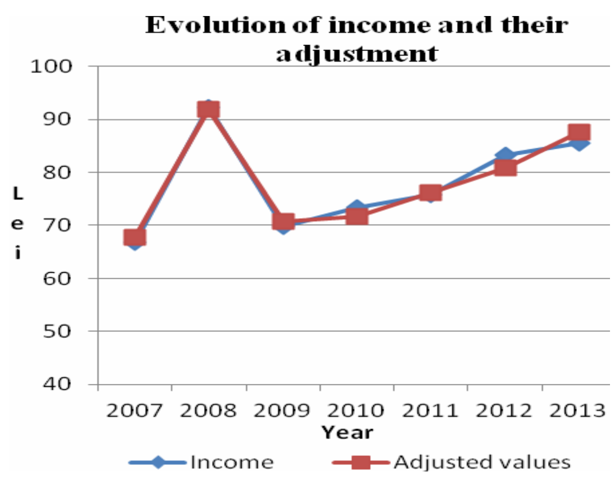

Table 5. Table of regression model with three explanatory variables

Summary OUTPUT						
Regression Statistics						
Multiple R	0,98					
R Square	0,97					
Adjusted R Square	0,94					
Standard Error	2,23					
Observ.	7					
ANOVA						
	df	*SS*	*MS*	*F*	*Sig F*	
Regression	3	493,95	164,65	33,06	0,008	
Residual	3	14,93	4,97			
Total	6	508,8				
	Coeff	*Std Error*	*t Stat*	*P-value*	*Low 95 %*	*Upp 95 %*
Intercept	-272,23	59,05	-4,61	0,01	-460,16	-84,3
X Variable 1	2,17	0,52	4,17	0,02	0,51	3,83
X Variable 2	0,46	0,11	4,21	0,02	0,11	0,81
X Variable 3	9,47	1,47	6,44	0,007	4,79	14,1

It can be seen that the coefficients of the model are significantly different from 0 as indicated by Student calculated ratios, that are higher than the theoretical value of the Student table, the values P-value that is less than 5%.

Besides global significance test, there are analyzed the significance tests of individual coefficients for each explanatory variable in the model.

Student ratio for each regression coefficient is compared with the theoretical Student value for $\alpha = 5\%$ and three degrees of freedom which is 3,18, calculated in Excel using TINV function. Student theoretical ration of 3,18 is less than each value calculated (4.17; 4,21; 6,44), and this shows that each of the variables: number of employees, advertising expense and product price helps in explaining the variation of variable y, ie sales revenue.

We also identify the confidence intervals for the coefficients and we observe that tehy do not change sign in the lower end to the upper, so do not contain the value 0.

Confidence intervals are:

$IC\alpha_0$ [-460,16; -84,3],

$IC\alpha_1$ [0,51;3,83],

$IC\alpha_2$[0,11;0,81],

$IC\alpha_3$[4,79; 14,1].

Fisher theoretical value for 3 and 3 degrees of freedom for a significance level α = 5% is 9,27, calculated in Excel using FINV function.

Overall regression is significant because F * (33,6) > Fteoretic (9,27), in order we can say that the regression model is well built. The calculated F * corresponds to a significance level of 0,008%, much lower than 5%, as shown Significance F in Table 5.

Also, the coefficient of determination show a very good linear model that explains the phenomenon of the change in the four analyzed variables according to the explanatory variables in an amount of 98,4%.

The remaining 1,6% is about the influence of unregistered or not considered factors.

4. CONCLUSIONS & ACKNOWLEDGMENT

Performance analysis of a company has a decisive role in setting the strategy followed especially during the financial crisis. Performance should be assessed and measured both with respect to results (outputs of the tasks) and the behaviors (work process entries).The increasingly frequent use of statistical correlation method is justified by the increasing need of reflection in a appropriate numerical form the interdependence of the phenomena analyzed in terms of the nature, direction and the intensity of the links which is manifested in a certain period of time or in dynamic.

Statistical analysis consisted of an investigation of the behavior of known variables and the development of an equation or model to explain the relationship between the environment of variables. In this situation, the income on the product is the result of conjugation many influencing variables, but not all the determined ratios have the same importance, the action of some of them compensating each other.The main objective of regression analysis is to explain and forecast variance of the dependent variable based on its covariance with the independent variables . Showing the revenues and benefits for marketing efforts is a prerequisite for the analysis of efficiency of enterprise system on the market.Thus, this paper has tried to define the notion of performance, to emphasize the importance of economic performance of the enterprise and to achieve a multifactorial regression analysis of factors contributing to performance. In this respect, we conducted a case study on a company that produces crystal sugar, taking into account income from sales as a component of the entity's economic performance. The model built was a well-chosen one, representative and shows that each of the explanatory variables : number of employees, advertisements expenses and product price, contributes to explaining the variation in y, ie sales revenue.

Investing in advertising and promoting the company, the adoption of marketing strategies in the coming year would increase revenue, the identified model shows that there is a direct correlation between these factors.

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FEW ASPECTS REGARDING THE PRINCIPLES OF ENVIRONMENTAL PROTECTION IN THE EU

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Abstract: *Environmental law has a specific character, due to his interdisciplinary curriculum, as it contains elements of law but also elements that are specific to other sciences, as economics, ethics, civil law, criminal law etc. As a result of the fact the environmental issues are global in nature, environmental law must have, at its turn, an international character. It is therefore necessary for the environmental regulations to become uniform and compulsory (with respect towards diversity and principles such as the principle of subsidiarity) at a European and even global level. The first steps towards a unified environmental law are being made under the strong influence of some general principles.*

Keywords: *environmental law, European Union, principle, sustainable development*

1. INTRODUCTION

According to Constantin Noica [1], only the European culture, at least from our perspective, after it has experienced such different influences (Byzantine, Romano-catholic, Italian, French, Anglo-Saxon), has opened towards all the known cultures. As a result, we can assert that there are, in spite of the important differences (especially between Eastern and Western Europe), common cultural elements for all the member states, common values that are protected. Environmental protection is, with certainty, such a value.

Environmental law may be defined as the complex ensemble of juridical rules, which regulate the relations established between individuals, regarding their attitude towards the environment, as a vital element and support for sustaining life, in the process of using, in economic, social and cultural purposes, its natural and artificial components [2] and also the relations regarding the protection, the preservation and sustainable development of the environment.

The general principle of environmental law is an idea with a high degree of generality, which is common for the environmental law protection system in its entirety, has the character of general and fundamental rule of law, and it is an expression of the essence of the environmental juridical rules. Some of the principles are expressly stipulated by the law, while others can be deduced by means of interpretations.

According to the Stockholm Declaration [3] the protection and improvement of the human environment is a major issue which affects the well-being of peoples and economic development throughout the world; it is the urgent desire of the peoples of the whole world and the duty of all Governments.

2.National legislations, common principles and sustainable development. National legislations recognize the principles, as they are formulated in international treaties, principles that afterwards become part of national law (in a rough estimate, there are about one thousand international treaties that contain environmental references. Some international documents expressly refer to environmental principles: The Stockholm Declaration contains 26 principles (that must inspire and guide the efforts of humankind in order to preserve and improve the quality of the environment); The Rio Declaration [4] contains 27 principles and the Dublin Statement [5] refers to 4 guiding principles. Art. 6 of the Amsterdam Treaty refer to sustainable development, concept that was defined by the Resolution nr. 42/187 of the U.N. General Assembly as that type of economic development that ensures the present needs without affecting the possibility of the future generations to satisfy their own needs. The Resolution refers to measures that are meant to provide sustainable development, such as: preserving peace, reviving growth and changing its quality, remedying the problems of poverty and satisfying human needs, addressing the problems of population growth and of conserving and enhancing the resource base, reorienting technology and managing risk, and merging environment and economics in decision-making

The Charter of Fundamental Rights of the European Union [6] stipulates that a „high level of environmental protection and the improvement of the quality of the environment must be integrated into the policies of the Union and ensured in accordance with the principle of sustainable development". The principle is based on art. 3, para. (3) of the Treaty on the European Union and articles 11 and 191 of the Treaty on the functioning of the European Union, and also on the provisions of national constitutions [7].

In Romanian legislation there is a distinction between the means of implementing general principles and strategic elements. Art. 35 of the Romanian Constitution recognizes the right to a healthy environment.

3. The polluter pays

"Pollution " comes from the Latin "*polluero-ere*" and means to soil, defile, contaminate, make unclear or contaminate. The principle we analyze was first formulated in the OECD Recommendation nr. C (72) 128 from 1972. According to the principle, the polluter needs to pay for the measures taken by the public authorities in order to cleanse the environment. Without forcing the polluter to pay for his act, the society as a whole would have to pay in order to remove the effects of pollution. According to the principle, the persons that are generating pollution are forced to use filters, to adopt the latest environmental friendly technologies. Such measures can sometimes imply great costs for the polluter, however without this obligation, the "cost" for the environment would be a lot larger. The main objective of the international and European legislation regarding pollution prevention is to harmonize national legislations. The principle was recognized in the Single European Act (signed in 1986), title VII, art. 130 R, para. (2), which stipulates that environmental measures are based on the principle of preventing pollution at its source, remedy and on the principle according to which the polluter pays. The Rio Declaration reiterates the principle, at art. 16, according to which, the national authorities must make efforts in order to promote the internationalization of the costs for environmental protection and for the utilization of economic instruments, taking into consideration the approach according to which the polluter must cover, in principle, the cost of pollution, with regard towards the public interest and without affecting commerce and international investment. The principle was also recognized by The Paris Convention from 1992, according to which the polluter must cover the expenses for preventing, reducing and fighting against pollution.

2.The principle of preventing of environmental risks and the occurrence of damage (precautionary principle) According to the principle, there is an obligation to intervene before the harm is done, before any damages are done to the environment. It is well known that the best way to fight pollution is to prevent it, meaning to evaluate all the possible risks and actions. Although implementing newest technologies, filters etc. (without involving excessive costs) can be very expensive, the costs that polluters would have to pay after pollution has occurred is generally much larger. Sometimes the effects on environment are irreversible. According to the Stockholm Declaration (art. 7), less developed countries should be helped in their fight against pollution, as the negative effects on environment are global. Art. 17 stipulates that national institution must plan, manage and control the main resources of the states, in order to improve the quality of the environment. Also the latest technical and scientific developments must be applied on a large scale in order to avoid and control environmental risks and to find solutions for environmental issues (principle 18). The measures undertake in order to prevent, control and limit natural disasters and diseases will be directed towards these scourges, while avoiding harming effects over the environment [9]. According to the Rio Declaration (preamble, para. 8): "To achieve sustainable development and a higher quality of life for all people, States should reduce and eliminate unsustainable patterns of production and consumption and promote appropriate demographic policies".

The principle was also invoked by the International Court of Justice [10], which stated that in environmental protection vigilance and precaution are imposed, especially considering the fact that the damages done to the environment are irreversible.

The principle is also of great importance due to the fact that pollution implies effects that are dangerous for the environment in ways we cannot even understand at the present time, as it is impossible to evaluate the effects (in their totality) of even a single pollution act.

4. The principle of conserving the biodiversity and the ecosystems specific to the natural biogeographic frame The natural resources of the Earth, including air, water, soil, flora and fauna (and especially the specimens that are representative for the natural ecosystems) must be protected for the benefit of the feature generations, by carefully planning and managing (Stockholm Declaration, principle 2). Conserving biodiversity necessarily implies a careful monitoring, able to detect in due time any harm. Biodiversity is the diversity of the plants and animals from the nature. Sometimes the diversity of the habitats and the genetic diversity are also considered types of biodiversity. The ecosystem is a complex formed by living organisms, the environment, and all the interactions from a given space. Amongst the abiotic constituents of an ecosystem we can identify minerals, climate, soil, water, solar light and any other element that is not considered as "living".

The European Council has adopted an European strategy for conservation, in effect since 1990. In environmental policies, active and precautionary measures are preferred, rather than coercive and reactive ones.

The notion of "conservation" is becoming more and more linked with the one of "sustainable development". The measures of environmental protection are only effective if they are implemented over a long or at least medium period of time. Regarding the biotic factors (living), the principle implies the preservation of the flora and fauna for future generations. According to the Romanian Constitution [art. 135, para. (2), letter e)], the state assumes the obligation to ensure the environmental protection, the conservation and the improvement of the environmental quality. A strong stimulant in order to protect the ecosystems and biodiversity is to give tax exemptions and compensations for the economical entities that are performing activities of ecological conservation and improvement. Another important aspect is to institute natural reservations, in order to ensure the survival of rare species and organisms, endangered to become extinct. In Romania the first law regarding environmental conservation was the Law nr. 213 from 1930, elaborated with the help of the world famous scholar, speologist and biologist Emil Racoviță. Based on this law the edelweiss and the thermal lily were declared monuments of nature. In Romania there are some of the most important natural reservations in Europe, such as the Retezat mountains or the Danube Delta.

According to the Rio declaration, the states have the sovereign right to exploit their own resources, but they also have the following obligations:

-to integrate conservation and the rational utilization of biological resources in the national decisions;

-to adopt legal regarding the use of biological resources;

-to protect and encourage the utilization of material resources according with their tradition and to allow the rational use of resources;

- to sustain local population in the development of remedying actions in the affected areas where diversity was reduced;

- to encourage cooperation between governmental authorities and economic agents in order to use the resources in a rational manner.

5. Conclusions

Environmental protection must be integrated in defining and applying the policies and the actions of the EU, especially in order to promote sustainable development. The principle of environmental protection was recognized by the EU and by the ECHR, which stated that the right to a healthy environment is a part of the right to family and private life [11]. Environmental protection, as a principle was also recognized at a constitutional level, by most member states. According to the principle of subsidiarity, the EU will directly intervene when it is considered that measures undertaken at a communitarian level are more effective. The principle of prevention was recognized by the European Court of Justice in cases such as: Waddenzee, Castro Verde etc.

While environmental protection is a continuous a vital challenge for humankind alike, there are important steps that the EU has made in order to ensure a clean environment for future generations, although there are even greater and more important steps left to be made from now on.

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ENVIRONMENTAL PROTECTION AND ARMED CONFLICTS IN NATIONAL AND INTERNATIONAL REGULATIONS

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Abstract: *Due to its impact over social life and its effects on the environment, the war has been an important subject of interest for jurists all over the world, as attempts were made to incriminate its devastating impacts. As a result, the conflict phenomenon has become an object of study for international public law, international humanitarian law and international criminal law.*

Keywords: *environmental law, armed conflicts, international law*

1. INTRODUCTION

International law offers a framework in which the relationships between national states take place.

The international framework, meaning the international situation of a country, its relations with the neighbors, with the regional or international communities, have a strong influence over the law, as there is a tendency to harmonize national regulations with international ones, with the signed treaties and conventions and even in unifying law, in some areas [1].

The first recorded use of environmental warfare dates back to 512 B.C., when the Scythians practised a scorched earth policy on their own territory, in order to prevent the Persians from advancing [2]. The rules of war are as old as war itself and the war is as old as life on earth [3].

Ecological protection during armed conflicts refers to the limitation of new and environmentally dangerous means of war that may cause severe and irreversible damage. The precautionary principle also implies the necessity of international laws which should be able to prevent such damages and also to protect civil population from catastrophic effects and natural calamities during peace time. According to the Rio Declaration (principle 24) warfare is inherently destructive of sustainable development. States shall therefore respect international law providing protection for the environment in times of armed conflict and co-operate in its further development, as necessary.

2. THE TEXT OF THE PAPER

2.1 Rules on armed conflicts in national and international laws The purpose of the war is to weaken the resistance of the enemy, so that he accepts the will of the victor. As a result, environmental protection is disregarded during armed conflicts. Nevertheless, a new concept was crystalized recently, the ecocide.

Perhaps the oldest ecological law is the one we find in the Bible (Deuteronom 20.19), according to which: “When you besiege a city for a long time, making war against it in order to take it, you shall not destroy its trees by wielding an axe against them. You may eat from them, but you shall not cut them down. Are the trees in the field human, that they should be besieged by you?”. War was considered as a legal way of solving disputes between states. Therefore, acts of cruelty were not considered crimes but merely accepted forms of punishments applied to those considered “guilty”. Water poisoning, burning of crops, destruction of human settlements were considered common practices during armed conflicts, rules that will lately be latter recognized as positive law, limiting thus the ways armed conflicts are conducted, the seasons when wars were allowed and the means the combat takes place. The ecologic criteria has been recognized as an international humanitarian law principle by the first additional protocol to the four Geneva Conventions of 12 August 1949 regarding the protection of the victims of the international armed conflicts, adopted in 1977 [4]. According to art. 55 of the mentioned protocol, care shall be taken in warfare to protect the natural environment against widespread, long-term and severe damage. The protection includes the prohibition of using methods or means of warfare which are intended or may be expected to cause such damage to the natural environment and thereby to prejudice the health or survival of the population. Paragraph (2) states that: “Attacks against the natural environment by way of reprisals are prohibited”. The final goal of the article seems however to be the protection of human beings and not the environment.

The reference to “widespread, long-term and severe damage” can also be retrieved in the preamble of the 1980 Convention on Prohibitions or Restrictions on the Use of Certain Conventional Weapons Which May be Deemed to be Excessively Injurious or to Have Indiscriminate Effects (Rome Statute Establishing the International Criminal Court).

Similar stipulations can be found in art. 1 of the 1977 Convention on the Prohibition of Military or Any Hostile Use of Environmental Modifications Techniques.

Also, according to art. 22 of the Hague Regulations, the rights of belligerents to adopt means of injuring the enemy is not unlimited.

According to the New Romanian Criminal Code, art. 443, it is considered crime, punishable with prison from 3 to 10 years, carrying out an attack, knowing that it will cause severe and lasting environmental damages, which would be clearly disproportionate in relation to the actual military advantage, during an armed conflict. Art. 444 of the Code states that it is considered a crime, punishable with prison from 7 to 15 years, the use of poison or poisonous substances as weapons, asphyxiating gases or similar substances, weapons that cause unnecessary physical suffering, during an armed conflict.

The Swiss Criminal Code states that the penalty is a custodial sentence of not less than three years for any person who, in connection with an armed conflict: “launches an attack although he knows or must assume that such an attack will cause loss of life or injury to civilians or damage to civilian objects or widespread, long-term and severe damage to the natural environment which would be clearly excessive in relation to the concrete and direct overall military advantage anticipated” [5]. The Belgian Criminal Code contains similar regulations (art. 136, para. 22), as does the Criminal Code of Malta (art. 54D).

The French Criminal Code does not have a similar stipulation, however the balance of the natural surrounding and environment, and the essential elements of its scientific and economic potential are considered as intrinsic part of the “fundamental interests of the Nation” [6].

According to the Albanian Criminal Code, environmental distribution of hazardous substances may be considered act with terrorist purpose (art. 230). Art. 394 of the Armenian Criminal Code incriminates “Ecocide”, as the crime of “mass destruction of flora or fauna, poisoning the environment, the soils or water resources, as well as implementation of other actions causing an ecological catastrophe” (punishable with imprisonment from 10 to 15 years). The Canadian Criminal Code incriminates the possession of nuclear material, radioactive material or device. The person that, with intent to cause death, serious bodily harm or substantial damage to property or the environment, makes a device or possesses, uses, transfers, exports, imports, alters or disposes of nuclear material, radioactive material or a device or commits an act against a nuclear facility or an act that causes serious interference with or serious disruption of its operations, is guilty of an indictable offence and liable to imprisonment for life (art. 82.3).

According to art. 41, para. (3) of the Russian Criminal Code, "Risk shall not be regarded as justified if it was known to involve a threat to the life of many persons, or a hazard of environmental or societal disaster".

There is a tendency lately, in international criminal law, to incriminate terrorism, including its effects over the environment, and also the war against terror. Military organizations are compelled to protect and conserve natural resources and to act in a responsible manner in all situations, to evaluate the effects that military actions have over the environment.

2.2 Military actions as a risk factor for the environment The military cannot be excluded from the category of risks factor for the environment due to the following considerations:

-transformations that take place in the military sector, where equipment and technologies that generate pollution are being used;

-the impact of the training process over the environment is significant;

-the insufficiency of the financial resources allocated environmental actions and programs;

-the serious and severe damages that armed conflicts can bring to the environment;

Such harmful effects can consist in:

-contamination and deterioration of the soil and infrastructure;

-the burning of forestry fund and of vegetation;

-contamination of water;

-producing an important quantity of waste, including nuclear and chemical waste;

-phonic and chemical pollution of air;

- various damage to fauna and flora.

During the course of military actions, the military has the obligation to take all necessary measures in order to protect the environment. The entire personnel must have knowledge of the way daily activities are being carried out, the way military activities or training affects the environment.

War can generate not only loss of human life and cultural values but also can serious affect the environment. During the operations that took place in 1999, NATO forces attacked chemical plants and other industrial sites in Yugoslavia, and also significant damage was done to reservations such as the national parks in Serbia and the Skadar Lake in Montenegro. Also, as a result of the attacks, important quantities of toxic materials were spilled in the Danube River. The exact impact to the environment is in fact impossible to be evaluated correctly. NATO bombings against Taliban fighters have destroyed most of the Afghanistan forests, and in 2003 oil wells were set on fire by Iraqi forces [7]. The conflict from Lebanon caused, in 2006 the spilling of 10.000-15.000 tons of fuel into the Mediterranean.

In the doctrine [8] was suggested that in order to remedy the inadequate standards in the international law of environmental warfare, a separation would be required, between active environmental warfare, which requires the "use" of the environment as a weapon of waging armed conflict, and passive environmental warfare, which includes acts not specifically designed to "use" the environment for a particular military purpose, but that have a degrading effect on the environment. Passive environmental warfare violates international law only when it produces effects that are widespread, long-term and severe.

3. Conclusions

The classic role of the international law, that of stopping or preventing armed conflicts between states, has developed into much more, as it often implies new tasks that the international organizations have accepted, tasks that imply an increasingly stronger limitation of nationhood, of state sovereignty, reaching even the point where we can seriously ask ourselves about the future of the structure that we now call a state. On one side the international organizations are imposing more and more limitations to the national legislations, even without a global government.

The fact that there are still no general rules able to incriminate military actions that damage the environment (nor institutions that can apply sanctions), poses an ever greater threat for the environment in case of future conflicts. Also, most of the international rules prevent only the use of a specific type of weapon, therefore they cannot be considered general regulations.

It is clear, at this moment, that the international juridical frame that aims to protect the environment in case of military conflicts, is either to vague or insufficient for an effective protection. The signing of a new convention on environmental protection during armed conflict would be, in our opinion, a necessary steps (but not sufficient) in the prevention of environmental degradation through military actions. Such a Convention should clearly define notions such as: environment, active environmental damages and passive (or collateral) environmental harm; types of weapons allowed in order to protect the environment; type of actions that are prohibited expressly. Even more important, such a Convention should clearly stipulate means of monitoring military activity even during peace time, by international organisms and severe and clear penalties for any violations (no matter who the perpetrator is, whether it is a state, an organization or an individual).

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EMOTIONAL INTELLIGENCE OF MANAGER AS BASED ASSUMPTION OF MANAGER COMPETENCES IN AIR FORCE ACADEMY CONDITIONS

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Abstract: *The authors point to the importance of the use of emotional intelligence for preparation of professional soldiers. They are concerned with development, conceptions and models of emotional intelligence as well as with specific features of military education. The authors pay considerable attention to self-evaluation of students and pedagogical staff in the field of emotional intelligence. They evaluate opinions of the Slovak Armed Forces members who participate in career courses and propose other possibilities of emotional intelligence development in the environment of the Armed Forces Academy by means of courses of study and professional and lifelong training courses.*

Keywords: *emotional intelligence, commander´s personality and his key competences, influence of emotional intelligence in the Slovak Armed Forces, level of emotional intelligence within military education at the Armed Forces Academy, innovation of professional and lifelong education by means of emotional intelligence development for professional soldiers*

1. INTRODUCTION

Enhancement of education has been given the highest priority at all types of schools, regardless of the their scope, because quality of education significantly affects the whole society. Teachers at the Armed Forces Academy (hereinafter AFA) make every effort to enhance their work and work better. Within the study programmes they propose curricula that would enhance the students´ competencies necessary for the performance of their future work and their success in their jobs. One of the examples of this effort is also the possibility to educate students at AFA in form of trainings within selected areas of emotional intelligence (hereinafter EI), which would positively influence the students´ training for the military profession and the morale. Today the developed world is aware that the effets of emotional intelligence on success of people – individuals, groups, teams, organisations or companies is enormous.

Since the department of defence has specific aims within our society, these specifications should occur in the theoretical training of AFA students, which affects the development of EI of the members of AF of SR. Manager competencies and the human factor have some gaps, what might reduce the efficiency of working processes at AFA, too. Thus, in this article we analyze different opinions of teachers on EI of students and we have conducted a survey of EI level based on the self-evaluation of AFA students and employees and we also analyze articles and remarks of AF of SR members on the issue of applying EI in practice within career courses. In our efforts we also try to support education within this field and create a kind of manual of EI that would serve as teaching aid for teachers and lecturers within AF of SR. Gradually, we want to inform the public universities and public administration about some of our results.

2. EMOTIONAL INTELLIGENCE

In recent years there have been more and more literature on emotional intelligence, which not only science, but also the public is interested in. Why is the general public interested in it? Because people already know that they need to find a way how to handle their emotions, because in the 21st centry the illiterate are not just the ones who cannot write nor read, but also those who cannot learn, unlearn and learn again. This might be the reason why the public is interested in emotional intelligence. *Emotions* make our lives more colourful, they determine the level of our mental and physical activities. Our relationship to other people, to events and tasks depend on them. They also affect the evaluation of our own behavior and activities. Today we know that negative emotions such as anger, sadness, fear, outrageous resistance are worse than positive emotions such as joy, happiness, surprise, and love. The fact is that emotional learning is a social skill, that starts from experience and examples. Early identification and understanding our own emotions is the basic competence for adequate handling of our feelings in certain situations. This skill is also the basic assumption of all other building blocks of emotional intelligence. *An emotional illiterate* is someone who has no access to his/her feelings. In situations causing powerful emitons this person remains passive, does not feel anything because he / she caanot identify and understand the feelings. Other people´s feelings remain unknown, too. The absence of feelings worsens private as well as professional relationships. The reason is (if we exclude any brain disordes) the incomplete cognitive development during childhood, however, this can occur also in adulthood due to traumatic experience.

2.1 Development, concepts and models of emotional intelligence EI

Current research of intelligence is getting rid of the inadequate differentiation between thinking and feeling. Thanks to many psychologists such as Robert Sternberg, Howard Gardner and Peter Salovey there is a widespread term *concept of intelligence* being used instead. Modern research suggests that knowing oneself and being sensitive to others have a particular aim. H. Gardner calls them *intrapersonal interpersonal* and *intelligences.* At the beginning of the 90s P. Salovey and his colleague J. Mayer made up a more felicitous term "*emotional intelligence".*

Their merits lie in specifying what intelligence comprises. They identified 5 different sub-skills – *poznať vlastné city, handling one´s own feelings, using given options, sympathizing with other people, building social relations.* However, it was thanks to Harvard psychologist Daniel goleman that emotional intelligence received worldwide attention (Märtinová, Boecková, 1998, p. 8 – 11). In Scopus database from 2001 to 2008 there are 552 articles with the term emotional intelligence in the title. *Hartl and Hartlová (2000, 2004)* define emotional intelligence (EI) as the ability to live joyfully and the level of coping with everyday problems. Emotional intelligence according to *Schulze (2007)* represents a psychometric frame of intuitively attractive idea that people differ in their emotional knowledge and that these differences are reflected in their real lives, (Schulze and col., 2007, p.128). *Pletzer (2009)* states that Daniel Goleman defines *emotional intelligence* as the ability to motivate oneself and not give up when facing frustration, as the ability to handle desires and postpone satisfaction, the ability to handle the mood, prevent anxiety and tension, the ability to affect one´s own quality of thinking, the ability to sympathize with other people and not losing hope even in difficult situations.

Concepts of emotional intelligence

According to the research *(Molčanová, Baumgartner, 2008)* there are two different strams within the theory of EI that can be divided according to whether they are focused on maximum or typical performance. „The typical" approach focuses on the way people usually behave in everyday situations while the other „maximum" approach focuses on what people are able to do (Bracket, Geher, 2006). Based on that, Petrides and Furnham (in Pérez et al., 2007) differentiate between:: *trait emotional intelligence and emotional intelligence as a skill.* These two concepts are different. *Trait emotional intelligence* focues on self-characterization questionnaires, while *emotional intelligence as a skill* focused on tests of maximum performance. Nearly all existing concepts and tools of emotional intelligence cover at least four fields related to emotions, which are the results of factor combination of two dimensions self vs. the other one and recognition /consciousness verzus regulation/control," (Molčanová, Baumgartner, 2008, p. 163).

Models of emotional intelligence

At present there are several conceptual approaches to the models of emotional intelligence in professional literature. These models can be divided into two groups: *skill models* – focuse on performance methods of measuring emotional skills and *mixed models* – when measuring EI they rely on *self-characterizing models.* Daniel Goleman has an excellent ability to present the readers even a very difficult scientific theory. He processed a comprehensible model of emotional intelligence which caused that the term „emozional intelligence" spread rapidly and became very popular in the USA as well as in Europe. *Model by D. Goleman* (1998) differentiates within the structure of qualities of EI two fields (Goleman, 1995, p. 16):

A. Abilities r elated to oneself i.e. „12 qualities" for being successful at work:
1. *Self-awareness field (handle one´s own mental processes, possibilities, preferences, intuitioni)*
2. *Self-regulation field (repressing impulsive behavior and coping with anxiety and insecurity)*
3. *Motivation for bigger pictures field (emotional tendencies leading to or facilitating the ascent)*

B. Competences within human rela tions, i. e. „13" skills for getting a job
1. *Empathy field (empathizing – realizing the feelings and interests of other people)*
2. *Affecting others and team work field (flexibility in interaction with people, ability to reach the desired reactions from people)*
3. *Influencing people*
4. *Team work*

3. Špecific particularities of EI in practice within the AF of SR

Today we know that managers working eithin the AF of SR, i.e. commanders, significantly differ in knowledge, skills and experience and also in many other factors that build up their personality. Thus, it is necessary to pay attention to forming the character and especially their emotional maturity.

For the AF of SR it is typical that organization structure of individual units (organizations) puts people in specific relations, the goal of which is performing certain tasks. In spite of that the most employees within the AF of SR as well as in organization of any type and mission think that their work requires just their heads and not hearts. Many employees worry that empathizing with their colleagues could easily get them into a conflict with their organization goals or mission. Emotional intelligence influences the ability to vent negative events in form of constructive criticism, the ability to create a creative working atmosphere, the ability to communicate effectively. According to scientific research high level of emotional intelligence supports the phenomenon of leadership, a fact that should be considered within the AF of SR. It is obvious that the individual working performance of people, be it mental or manual work, is mostly influenced by emotional intelligence. Indeed, people who do not dispose of such levels of emotional intelligence cannot be condemned. People can perform a lot of work also without using emotional intelligence, however, *their chances are limited.* An advantage of emotional intelligence is that we can work with it throughout our whole life, we can enhance it. Flexibility of emotional intelligence is definitely one of the advantages when compared to cognitive intelligence, the development options of which are sometimes limited. Various organizations such as L´Oréal and U.S. Air Force have saved millions of dollars by introducing programmes focused on enhancing emotional intelligence, (Bradberry, Greavesová, 2007, p. 63).

The AF of SR have limited financial resources, thus enhancing emotional intelligence might be a way of ensuring effectivity.

Last but not least, it is necessary to mention the effect of emotions on human health. People should know their feelings because this is the only way people can prevent further problems that might come. Suppressed emotions lead fast to stress, tension or anxiety.

Professional soldiers exposed to psychical and physical stress for long will not be prepared well enough regarding his emotional level. He will be prone to illnesses and his convalescence will last longer. Enhancing the emotional consiousness is an investment in oneself. We must consider also the fact, that the professional soldier lives his private and his professional lives. He lives with his wife and brings up children, who might not be attracted to the military profession of their father and the family might find it difficult to cope with his typical military stringency. Thus, he cannot perform the military regime (follow the order) at home, because his family would fall apart. To be successful in his military life he needs a solid family background – happy family life, to which he can get through enhancing his EI. Military education is full regarding the content for the development all kinds of intelligence, thus we can ask: Why shall we enhance the emotional intelligence? We have to think in a broader context of the profession. There are several high-risk professions, where people might be threatened and even their lives might be in danger. However, from all of these types of profession, only soldiers (eventually also poliemen) find themselves in situation in which they have to take the lives of even healthy people, which is very difficult (e.g. during war or other conflicts). This is why they have to handle their emotions (regret, fear, despair, resistance etc.). The history and the rpesent offers many examples of situations when soldiers could not handle their emotions, consequently they were prosecuted or convicted. Thus, the developed armies in the world pay attention to the training of morale (or moral intelligence). The development of emotional intelligence should serve as its support. In this context within the military education it is necessary to **train** each EI skill **dually** – in fictional situations, in war and peace, within theoretic lessons, at work, at home, in privacy, in public etc. Controlling one´s own emotions (both positive and negative) is not easy, people need to train it their whole life. The good news is that we can learn how to do it.

Within AFA we have been dealing with the enhancement of EI due to the decline of EQ of students regarding their behavior. There have been more remarks regarding many shortcomings and negative aspects in fulfilling their tasks, low activity in classrooms and unwillingness to work for their own sake. Furthermore, there have been some cases of inappropriate behavior or even aggressive behavior. And finally, we have noticed an increase in negative experiences of teachers regarding EI.

Self-assessment of students regarding EI

Thus, the goal of students´ self-assessment was to determine the level of their emotional intelligence, which affects their total intelligence level. The results of their self-assessment can suggest several shortcomings in the quality of their training for the military profession. The participating students were 2nd year students of study gropus 22 and 23 military organization management (MOM) due to their branch of study, in which they need manager competences. Their task was to perform self-assessment of 25 skills from emotional intelligence field and mark it on an answer sheet. They were supposed to assign 1 - 6 points to each skill, 6 points meaning the best evaluation. There were 28 answer sheets used for this survey, 22 respondents participated (78,57 %).

Results of the students´ self-assessment

The results of the self-assessment can serve for the needs of educating students. The results according to individual fields can be seen in Chart 1. We can see the total result of assigning points to the EI skills from 5 fields.

Chart. 1: Hypothesis of students´ EQ according to the self-assessment (source: our own research)

Types of areas	Ø points assigned of the max. number of 6 points	% of the max number of points
Self-awareness	3,91	65,2
Self-regulation	4,25	70,8
Motivation	4,07	67,8
Empathy	3,58	59,7
Relations and team work	4,19	69,9
Hypothesis of students´ EQ	4,03	67,1

According to the sel-assessment the level of EI is mathematically expressed by arithmetic average as **EQ 67,1 %** . This suggests that students themselves feel an approximate 33 % deficit of EI, which might be a signal for the teachers to adapt the education process. The best skill was the area of self-regulation (70,8 %) and relations and team work area (69,9 %), which is quite impressive given their age and immaturity. An interesting finding is the fact that students are relatively self-critical, which results from their answers for the area of empathy, which they assigned the least points (59,7 %) of all areas. It is related to the typical traits of young people, for example being shallow, not empathizing with others, perception barriers and various prejudices. Empathy area should be given proper attention within the education process. Since every area consists of several skills, let us have a look at them. Chart 2 show which concrete skills are considered by students the best or the weakest.

According to this self-assessment we could hardly process the students´ characteristic as a whole. They think of themselves they are flexible and at the same time that they are not willing to adapt to changes or innovations. If they had a sense of the policy of organizations, they would know that each company or entrepreneur care about their customers (purchasers of their products or services). These are the disadvantages of generalizing. Thus it would be very useful to have this kind of information from every individual for the need of his / her individual development within EI.

Chart 2: Level of EI skills according to the self-assessment of students (source: our own research)

Areas the skills belong to	**Skills evaluated as best**	**Skills evaluated as worst**
Self-awareness	Self-confidence Ø 4,32	Self-assessment Ø 3,68
Self-regulation	Adaptability Ø 4,73	Innovation Ø 3,82
Motivation	Optimism Ø 4,23	Loyalty Ø 3,77
Empathy	Sence for policy of organization Ø 3,85	Focus on customer Ø 3,48
Relations and team work	Schopnosť spolupráce a vzájomnej podpory Ø 4,77	Willingness to change Ø 3,41

In general we can see that there is no big difference in the averages. Students admitted some shortcomings even in the best evaluated skills. The obtained information shows the necessity to develop EI especially in the area of self-awareness, motivation and empathy. Curricula at AFA should, however, include emotional intelligence as a whole.

Self-assessment of employees regarding EI

Self-assessment within the area of EI has been voluntarily performed by employees of individual departments of AFA, see Chart 3.

Chart 3: Number of self-assessments of employees (source: our own research)

Departments	**Respondents**
Department of Management	6
Department of Electronics	9
Department of Mechanical Engineering	5
Department of Informatics	7
Department of Social Sciences and Languages	4
Security and Defence Department	10
Department of Science and Foreign Relations	7
Education Department	5
Spolu:	**53**

Self-assessment of their own 25 skills within EI was evaluated by respondents on an answer sheet. Each skill could be assigned 1 – 6 points, 6 points being the best evaluation.

Employees´ self-as sessment res ults. For the purpose of interpretation we focused on the results according to individual departments, as well as results of employees as a whole. We counted the results as the arithmetic average of values that had been assigned to the individual skills by the exmployees. Employees´ EQ represents the mathematically expressed level of EI.

Question 1: In which EI area did employees evaluate their skills the most? Chart 4 suggests that although the results in individual areas are quite similar, the best skills are in the area of self-regulation.

Chart 4: Hypothesis of employees´ EQ according to self-assessment (source: our own research)

Types of areas	**Ø of assigned points**	**% of points**
Self-awareness	4,36	72,7
Self-regulation	4,71	78,4
Oblasť motivácie	4,48	74,7
Empathy	4,24	70,7
Relations and team work	4,44	74,1
Hypothesis of employees´ EQ	**4,45**	**74,2**

Employees from 6 departments placed self-regulation in the first place , but most points have been assigned by the Department of Science and Foreign Relations, in both cases Ø 5 points (83,3 %). Respondents from the Security and defence department assigned most points to self-awareness Ø 4,93 points (82,2 %) and at the Department of Management the area of motivation dominates with Ø 4,29 points (71,5 %).

Question 2: Which two areas do the individual departments handle the best? Two best handled areas of EI are those with the most points. According to the previous chart self-regulation and motivation are the best evaluated areas. Differences between individual departments are in the number of points they assigned. It is obvious, that self-regulation is considered the best handled area of EI, which is essential for teachers educating students. We have expected higher number of points assigned to evaluation of motivation.

Question 3: Which specific EI skills do employees consider their best ones?

Chart 5: Best EI skills of employees (source:our own research)

Categories of employees	**Know yourself**	**Interpersonal relationships**
Department of Management	Reliability Ø 4,83 Conscientiousness Ø 4,83	Cooperation and support Ø 4,83
Department of Electronics	Loyalty Ø 5,33	Enhancing ties and relations Ø 5,0
Department of Mechanical Engineering	Innovation Ø 5,2	Influencing others Ø 5,6
Department of Informatics	Conscientiousness Ø 4,71	Stimulate others Ø 4,57 Cooperation and support Ø 4,57
Department of Social Sciences and Languages	Reliability Ø 4,57	Focus on customer Ø 4,5
Security and Defence Department	Conscientiousness Ø 5,5	Cooperation and support Ø 5,5
Department of Science and Foreign Relations	Loyalty Ø 5,71	Understand others Ø 5,29 Cooperation and support Ø 5,29
Education Department	Conscientiousness Ø 5,6	Cooperation and support Ø 5,6
Total	Reliability Ø 5,0 Conscientiousness Ø 5,15	Cooperation and support Ø 4,94

Question 4: Which EI skills have the least points?

Chart 6: EI skills with least points assigned u zamestnancov (source: our own research)

Categories of employees	**Know yourself**	**Interpersonal relationships**
Department of Management	Selfconfidence Ø 3,17 Selfcontrol Ø 3,33	Leadership skills Ø 3,33
Department of Electronics	Initiative Ø 4,33 Ambitions Ø 4,33	Focus on customer Ø 3,56
Department of Mechanical Engineering	Selfcontrol, adaptability, loyalty Ø 4,0	Enhancing diversity Ø 3,60
Department of Informatics	Sebaovládanie Ø 3,86	Focus on customer Ø 3,71
Department of Social Sciences and Languages	Sebadôvera a optimizmus Ø 3,25	Enhancing diversity and willingnes to change Ø 2,75
Security and Defence	Selfcontrol Ø 3,90	Understanding others Ø 4,40

Department		Rozvoj diverzity Ø 4,30
Department of Science and Foreign Relations	Self-knowledge Ø 3,71	Influencing others Ø 3,71 Leadership skills Ø 3,71
Education Department	Self-knowledge Ø 4,0	Enhancing diversity Ø 3,80
Total:	Self-control Ø 4,09 Self-knowledge Ø 4,25	Enhancing diversity Ø 3,94 Sense for policy of org. Ø 4,06

Question 5: What is the order of departments according to the number of assigned points? Security and Defence Department Ø 4,81 (80,1 %) Education Department Ø 4,65 (77,5 %). Department of Science and Foreign Relations Ø 4,58 (76,4 %) Department of Electronics Ø 4,53 (75,5 %) Department of Mechanical Engineering Ø 4,46 (74,4 %) Department of Informatics Ø 4,19 (69,9 %) Department of Management Ø 4,14 (69 %) Department of Social Studies and Languages 3,82 (63,7 %).

Question 6: What results can we draw from the EI self-assessment of employees? In the above stated analysis each employee can find a general overview of the self-assessment of EI of all employees, as well as his / her closest colleagues. For the success at work each person has to cope with the area of **„self-awareness“,** which means: have the ability of „self-knowledge“, understanding one´s own abilities and limits, have the ability to „self-assess“ what we are good at and what we need to improve, have enough self-confidence.

The area of self-awareness (together with the area of motivation) has gained the least points in this research. *Each training within EI should start with training the area of self-awareness.* The most important is also the most difficult. Handling self-awareness requires the person to be honest with himself / herself and judgmental enough. This is the only way EI training should be focused on acquiring those skills that are most needed for groups or individuals when trying to be successful. We cannot determine the real EQ value without relevant skills testing in a research project, only based on self-assessment. Because most people tend to consider themselves much better at everything that they really are. They tend to think „I can do it“. In spite of that, self-assessment has brought along s useful experience. The depth, amount of knowledge from EI areas could surprise many students and employees that have not been dealing with EI so far.

Question 7: What is the difference between employees´ and students´ self-assessment? Chart 10 determines the parameter representing the hypothetical EQ. We can see that employees evaluate their skills with 74,2 %, which is only by 7 % better than students do. Is this difference due to experience, family and surrounding influence? Shouldn´t this difference be bigger for a successful education process? What do individual areas differences mean? These are questions for a psychologist, but all of us have our own answers and opinions about them.

Chart 7: Comparison of EI level of employees and students (source: our own research)

Number of the points (max. 6 points for each skill)	**Employees**		**Students**	
	Ø	**%**	**Ø**	**%**
Self-awareness	4,36	**72,7**	3,91	**65,2**
Self-regulation	4,71	**78,4**	4,25	**70,8**
Motivation	4,48	**74,7**	4,07	**67,8**
Empathy	4,24	**70,7**	3,58	**59,7**
Relations and team work	4,44	**74,1**	4,19	**69,9**
Hypothesis of EQ	4,48	**74,2**	4,03	**67,1**

Regardless of the level of EQ, a significant difference between the employees´ and students´ skills is only in the area of empathy. In other areas the students seem to **parrot their teachers** and employees with a very similar result. The level of employees´ and teachers´ EQ affects the EQ level of students, too. They mirror us.

2.3. Career courses participants´ contributions to EI

Career courses participants had the opportunity to research their 25 EI skills, too.

They were asked to select 2 skills and in their free time write a short, anonymous paragraph on how they use them in practice, what experience they have from work or personal life and what their attitude to them is. We wanted to understand their attitude, so that our students can expect from their future superiors.

Chart 8: Courses respondents overview (source: our own research)

Type of course	Number of respondents	Return of the set task	
ACSC = Advanced Command and Staff Course	60	3	5,00 %
JCSC = Junior Command and Staff Course	29	22	75,86 %
WOC = Warrant Officers Course	29	18	62,06 %
Total:	**118**	**43**	**36,44 %**

At first sight, someone might remark, that "the fish stinks from the head down". If there is a mistake somewhere, just rarely is only one side responsible for it, especially if we do not have the opinion of the other side. We have chosen the easiest criterion to evaluate the paragpraphs: A – they understanding of the skill and attitudes is felicitous B – they capture the given skill, they dispose of correct and incorrect attitudes, C –they inaccurately capture the ability, their attitude is either lack stimuli or there are no attitudes at all. If this was a common evaluation (grades 1, 2, 3), then the ACSC participants would score Ø 1,14, JCSC Ø 1,5 and WOC Ø 2,4. All 43 paragraphs would score Ø 1,9. We need to note, that in this case this was a subjective evaluation, because "truth is in the eye of the beholder". **Courses participants as a w hole** commented on 22 skills (out of 25). Nobody commented on skills such as – reliability, innovation, willingness to accept changes. For the sake of a total evaluation it was necessary to notice positive and negative remarks in each paragraph.

Possibilities of enhancing EQ within AFA

If AFA is interested in enhancing effectiveness in all areas of remit by means of enhancint EI and human resources, there are several options that might lead to the desired aim – requirements to meet EI criteria when joining the army or a certain phase, throught the military career and at the end of certain phases.

- At the beginning of certain phases we can require specific EI criteria when hiring new employeed, as well as students at the admission exams regardless of the study degree.
- We can continuously process requirements for EI skills, propose the system of rewarding AFA employees and students. Consequently we can regularly test (e.g. psychodiagnostic testing) these criteria.
- At the end of certain phases we can monitor the criteria as well. For example, by means of evaluating the Students´ Scientific papers, Diploma papers, state exams, habilitations, inaugurations etc.

Require meeting the criteria within EI is a difficult task. It is not difficult just due to the time needed, but also due to the means used for setting the criteria and especially due to the ways of monitoring the desired skills – preparation of EQ tests, motivation interviews, model situations for admission interviews, preparation of courses and EI trainings etc. For suchlike EI enhancement project it is necessary to progress gradually, step by step. The first step should be to *organize short-term EI courses and trainings.* After participating in them the next step would be suitable – *including EI issue in the study programmes.*

Organizing EI courses

Suitable courses for enhancing EI would be organized namely for students and separately for AFA employees. If the legal conditions allow it, AFA could organize EI courses within the department of defence (or outside of it for payment). For organizing suchlike courses we could use the recommendations by Goleman: *„Hlavné smernice pre školenia v EI"(Basic guidelines for EI trainings)*. They might inspire AFA for our own internal guidelines or for amendments to our guidelines.

Including EI in study programmes

Regarding higher education institution, the most common way to include a new topic in the curriculum so that students can obtain new competences is a change or innovation of basic pedagogical documents. It is not just restructuralization of the graduate´s profile, but just an update of the study programe, that must be accepted by the guarantor. Before the update of study programmes it would be convenient to confirm the success of the proposal, for example at the Lifelong Education Centre at AFA, which provides lifelong and career education for the AF of SR members. They should include the given topic in their individual subjects. The choice should be made by individual departments or courses guarantors. The offer of courses should contain more topics to choose from. If there is a positive response from participants, then we can update the study programmes and include EI in several areas, because all departments teach subjects with suitable subjects, where EI could be easily included and the students would benefit. If we consider EI an individual subject, most suitable subjects would be for example: Management, Leadership, Manager communication, Human resources management, Organization behaviour, Ethics and military behaviour, Mass media communication and militay diplomacy and crisis communication, Public relations, Strategic management, Project management, Changes and innovation management, Crisis management (national and international).

Besides updating the study programmes for our own students, the Department of Management can update the issue of EI also within short-term specialized courses with the title „Key manager competences", that they provide. The content of the courses comprises modules focused on management, communication skills, human resources management, team work, ethics and manager diplomacy. Almost all modules are suitable for EI updates.

CONCLUSIONS

Similarly to the Department of Management, also other departments have the opportunity to innovate their study programmes by including the EI issue in their programmes and subjects, especially the Department of Social Studies and Languages and Security and Defence Department. When discussing and deciding about the suitability of EI for study programmes a closer look at this issue might help. We can use the Goleman´s manual of models that divide EI in 25 skills. We have used this model for our research. This model is not the only one dealing with this topic. Other departments can choose from models by other authors. Within the AF of SR it is possible to use a processed text for the support of enhancement of EI. Our aim was to confirm the possibilities to educate at AFA within EI. If teachers agree with including EI in the module or study programmes, they would probably face problems related to the lack of texts and books for this purpose. Compiling texts is very time-consuming and difficult, that is why the EI Manual for AFA teachers might be helpful. The manual can also serve as study text for students instead of the missing books. It can also be a useful handbook for employees and managers at AFA when dealing with everyday problems. It is suitable also for teachers of other types of universities and schools, because it can be used in any education process.

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MANAGEMENT

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THE INTERALLIED CONFEDERATION OF RESERVE OFFICERS-CIOR, AND PERSPECTIVE OF RELATION WITH EX-SOVIET UNION (E-SU) STATES IN THE CONTEXT OF CRIMEA CRISIS. ROLES OF THE PARAMILITARY ORGANIZATIONS AND MILITIA OF ETHNIC MINORITIES IN THE POLITICAL AND MILITARY TURBULENCE THEATRE

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Abstract: *The Interallied Confederation of Reserve Officers commonly referred to by its French acronym CIOR, represents the interests of over 1.3 million reservists across 36 participating nations within and beyond NATO, making it the world's largest military reserve officer organization. Founded in 1948 by the reserve officer associations of Belgium, France and the Netherlands, CIOR is now a NATO-affiliated, non-political and non-profit umbrella organization of member nations' national reserve officer associations.*
This presentation will deal possible future relations between NATO/CIOR on the one hand, and Ukraine, Moldova, or the South Caucasus States on the other hand, in conditions when Russia tending to recreate the „Soviet" old territory, in the context of events and of the recent evolution from Crimea. The reservist's role from paramilitary or militia organizations based on Ethnic Minorities, was used very efficient in Crimea by Russian forces, in order to reach their objectives in operations in an efficient and quickly manner.

This abstract intend to present the implication of paramilitary or militia organizations, based on Ethnic Minorities, in conflicts between states, like an asymmetrical option that could lead to civil war and to the terrorist acts, out of any control of the states.

Keywords: *CIOR, Crimea, paramilitary, militia, civil war, reservists.*

1. Roles of CIOR

The CIOR has two main roles: to provide advice on Reserve issues and support to the NATO Alliance, and to foster the professional development of reserve officers.

2. Before of february's Crimea events

According to a pact from 2010 between Ukraine and Russia, Russia had a lease for their naval facilities in Crimea until 2042, and maintained the right to use some small areas of Crimea, up to 25.000 troops, 24 artillery systems, 132 armored vehicles, and 22 military planes on the Crimean peninsula.

3. The pact – „The Kharkiv Agreement"

Russia's use of their warm water port in Sevastapol was due to end in 2017 with Ukraine saying their would be no extension (as per their constitution prohibiting foreign military use of their lan ds) and Russia would have to leave.

But now, after Crimea episode, Russia have Ukraine as an enem y over "a barrel" of gas theft.

In 2010 Russia and Ukraine "negotiated" an treaty ca lled "***The Russian Ukrainian Naval Base for Gas treaty***" which is also known by the name of "***The Kharkiv Pact***".
The bottom line of the deal is this, Russia gives Ukraine a "*special price*" on gas - a supposed 30% discount - (w hich in turn will help them purchase g as to re turn into th e system for the gas they supposedly took, or if they chose they can use the disco unt to pay Russia back faster for the gas they didn't pay for and in return Ukraine leases the Naval base in Sevasatapol until **at least 2042** (Russia wrote a clau se into the treaty g iving them the option of extending to 2047).
Russia gets its m oney (or gas) back AND gets to keep its port in *Sevastapol* under the auspices of "saving" Ukraine.

The treaty had a rough ride through the Ukrainian parliam ent with f ights and demonstrations breaking out, it was finally ratified under dubious ci rcumstances (several assenting votes were registered by people known not to even be in the building when the votes took place). In Russia the treaty was passed through thei r parliam ent in one vote with 96% assenting.

Apparently we could sa y: „th is is f air". Russia get' s paid for gas, Ukraine gets cheap gas and Russia doesn' t have to build a new base for their ships. All Win, right?

But here's the Russian triky!

On February 24, 2014, additional soldiers arrived, on the Crim ean Peninsula, but the total num ber rem ained well below 25,000. Western Governm ents accused the Russian military of seiz ing c ontrol of the Crim ea region, and threatened sanctions against Russian individuals claim ing *"Russia's clear violation of Ukrainian sovereignty and territorial integrity"*. These thre ats were subsequently carried out and Russia retaliated.

The Crimean Peninsula is seen by Russia as its s trategic link to th e Mediter ranean Sea, Black Sea, and the Balkans with Azov Sea area, as well as a land of histor ic c ultural an d religious significance. The Russian government m aintains that its preparedness to enter the U kraine m ilitarily in Cr imea is to protect ethnic Russians in the region.

Russia does not recognize the newly installed interim governm ent in Ukraine, instead considering now-ousted-PresidentViktor Yanukovych Ukraine's legitimate leader.
Yanukovych for mally asked Russia to intervene in Ukraine m ilitarily to m aintain peace and order. Russ ia claims that its armed forces were not involved in the stand-off prior to the referendum and re unification of Cri mea to Russia, and also asserts that use of force for the purposes of humanitarian inte rvention in Ukraine has not yet occurred.

Vladimir Tyunin, used to be the director of a hum anitarian in stitute in th e Ukr ainian city of Sevastopol. He now commands 100 trained men at the heart of the standoff between **Russia** and the **West**.
"*I have a group of people that can do any kind of task*" Tyunin, 57, said at the end of February, in the port on the Crim ean peninsula.
"*These are special forces. They can assault buildings, they can block buildings. We are ready to protect ourselves.*"

As diplom ats around the world seek to defuse the cris is, Crim ea is prep aring f or a March 16 ref erendum on splitting f rom Ukraine and joining Russia. Pro-Moscow supporters like Tyunin's unit, which he says participated in the siege of the Ukraine Navy's headquarters, are on the front line of a conflict that so far has been fought m ore with words than weapons.

The m ilitias gave Pres ident Vladim ir Putin the upper hand in the autonom ous republic of about 2 million people, home to his **Black Sea Fleet**. Their num bers rose to about 15,000 on March 7, when a loca l hunting club joined with 4,500 members, guns and ammunition, according to Alexander Bochkarev, a retired colonel from the Ukrainian Interior Ministry and now the commander of the militia in the Crimean capital, Simferopol.

4. Rival Groups

For now, militia officials say the main task of the paramilitaries is to keep order in Crimea after the protests in Kiev left more than 100 people dead last month. There has been no bloodshed since the standoff began on the peninsula, where ethnic Russians make up 59 percent of the population, while Ukrainians account for 24 percent and ethnic Tatars for 12 percent, according to the 2001 census.

"The danger is that the people of Crimea who are pro-Kiev may now form their own militia," said Ben Barry, senior fellow for land warfare at the London-based Iternational Institute for Strategic Studies.

"This may also be the case with Tatars." Militia organizers including Bochkarev say the groups mirror those formed in Lviv in western Ukraine and Kiev, where they kept the peace in the immediate aftermath of the revolt that toppled Kremlin-backed President Viktor Yanukovych.

The militias were organized at the call of Crimean Prime Minister Sergei Aksenov, installed after the regional parliament had been seized by armed Russia supporters. The groups supplement the official Russian troops in the region, estimated by the Ukraine government at more than 19,000.

5. Troop Buildup

Russian troops continue to be deployed and to "increase their presence" along Ukraine's eastern border, First Deputy Premier Vitaliy Yarema said in Kiev today. Meanwhile, the militias in Crimea keep Ukrainian forces confined to their bases, patrol streets and control the road network with checkpoints.

The units are armed with bludgeons, iron crowbars and hunting rifles, with more substantial weapons also at their disposal, Bochkarev said by telephone.

"We have several arsenals in reserve that are guarded by our Crimean guys," said Bochkarev, who has 2,800 people under his command. Many of them may join the regular Crimea army that is being formed now, he said.

Crimean authorities started recruiting last week and 186 soldiers have already taken an oath, the Interfax news service reported, citing premier Aksenov. There will be a 1,500-strong army with guns guarding polling stations at the March 16 referendum, he said.

Bochkarev, whose regiment has fast-response troops, a logistics unit and a security service to do background checks on would-be members, said he recommends the best people to the recruiters. New soldiers get a contract and a Kalashnikov assault rifle.

6. No Aggression

Ukrainian Army Colonel Yuli Mamchur, acting commander of a besieged airbase near Sevastopol, said he is in touch with militia and didn't see any aggression from them.

"We are calling each other when we see something strange near the base," Mamchur said by phone. "Drunken crowds, for example, or some non-sanctioned rallies. There was absolutely no threat to anyone here till Russians came here to protect us."

Putin said it's not his troops who are surrounding Ukrainian army installations.

Yet Bochkarev, the Simferopol commander, said Russian involvement is key. “The fact that our Russian brothers are here gives us 100 percent confidence,” Bochkarev said.

Between Sevastopol and Simferopol, cars stop at a militia checkpoint. Men in camouflage gear open trunks and scrutinize documents.

People are taking part to protect Crimea from Ukrainian radicals, said Grigory, a traffic controller who declined to give his last name. “I won’t leave this position until I know we are all safe,” he said.

Russia succeded to take over Crimea, but several factors make it harder to believe that Russia will be able to establish control and to effectively annex Crimea as it did with South Ossetia, Abkhazia and Transnistria. For one, the Ukrainian side so far has not made any moves that Russia can credibly present as a provocation that necessitates armed response by the Russian side to “protect” its military or its citizens, as was the case in Georgia in 2008.

The new Ukrainian governemnt leaders have called for calm, the far right Right Sector said it will not be sending its men to Crimea, and in a conciliatory gesture to Russian-speakers, acting president Turchynov recently vetoed the law the Ukrainian parliament adopted several weeks earlier repealing the 2012 law elevating the status of the Russian language.

With the Security Council in session to discuss events in Crimea and Western leaders urging restraint and warning Russia that violations of Ukrainian sovereignty and territorial integrity are unacceptable, there is hope that a diplomatic solution to the crisis could be found quickly.

But even if diplomacy fails and the Russian military annexed Crimean territory with the intention of controlling it permanently, it will be much harder for Russia to establish control of Crimea than it was in South Ossetia, Abkhazia and Transnistria.

The main reason for this is the Crimean Tatars.

7. Tatar Response

The militia’s structure is already similar to a regular army, according to Leonid Lebedev, a spokesman. Funding comes from donations, he said. Younger members are often barred because of their pro-Ukrainian position, Andrei Kratko, an activist from Yalta, a city in the south of Crimea where around 100 vigilantes patrol streets, said by phone.

The build-up of Crimea militias was boosted after February 26 clashes between pro-Russia activists and Crimea Tatars near the regional parliament in Simferopol, Lebedev said.

The Tatars see the role played by the militias differently and have called for a United Nations peacekeeping mission. “They come, try to provoke a conflict and then armed gentlemen appear,” Refat Chubarov, who leads the Tatar minority’s executive, told reporters last week.

The Tatars — a Muslim group that was deported en masse from Crimea by Stalin in 1944 and that for decades has waged a peaceful struggle for the right to return — have been coming back in droves since 1989. According to the latest Ukrainian census from 2001, 243.433 Crimean Tatars account for 12.1 percent of the Crimean population of 2.033.700.

They represent a highly mobilized and unified constituency that has consistently been pro-Ukrainian and opposed to pro-Russian separatism on the peninsula. Going back to the 1991 independence referendum, the narrow vote in favor of Ukrainian state independence in Crimea may have been thanks to the vote of the Crimean Tatars.

Since then, the Crimean Tatars and their representative organ, the Mejlis, have cooperated with the pro-Ukrainian political parties. Leaders of the Mejlis such as Mustafa Dzhemilev and Refat Chubarov have been members of the Ukrainian parliament elected on the party list of Ukrainian nationalist parties such as Rukh in the 1990s and later from Our Ukraine party.

On February 26, the day before the Crimean parliament was taken over by the armed men, Crimean Tatars held a large rally near the parliament that was larger than a simultaneous pro-Russian rally. There has been no comparable local mobilized group opposed to Russian takeover in any other of the breakaway regions.

Although the group has been a staunch ally of the Ukrainian government against pro-Russian separatism on the peninsula, the Ukrainian central authorities, while benefiting from this support, have also been suspicious of the Crimean Tatars, who consider Crimea their historical homeland and have advocated measures such as changing the status of Crimean autonomy to make it the national-territorial autonomy of the Crimean Tatars as opposed to simply territorial (and de facto ethnic Russian autonomy given that ethnic Russians constitute more than 50 percent of the population in Crimea).

The law on the status of the Crimean Tatars as indigenous peoples of Ukraine that the Tatar leaders have been pushing for many years remains unadopted.

Whatever the Tatar grievances against the Ukrainian state may be, when faced with the choice of being under either Russian or Ukrainian control, the Crimean Tatar leadership has consistently and unequivocally chosen Ukraine.

Since the Soviet period, attempts to split the Crimean Tatar movement and persuade some of the Tatars to support a pro-Soviet, and later pro-Russian, agenda has not borne fruit. In an interview with this author in the 1990s, Mustafa Dzhemilev said that in 1991 Boris Yeltsin's government made an offer to the Crimean Tatars to back Russian control of Crimea in return for giving the peninsula the status of Crimean Tatar national autonomy. Dzhemilev refused the offer then, and, recently he said that he has received a similar offer from a highly placed Russian official now, noting that the Crimean Tatars will not entertain such offers now, either, and that they do not trust Russia and want Crimea to remain within Ukraine.

The Chairman of the Mejlis already issued a statement refusing to recognize the new local government in Crimea that was voted for by the local parliament after the invasion, with armed men in the building and reportedly without a quorum.

Recently, news media reported Dzhemilev's statement that the Crimean Tatars are organizing self-defense units and that if diplomacy fails, the units would come under Ukrainian command and would fight the "aggressor" if necessary.

8. NATO Contents of cooperation

In general cooperation has remained relatively limited. The pattern and the context of cooperation have evolved over the years. Initially it was more about establishing political ties with countries that were completely new on the world map and in the process of building up defense and security sectors of their own from scratch. It appeared all the more necessary to establish political and security dialogue with these states that the situation in the whole area was very unpredictable and many security challenges needed to be tackled there.

By that time, there was also strong hope to use the Partnership for Peace as an instrument for encouraging the expansion of liberal, democratic values. Later on, a phase of consolidation came – the partnership policy has grown more specific, focused on meeting the needs of a more global NATO, increasingly oriented towards fighting threats outside the Euro-Atlantic area are but undermining its security.

For their part, the partner states have consolidated their foreign and security policies and know better what they want and do not want to do in their cooperation with NATO.

Another problem is that NATO has a credibility problem. It has made clear it does not want a role in solving the frozen conflicts in the region, which is undermining its authority in the eyes of the countries, for which these conflicts are at the core of their security interests. The absence of a strong reaction on NATO's part during the Georgia war has only strengthened this vision. Partners see that NATO is in Afghanistan, far from its traditional zone of responsibility, and has not been able or willing to play a part in post-Soviet unresolved conflicts. For them, it is clear that it means that NATO does not want to take responsibility for the security of the region.

9. Constraints and limitations

We have to admitted once, that cooperation between NATO and former Soviet Union countries has remained quite limited. A first limitation is tied to the fact that NATO/ex-SU countries relations have been overshadowed by the "Russia factor". Russia itself has quite a comprehensive cooperation agenda with NATO. It is often forgotten that Russia was involved in NATO's peacekeeping operations in Bosnia and in Kosovo; it has also participated to the transit of NATO freight through Russian territory for the ISAF mission and to the training of Afghan security forces; counter-terrorism cooperation, anti-piracy, air trafficking security, Afghanistan, search and rescue at sea are all parts of the Russia-NATO cooperation agenda under the auspices of the NATO-Russian Council Cooperation with Russia is seen as useful by a number of NATO members. But this relationship is highly politicized and one of the major contention bones has been, precisely, NATO's role in the ex-SU countries.

This area indeed has become a field of competition between Russia and NATO (and the EU, as the current Ukrainian crisis has revealed). The Georgia war came as a very painful symptom of such competition. The US is now paying less attention but under the Bush administration, the US government advised some of these countries (not only Georgia and Ukraine) to declare an interest in joining NATOi (despite the opposition of some NATO members). This has contributed to make Russia even more anxious about NATO's open doors policy. Georgia has paid a high price for it in 2008: with what the EU called a disproportionate military reaction and its subsequent decision to recognize South Ossetia and Abkhazia as independent states,

Russia clearly demonstrated that there are limits in acceptance to NATO's enlargement in the ex-Soviet space.

NATO feels that, with countries that are ex-SP members, such as Armenia and Kazakhstan, membership complicates their cooperation with NATO and constrains their political integration with the Alliance.

Besides, one reason why NATO does not want to establish formal cooperation with ex-SC, which, in addition, it sees as non-democratic and ineffective, but also is that it sees it as a tool for Russia to assert its sphere of influence in the post-Soviet space.

Another problem is that NATO has a credibility problem. It has made clear it does not want a role in solving the frozen conflicts in the region, which is undermining its authority in the eyes of the countries, for which these conflicts are at the core of their security interests. The absence of a strong reaction on NATO's part during the Georgia war has only strengthened this vision.

Partners see that NATO is in Afghanistan, far from its traditional zone of responsibility, and has not been able or willing to play a part in post-Soviet unresolved conflicts. For them, it is clear that it means that NATO does not want to take responsibility for the security of the region.

Another important limitation is the "values gap" between NATO members and most of these countries. Of course, pragmatism and the need to work with partners to tackle urgent security challenges have often made this stake secondary. For example, focused as it has been on the logistical and other needs related to its Afghanistan operation, NATO has reduced the insistence on its normative agenda in recent years. Azerbaijan is not the most democratic state on the world stage but a number of NATO members see this country's energy resources as potentially helpful in Europe's effort to become less dependent on Russian energy. It seems it has made the Alliance more patient with this player.

However, the authoritarian character of most of these states is an invisible barrier to more serious cooperation – if only because their leaders will always be cautious in developing ties with an organization which they tend to see as a tool of Western regime change policy (this is typically the case for Azerbaijan). NATO, in addition, will always be distrustful because of the opportunistic nature of such regimes, which can make them unreliable in their foreign policy priorities (and their cooperation – unstable).

To conclude, the most pressing question is certainly about the possible evolution of ex – SU countries preferencies, for a set of values (NATO), or for another (Russian values).

Obviously, a pertinent de question remain:

Still be in the future, in the most of ex-SU space, o „ *Russian business*", blackmail based on the natural resources?

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ANALYSIS OF THE POSSIBILITY OF PROVIDING A COMPLEX MOTIVATIONAL SYSTEM FOR PUBLIC INTERNAL AUDITORS BY MANAGEMENT

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Abstract: *This action displays a scientific research on statistical analysis based on Spearman's correlation coefficient, in order to show the management possibility of implementing a complex motivational system for public internal auditors. The analysis was based on the results of the questionnaires sent by e-mail to public pre-university and university education audit structures, and on the establishing the mathematical analysis model of the results and their review. The analysis results are summarized in the conclusions drawn from empirical research.*

Keywords: *correlation coefficient, complex motivational system, public internal audit, statistical analysis, logical analysis, regression, descriptive analysis.*

JEL: M 42

I. INTRODUCION

The importance of the research stays in the ensuring of the possibility of implementing a complex motivational system (Nicolescu O., Verboncu I., 2008, pp. 291 – 292) [6] for public internal auditors by the public entity management from the research field. This analysis is part of the scientific approach of the activity and public internal audit structure management, in order to maximize the audit contribution to the assuring of the public entity performance, by assuring the management of efficient and effective risk inventory and the efficient, effective and economic use of public entity resources. *This approach was born from the need to adapt the public internal audit to the new demands of economic, social and technical development, which are also subject to public entities.* Analyzing the possibility of ensuring the management of the public entity of a complex motivational system for the auditors, leads to the determination of the motivational necessities of the auditors, the identification of the factors underlying the possibility of implementing a complex motivational system and providing knowledge to the public internal audit performance research field.

The resea rch field of this scientific endeavor, is featured by the public entities of public pre-university and university education, components of the national education system, which organized, according to The Low (Low 672-2002, art. 11-12) [8], public internal audit structures. Our approach includes the public internal audit structures within the school boards and the public universities, without the public internal audit structures within the Ministry of National Education and within the special education (military education). In this approach where involved 31 audit structures, out of a total of 42 school boards, 36 public university audit structures, out of 49 universities and 4 audit structures from within the public local administration structures and some decentralized public entities. To ensure confidentiality the schools participating in the research were numbers.

Research method. The research was based on setting goals and working assumptions (Chelcea S., 2007, pp. 108-122) [3], establishing the research method based on the statistic analysis methods and techniques, establishing conclusions and communication / disseminating these concerning the execution or invalidation of the established hypothesis.

The way of analyzing the results based on applied statistic methods and techniques (Green E., 1922) [4], was based on analyzing the research results through regression link between the variables method (Chareille P., Pinault Y., 1996) [2].

The objective of the research is the possibility of the management to ensure a complex motivational system for the internal auditors within the research field. Implementing a complex motivational system to the public entities is difficult, due to the reduction of the financial resources, blocking the free posts, promotion based on degrees and levels of the stuff within the budgetary entities, is uphill due to the regulatory framework and the correlation of the needs, aspirations, personal interests of auditors (training, promotion, awards, etc..), with the entity objectives is a sensitive issue. From this point of view arises the question which also represents our working hypothesis: Is there any possibility for the management to ensure a complex motivational system for the public internal auditors within the educational system?

II. ANALYSIS OF THE MANAGEMENT POSSIBILITY OF ENSURING A COMPLEX MOTIVATIONAL SYSTEM FOR THE PUBLIC INTERNAL AUDITORS

2.1. General informa tion on conducting empirical research

The analysis of the management possibility to ensure a complex motivational system for the public internal auditors started by questioning the 72 audit structures within the research area, out of 92 structures, with 8 closed questions contained in Table 1. The items used in the empiric research have 4 possible answers, as shown below: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always, shown in Table 2. Research results. The questionnaires were send towards the units within the research field, through e-mail, to each structure, between 15 – 31.05.2013, and the answers were collected between 15.06 – 15.07.2013 and 01.10.2013 – 15.11.2013.

The analysis of the answers was based in a statistic adaptation which allows a simple and synthetic description (Bailes C. 1998) [1], using the Statistical Package for the Social Sciences program (SPSS).

The statistic analysis was performed by selecting the items (the asked questions) concerning the methodological factor and the management factor and governance, which define the general characteristic of the analyzed variable (Y). In order to avoid errors in the SPSS program performance we ciphered the items, as shown in Table 1. Items used in the empiric research.

For the statistic analysis of the empiric research we used Spearman's correlation factor, because from all the studied correlations, at least one variable is ordinal. As a result, the use of the correlation factor can be unfit, especially for estimating the possibility of rejecting the void hypothesis (p-value). Like so, the causality relation between the implied variables were analyzed by using the Methodical Logit Model (MLO) (Hosmer D.W., Lemeshow S., Sturdivant R.X. 2013, p. 528) [5]. The choice of methodology is not random, it is assessed by the variables' nature, which are not quantitative, asserted by concrete measuring, but their values can be ranked. In case of obtaining a positive value and statistic eloquent for the coefficient of the factor variable Xj, it can be said that a accession of the values if this variable leads to accession of the possibility of obtaining high values for Y variable. In case of obtaining a eloquent negative factor, the interpretation is contrary; if the factor acquired is statistically insignificant, we can't reveal a casual relation between Xj and Y, no matter the factor sign.

In general form, MLO can be written as:

$$\text{Prob}\,(y_i = j \mid x, b, c) = F\,(c_{j+1} - x_i b) - F\,(c_j - x_i b)$$

$$\text{Prob}(y_i = j \mid x, b, c) = \frac{\exp(c_{j+1} - x_i b)}{1 + \exp(c_{j+1} - x_i b)} - \frac{\exp(c_j - x_i b)}{1 + \exp(c_j - x_i b)}$$

where,

$i = \overline{1, N}$ indexes respondents to the questionnaire

y_i= value of the endogenous variable (item that we consider as a result)

$y_i = 1$ if the respondent answered "never" $y_i = 2$ if the respondent answered "sometimes"

$y_i = 3$ if the respondent answered "often"

$y_i = 4$ if the respondent answered "always"

x_i= vector of explanatory variables (items that we consider as factors)

b = vector coefficients

c_j, $j = \overline{1,5}$ threshold values estimated by model

$c_1 = -\infty$, $c_j \le c_{j+1}$, $c_5 = +\infty$ conditions that ensure that the sum of the probabilities for each respondent equals 1.

2.2. Statistic analysis of the empirical research results

The analysis was based on representative factors:

a) Based on the methodological factor, we research the influence of the audit activities which tries to defers the legal regulation within the field Item 2), the capacity of the audit to accomplish in time the intern audit tasks and goals established by the management (item 4) and deferring the professional etic Code in the current audit activity (item 6), on the management attention to ensuring a complex motivational system (item 1), where Y = 1, Y = f (2, 4, 6) Table 1. Items used in the empirical research);
b) Based on the management and governance factor, we research the negative influence of the lack of resources on the audit activities (item 3), accomplishing the goals established by the auditors alongside with the management, through audit reports (item 5), accomplishing the external audit missions for evaluating the public internal audit (item 7) and for the management to advocate the professional preparation of the auditors (item 8), on the management's concern for ensuring a complex motivational system (item 1), where Y = 1, Y = f (3, 5, 7, 8) (Table 1. Items used in the empirical research);

By applying the regression method we acquired factors, either positive or negative.

(according to the regression tables). These factors can be taken as given, if only p-value is under 0,1 or 0,05. Otherwise, we can consider these coefficients as zero. Hence, two cases:

a) p-value > 0,1 there is no link between X and Y;

b) p-value < 0,1 if the factor is positive, then X arises, which implies Y to arise(decrease if the factor is negative).

While analyzing the link between the variables, by using Spearman's factor, issues z < 0,3 = weak link 0,3 < z < 0,7 = medium link z > 0,7 = strong link. We can also consider that there is a link between the variables, if p-value < 0.01 sau 0.00.

Table nr. 1. Items used in the empirical research.

Nr. crt.	Variable code	Explanation
Item 1	COMPLEX_MOTIVATIONAL_SYSTEM	The management task is to ensure a complex motivational system, decent for the auditors
Item 2	RESPECTING_LEGAL_REGUALTION	Does your audit activity concern respecting the legal regulation within the field?
Item 3	IMPACT_ RESOURCE	Was your internal audit activity affected by the lack of resources needed for its' well function?
Item 4	TASKS_AUDIT_DEADLINE	Were the goals and tasks, established by the management for you, accomplished in time?
Item 5	GOALS_ENTITY_RELATION	Do the relations compiled by you respond well to the goals established with the management?
Item 6	ETHICAL_CODE	In your current work, have complied with the Code of Ethics for auditors?
Item 7	AUDIT_EXTERNAL_EVALUATION	In the past five years, were there external audit missions of your entity?
Item 8	ASSURANCE_PROFESSIONAL_PREPARING	Does the management support the work of professional training of auditors?

Source: Author Protected

Table nr. 2. Research results

Nominal and percentage values	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Answer 1	13	4	23	9	8	3	17	9
Answer 2	22	7	19	5	2	9	11	20
Answer 3	20	7	18	25	14	7	24	16
Answer 4	17	54	12	33	48	53	20	27
Answer 1 (%)	18,1	5,6	31,9	12,5	11,1	4,2	23,6	12,5
Answer 2 (%)	30,6	9,7	26,4	6,9	2,8	12,5	15,3	27,8
Answer 3 (%)	27,8	9,7	25	34,7	19,4	9,7	33,3	22,2
Answer 4 (%)	23,6	75	16,7	45,8	66,7	73,6	27,8	37,5

Source: Authors' calculation

2.2.1 Analysis based on the methodological factor, tries to explain the influence of the factors that define the methodological factor (items 3, 5, 7, 8 from Table 1. Items used in the empiric research), on the management concern for ensuring a complex motivational system (item 1) by establishing the regression function, as Y = 1, where, Y = f (2,4,6) (see Table 1).

Out of 72 respondents, 54 auditors are concerned about respecting the field regulations, which is 75%, 33 auditors answered that the audit goals and tasks established by the management are "always" completed in time, which represents 45,8% and 25 auditors answered "often" to this item, which is 34,7 %, and 53 auditors answered that the audit activity always respects the etic professional Code, which represents 73,6%. From this descriptive analysis we can conclude that the values acquired from the scientific approach are above average (M = 36), the auditors always try to respect the current legal regulations (x_i = 54) and always respect the etical proffesional Code (x_i = 53), except the audit tasks and goals established by the management, which are always completed (x_i = 33)and "often" (x_i = 25) in time, which, taken individually, are beneath average M = 36. From this approach we can say that the auditors respecting the tasks and goals established by the management, with values beneath average, contribues to respecting the ensurement of the audit independence, by avoinding the tasks and goals established by the management for the auditors, which will make the audit subject in a future stage.

Table nr. 3. Regression calculation

Endogenous variable (Y): COMPLEX_MOTIVATIONAL_SYSTEM				
Factor variable	**Coef.**	**Std.Er.**	**z**	**p-value**
RESPECTING_LEGAL_REGLEMANTATIONS	***1.171	0.426	2.75	0.006
TASKS_AUDIT_DEADLINE	***1.223	0.357	3.43	0.001
ETHICAL_CODE	**0.712	0.363	1.96	0.050
N = 72 ; pseudo R^2 = 0.2723				

****, **, * : considerable statistic at an apron of 1%, 5% si 10%.* All the factorial variables are statisticly considerable and positive. Source: Author calculation using SPSS

From the MLO regression analysis, Table 3 Regression calculation, you can see that there are links between the probability of ensuring a complex motivational system, respecting the current regulations, completing the goals established by the management and respecting the ethical professional Code. From a statistical point of view, by applying the regression analysis and Spearman's correlation factor, where p-value < 0,1, shows that the biggest probability for the management to ensure a complex motivational system, is possible by completing the tasks and goals established by the management (p-value = 0,001, at a considerable apron at 1 %) and with a link calculated using Spearman's factor z = 0,357, followed by respecting the current regulations (p –value = 0,006, at a considerable apron of 1 % and z = 2,75) and by respecting the professional ethical Code (p-value = 0,050, at a statistical considerable apron of 5 % and z = 1,96).

Theoretically, we think that respecting the ethical code, would have had values close to completing the management tasks by the audit and respecting the legal regulations, concerning the statistic research. On a logical aspect, completing the goals and tasks established by the management is based on respecting the regulation and normalization field. If the legal regulations are being respected, then the ethical code is also respected, which shows that the respondents gave this aspect a thought.

Logically thinking, the audit completing the tasks and goals established by the management, respecting the professional ethical code and the current regulations, adds to the management ensuring a complex motivational. In the public internal audit practice (UCAAPI, 2007-2012) [7], on a national level, it is considered that the management appreciates more completing the entity tasks and goals established, which adds to ensuring the fulfilling the public entity goals, conditions which grant respecting the professional ethic code. Also, we presume that respecting the professional ethical code also implies respecting the regulation and normalization field of the public internal audit.

Preliminary conclusions. In the education system, the static analysis showed that the probability for the management to ensure a complex motivational system by completing the tasks and goals established by the management, respecting the regulation and normalization field and the professional ethical code, concerning the national practice which establishes a complex motivational system(salary, promotion, bounty, sanction), is ensured by respecting the professional ethical code, then by respecting the legal field.

The descriptive analysis shows that the auditors keep their independence by avoiding completing the goals and tasks established by the management, other than the audit activity.

The management cared more about ensuring a complex motivational system for the auditors, by setting the auditors tasks and goals, which leads to defying the auditors independence by involving them in future audit activities

2.2.2. Analysis based in the management and governance factor, tries to explain the influence of the factors of management and governance (items 3, 5, 7, 8, Table 1. Items used in empirical research) on the management concern in ensuring a complex motivational system (item1). The analysis was based on establishing the regression function, as Y = 1, where, Y = f (3, 5, 7, 8) (see Table 1).

Based on the descriptive analysis of the items, which affects the ensuring of a complex motivational system for the auditors, the resources impact did never affect negatively the audit activity for 23 auditors (31,9%) and sometimes for 19 auditors (26,4%), the reports always answer adequate to the goals established with the management for 48 auditors (66,7%) and often for 14 auditors (19,4%). The values are beneath average (M = 36), which shows that the management did not always support the professional training of the auditors (27 auditors being 37,5% and often for 16 auditors, being 22,2%), and the external evaluation of the audit was always considered useful for 20 auditors, being 27,8% and for 20 auditors often, being 33,3%.

Table 4. Regression calculation

Endogenous variable (Y): COMPLEX_MOTIVATIONAL_SYSTEM				
Factor variable	**Coef.**	**Std.Er.**	**z**	**p-value**
IMPACT_ RESOURCES	*0,374	0,231	1,62	0,105
GOALS_ENTITY_RAPORTS	***1,130	0,303	3,73	0,000
EXTERNAL_AUDIT_EVALUATION	***1,017	0,251	4,04	0,000
ENSURING_PROFFESIONAL_TRAINING	***0,889	0,269	3,31	0,001
N = 72 ; pseudo R^2 = 0.2395				

***, **, * : *considerable statistic at an apron of 1%, 5% and 10%.* Source: Author calculation by using SPSS

The analysis of the probability for the management to ensure a complex motivational system for the public internal audit by applying the regression analysis based on Spearman's factor of management and governance (where p-value < 0,1), showed that the biggest probability to ensure a complex motivational system for the public internal auditors is the external public audit evaluation which affects the most (p-value = 0,000, at a considerable statistic level of 1 %) with a link (Spearman's factor, z = 4,04) followed by reported entity goals (p-value = 0,000, at a considerable statistic level of 1% and z = 3,73) and by ensuring the professional training, p-value = 0,001 (at a considerable statistic level of 0,001 and z = 3,31) the last one being the resources impact (p-value = 0,105 at a considerable statistical level of 10% and z = 1,62), and according to the condition, p-value > 0,1, the resources impact do not affect the management ensuring a complex motivational system for the public internal auditors.

From a logical point of view, ensuring the resources, could have had a stronger influence on ensuring a complex motivational system as we thought in the beginning of the analysis. As the analysis shows, the external evaluation of the audit is the most important element that can add to ensuring a complex motivational system, being known that the territorial structures of the Romanian Account Court and the evaluations of the audit Services from MEN, finds problems and adds to their extermination, with an impact in ensuring the public internal audit from the research area. We consider that the research of the audit reports on the audit structure goals, are based in the auditors capacities and the knowledge of the audit structure, finding the problems and drawing recommendations, relevant and according to the goals established by the management. The professional training, adds to the management ensuring a complex motivational system by discovering the training needs of the auditors, according to the activity subject of the entity with direct implications in ensuring the goals established by the management through objective recommendations, relevant and according to the reality. We can see that the resources impact does not affect as much as the other variable the ensuring of a complex motivational system, which draws the conclusion that the auditors ensure their professional training by their own means (attending to courses, increasing their degrees – master, doctor's degree, publishing materials in public magazines etc.), ensuring the audit missions with existing resources.

Preliminary conclusions. From the descriptive analysis, we can see that the management is not concerned with the professional training of the auditors, but it has the biggest influence on ensuring a complex motivational system for the auditors, also the audit evaluations every 5 years and the resources impact, can add to ensuring a complex motivational system for the public internal auditors from the research area.

III.CONCLUSIONS

Statistically, the empirical research we did and the results based on the Logit Methodic Model, shows the probability of the management to ensure a complex motivational system for the public internal auditors in the educational system, by respecting the regulation field. The tasks that the management established for the auditors, completing the public entity goals established through audit reports, the external evaluation of the audit and the professional training of the auditors, are elements with a higher probability to add to ensuring a complex motivational system for the public auditors, based on the statistical links between them.

The static analysis through the regression method, was based on the information from the respondents from the research area, and the results defer from the results acquired from the logical descriptive analysis. The regression analysis shows that these can affect the variable that the analysis is based on. Logically, it is essential for ensuring the public internal audit performance, to keep the auditors independence, by avoiding for the management to establish tasks for the public internal auditors, which in the audit practice (The similar low of the Minister of Education, Research, Teenage and Sports, Minister of Administration and Interns and Minister of Public Finances nr 4576 / 230 / 2445 / 2011) [10], there are trade-offs done to ensure the independence of the auditors, while the pre-university auditors are forced [9] to validate the staff states and pays of the public pre-university staff, which is audit subject, or rearranging the tasks if the disposed paid staff as an effect of the staff politics (OU 77 / 2013) [9].

The management ensuring the professional training of the auditors and the resources impact, are sensitive spots for the public entities, while the approved budgets are more and more diminished, fact also shown by the descriptive statistic of this variable.

From this approach we can draw the conclusion that it is a very big probability for the management to ensure a complex motivational system for the public internal audit, in contradiction to reality, which proves that the resources impact (financial through the approved and given budgets, human resources through the staff politics of the Ministry of Education) can not ensure the professional training, and satisfy the auditors expectations according the audit and public entity goals.

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BEYOND THE FAST-FOOD MODEL OF EDUCATION. IS THE SCHOOL CAPABLE TO FOSTER CREATIVITY?

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Abstract: *Many critics argue that the institution of modern school, and the teachers as educational agents are not just incapable to stimulate, but also seem to block the innate creativity of the students. The research described in this paper is a literature review aiming to identify the key factors that influence the creativity in the educational environment in order to formulate practical actions towards an education for creativity. We propose a new model of creativity in the educational context, and conclude that a reformed school remains the main social instrument for promoting creativity.*

Keywords: *creativity, models of creativity, education for creativity*

1. INTRODUCTION

"We have sold ourselves into a fast food model of education, and it's impoverishing our spirit and our energies as much as fast food is depleting our physical bodies" says Sir Ken Robinson in [19].

Though the development of creativity is claimed to be an imperative objective of modern education, there are surprisingly few educational initiatives dedicated to fostering creativity of students. Xu et al in [28] have made a thorough inventory of the courses dedicated to fostering creativity in universities from North America, Europe, Japan, and China. Surprisingly, they only found only 39 such courses, and in most cases these were isolated initiatives of individual professors well known for their interest in the research of creativity. And despite the billions of Euros invested by the European Union in lifelong learning programmes, we identified only two projects on this topic, which received financing before 2013.

In a comprehensive study, Cachia et. al ([6]) interviewed more than 7000 teachers from 27 European countries. They concluded that "there is a discrepancy between how teachers perceive creativity and the way they claim to foster creativity during their teaching", and note that "in many countries, education policies and objectives mention the need for creative learning, but do not provide an encompassing working definition of creativity or instructive guidelines on how it should be promoted at school."

The situation seems to be even worse in the public education system in North America.

Under these circumstances a decline of creativity is possible, and even predictable. Bronson et al. ([4]) note that in North America, after 1990 there is a visible increase of the intelligence quotient IQ, accompanied by a constant decrease of the creativity quotient, measured with the Torrance Test of

Creative Thinking (TTCT, see [27]). The causes of this phenomenon are still unclear, but the effects may be severe and require energetic actions for fostering the creativity in the educational context. Bronson concludes that "while our creativity scores decline unchecked, the current national strategy for creativity consists of little more than praying for a Greek muse to drop by our houses."

The solution, according to Robinson, is to abandon the paradigm of the school as a factory: "The fact is that given the challenges we face, education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions." ([19-20])

This paper proposes a pragmatic review of the vast literature dedicated to the study of creativity in education aimed to identify the key factors that influence creativity in both negative and positive directions, in order to provide the stakeholders with a clear view of the actions required.

Beyond this introduction, this document is structured as follows:

- Section 2 briefly describes the general conceptual framework,
- Section 3 identifies the key factors influencing the creativity, as presented in the literature, and derives several action directions to foster creativity through education.
- Section 4 is reserved for conclusions.

2. CONCEPTUAL FRAMEWORK.

2.1 Choosing a definition and a model of creativity. We will not attempt to clarify here the many aspects involved in the definition of creativity. As demonstrated in the comprehensive analysis of this topic offered by Parkhurst ([18]), there is still no unanimously accepted definition of creativity.

An extensive analysis of all the theoretical aspects of creativity is available in [25]. For practical reasons, in this study we will adopt the definitions of creativity and innovation proposed by Teresa Amabile:

"Creativity is the production of novel and useful ideas in any domain", and *"Innovation is the successful implementation of creative ideas within an organization"* ([3]).

Jan Fagerberg in ([9]]) brings supplementary clarification by emphasizing the difference between "invention" and "innovation": *"Invention is the first occurrence of an idea for a new product or process. Innovation is the first commercialization of the idea."*

Thus, the creativity is the process of developing ideas that are simultaneously novel, and valuable from a practical perspective (the inventions), while the innovation is the process of capitalization of the results within an organization.

Many researchers (see for example [14]) made a distinction between "Creativity" (with capital letter) – called "the big C", which designates exceptional results (e.g. the works of Leonardo da Vinci, Shakespeare, Picasso, Einstein, etc.) and "the little c"), which defines the everyday creativity, accessible to almost all people (e.g. create a new culinary recipe, find an original interior design solution, etc.).

Most researchers agree that "the little c" can be acquired and developed through education, and, along this study, we will use the term "creativity" in this acception.

The definition formulated by Amabile addresses only one of the "4 Ps" of the creativity (the 4 Ps are: "person", "process", "product", and "place" or environment see [25]), namely the creative person, which is convenient when studying the creativity from an educational perspective.

2.2. A simple model of creativity. Amabile also proposed a model of creativity ([3] see figure 1.).

According to this model, the creativity has three components:

- *The Expertise* is the individual knowledge base that is the starting point of any creative processing of the information. Nothing can be built in the absence of a foundation. One cannot be creative, for example in organic chemistry, without a solid knowledge of the functional groups, and, generally speaking, it is not possible to reach performance in any domain, without having a good knowledge of the state of the art in that field.

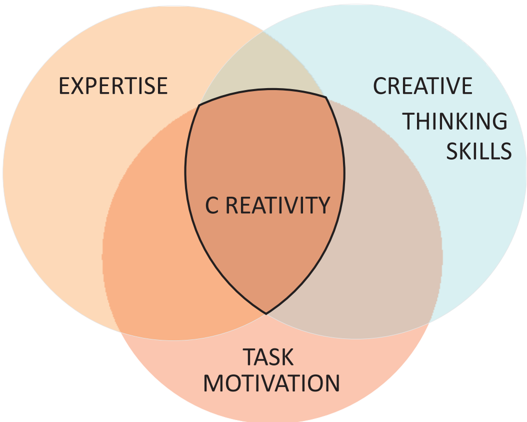

Fig. 1 The components of creativity, according to Amabile

- *Creative thinking skills*. This component of the creativity is defined by a specific way of processing the information from the knowledge base, which is favorable to using new perspective on the problems, and to following new cognitive paths. (see below the definitions for "lateral thinking" and "divergent thinking".) The creative thinking skills can be – in principle – improved by learning specific heuristics, but, in the same time are influenced by a series of personality traits such as independence, the capacity to take moderate risks, the ability to tolerate ambiguity, etc.
- *Motivation* is the "energy source" of any human endeavor. Though there are many studies proving that incentives (a typical extrinsic motivation, see the definitions in Ryan, [23]) may stimulate, or even - in certain conditions - may inhibit creativity, Most researchers agree that intrinsic motivation is preferable as element that stimulates creativity.

Though very simple, the Amabile model of creativity has the advantage that it clearly shows several means to influence the creativity in the educational process: the expertise can be improved by an efficient design of the curriculum, the creative thinking skills can be acquired by learning and practicing some specific heuristics, and the motivation of the students can be addressed by adjusting the educational environment from an organizational perspective ([16]]).

3. KEY FACTORS AND ACTION DIRECTIONS TO FOSTER CREATIVITY THROUGH EDUCATION

The idea to foster the creativity of the students through education is not new. Back in 1965, Bruner argued that children should be encouraged to "treat a task as a problem for which one invents an answer, rather than finding one out there in a book or on the blackboard" ([5]). Four decades later Scott ([24]) unequivocally confirmed Bruner's idea and concluded: "Thus, creativity training appears beneficial for a variety of people, not just elementary school students or the unusually gifted. Taken as a whole, these observations lead to a relatively unambiguous conclusion: *Creativity training works*".

However, the educational environment may either stimulate or inhibit the creativity of the students. Cachia ([6]), and Craft ([7]) identified a number of inhibiting factors:

- The prescriptive environment of the school;
- The curriculum oriented towards quantity rather than quality of the information;

- The lack of consensus regarding the definition and the model of mental processes associated with creativity;
- A certain confusion of values: teachers frequently perceive some behaviors or personality traits specific to creative students (e.g. stubbornness, hyperactivity, argumentiveness, and independence) as “misbehaviors”.
- Teachers are not trained to foster creativity of students: though most of them claim they encourage students to be creative, they simply don’t know how to do this;
- The lack of quality educational content for teaching creativity. Teachers and students are equally in need of such materials;
- The lack of simple and easy to use instruments for the assessment of creativity;
- The lack of IT&C tools to support teaching for creativity.

Davies et al. ([8]) counted the following environmental factors that could have a positive influence on the creativity of the students:

- Flexible use of time and space;
- availability of appropriate materials;
- working outside the classroom/school;
- ‘playful’ or ‘games-bases’ approaches with a degree of learner autonomy;
- respectful relationships between teachers and learners;
- opportunities for peer collaboration;
- partnerships with outside agencies;
- awareness of learners’ needs, and nonprescriptive planning.”

Other researchers indicate a variety of other factors that can influence creativity in school:

- Moods and emotions ([17])
- Pattern recognition and “visual thinking” ([12]);
- Organizational and institutional influences ([10]);
- Teamwork ([11]);
- Some cultural factors (Rudowicz, 2003);
- The ability to use certain heuristics, e.g. TRIZ ([2]);

And, last but not least, an essential factor that could dramatically impact the future of teaching for creativity is the use of ICT in education ([1], [15], [13], [21],[26]).

For a better understanding of the influence of the educational environment on the creativity of the students, we propose an extension of the Amabile model, as shown in figure 2.

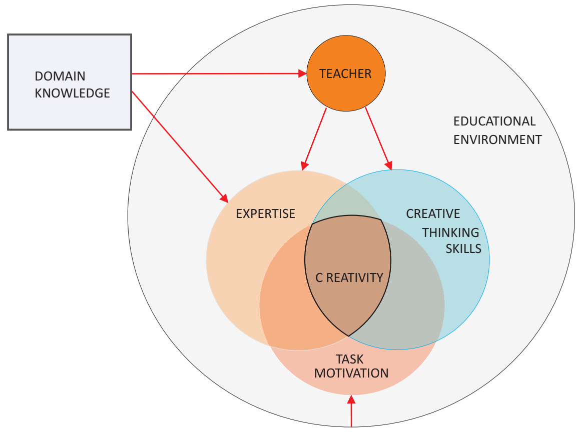

Fig. 2 An extended model of creativity for the educational context

This extended model obviously includes *the teachers* as essential educational agents, and *the general learning environment*, as seen from organizational, and social interactions perspectives. (The ICT tools involved in the educational process are also considered as included in the environment.) The proposed model clearly illustrates the interactions between the elements of the educational system.

Considering the above mentioned factors, the following *action directions* for fostering creativity through education become obvious:

- Eliminate the factors that inhibit creativity. The responsibility for this lies with the decision makers at the European, national, and organizational level, and – to a certain degree – with the teachers, who should contribute to the creation of a less-prescriptive educational environment. In this category of measures, we count: the reform of the curriculum, defining and promoting a respectable social status for the teachers, which includes decent salarization, increasing the autonomy of the public schools, etc.
- Attract teachers in CPD (Continuous Professional Development) courses to help them understand the psychological mechanisms involved in creativity.
- Develop educational content specially aimed for the education for creativity. This includes both courses for teachers, and

specific courses for students designed to improve their creative thinking skills, and help them acquire certain specific heuristics.

- Develop solutions based on IT&C to promote creative problem solving in education.
- Develop simple and easy to use IT&C tools for the assessment of creativity.

Ala-Mutka et al ([1]) extend the responsibility from teachers to policymakers, researchers, and other practitioners, who "should engage in developing a common vision of future learning for innovation, as a tool to guide their joint effort".

4. CONCLUSIONS

The implementation of the concept of *"education for creativity and innovation"* seems to require a clear vision and convergent efforts of the researchers, decision makers and teachers in order to adapt the educational environment to the requirements of the knowledge society, and to create dedicated content aimed to foster creativity.

Though intensely criticized for blocking the innate creativity of the children, a reformed School, with specially trained teachers, seems to remain the most important social instrument for promoting creativity of the students on a large scale.

In this context, the Information and Computer Technology appears to be a promising instrument to deliver the educational content, to promote creative interactions between learners, and to measure the progress.

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THE BLIND MEN AND THE ELEPHANT – A BRIEF ANALYSIS OF THE ROMANIAN STRATEGY FOR RDI

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Abstract: *Considering its close interrelation with the economic performance of the organizations, the concept of "innovation" has been extensively studied in the past decade, from a variety of perspectives (economy, business management, entrepreneurship, knowledge management, marketing).*
The result is that "innovation" appears to be so complex, and so difficult to understand and to assess, that it ressembles the story about the blind men and the elephant. Therefore, the purpose of this discussion paper is to shed some light on the terminology related to innovation, in order to explain some of the fallacies of the Romanian national strategy for Research, Development and Innovation.

Keywords: *creativity ,innovation, national strategy on RDI*

1. INTRODUCTION

By comparing the Forbes list of most powerful and valuable brands (http://www.forbes.com/powerful-brands/list/), and the list of most innovative companies according to Boston Consulting Group (http://www.forbes.com/sites/susanadams/2013/09/27/is-apple-the-worlds-most-innovative-company-still/) (see Table 1), two things become obvious: first that there is a strong correlation between the capacity of the companies to generate (and absorb) innovation, and their economic power, and, on the other hand, that there is a large disparity between the USA and the rest of the world in this direction.

This conclusion is almost a literal transcription of an idea formulated 10 years ago by Hargreaves: "we live in a knowledge economy, a knowledge society. Knowledge economies are stimulated and driven by creativity and ingenuity. Knowledge society schools have to create these qualities, otherwise their people and their nations will be left behind" ([8]).

In this society, the key resource for progress is no longer capital or labor – is *innovation*. ([6]).

Table 1. List of most powerful brands, versus most innovative companies in 2013 (Sources: Forbes and Boston Consulting Group)

Rank	*Most Innovative Companies (BCG)*	*Most Powerful Brands (Forbes)*
1	Apple	Apple
2	Samsung	Microsoft
3	Google	Coca-Cola
4	Microsoft	IBM
5	Toyota	Google
6	IBM	McDonalds
7	Amazon	General Electric
8	Ford	Intel
9	BMW	Samsumg
10	General Electric	Louis Vuitton

But what exactly is "innovation"? Considering its close interrelation with the economic performance of the organizations, the innovation has been extensively studied in the past decade, from a variety of perspectives (economy, business management, entrepreneurship, knowledge management, marketing).

The result is that the concept of "innovation" appears to be so complex, that it ressembles the story about the blind men and the elephant.

Therefore, the purpose of this discussion paper is to shed some light on the terminology related to innovation in order to explain some of the fallacies of the Romanian national strategy for RDI (Research, Development and Innovation).

Beyond this introduction, the paper is structured as follows:

Section 2 contains a brief description the conceptual framework related to innovation.

Section 3 presents the Romanian national strategy for RDI, and finally, Section 4 is reserved for conclusions.

2. CONCEPTUAL FRAMEWORK: INNOVATION AND ITS MAIN FACTORS

Barenghesh et al. ([2]) counted as many as 60 different definitions of innovation. One of the earliest was proposed by Thompson in 1965 ([10]), and sounds pretty straightforward: "innovation is the generation, acceptance and implementation of new ideas, processes, products, or services"

For comparison, the definition proposed by Barenghesh et al in 2009 sounds like this: "Innovation is the multi-stage process whereby organizations transform ideas into new/improved products, services or processes, in order to advance, compete and differentiate themselves successfully in their marketplace."

In this paper, we prefer the definition proposed by Amabile in 1996 ([1]), which links innovation to creativity: *"Creativity is the production of novel and useful ideas in any domain", and "Innovation is the successful implementation of creative ideas within an organization".*

Jan Fagerberg in [7] brings supplementary clarification by emphasizing the difference between "invention" and "innovation": "Invention is the first occurrence of an idea for a new product or process. Innovation is the first commercialization of the idea."

Thus, the creativity is the process of developing ideas that are simultaneously new, original and valuable from a practical perspective (the inventions), while the innovation is the process of capitalization of the results within an organization.

In what concerns a model of the innovation at the organization's level, De Jong ([5]) cites Buijs ([xx]), who proposed a "transformational model" as shown in figure 1.

Fig. 1 The transformational model of innovation (Buijs [3], apud De Jong[5])

In this model, "the transformation process itself is not described in detail: it is considered as a black box so there is little focus on the actual work processes themselves." ([5])

For organizations as large as countries Bloomberg computes and publishes a so-called "Global Innovation Quotient" (www.bloomberg.com), based on economic and statistic indicators. The components and their weight in the GIQ are shown in figure 2.

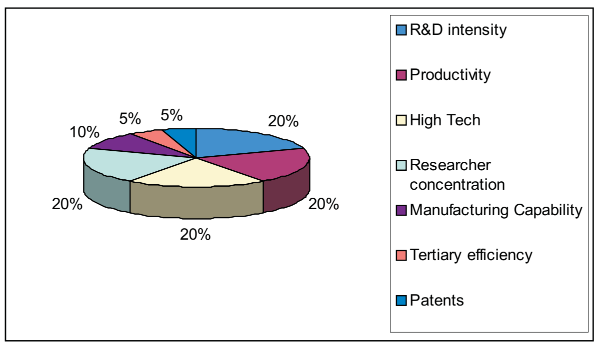

Fig. 2 The components of the Global Innovation Quotient, proposed by Bloomberg

The relevance and the weight of various factors in GIQ are questionable, mainly because they reflect to a very small extent the role and the quality of the education in innovation, and completely ignore other decisive factors such as the migration of the specialists and the organizational permeability to innovation.

Talking about the migration of specialists the famous physicist Michio Kaku said that the economic dominance of the USA is due to a "secret weapon", which is the H1B visa – the temporary work permit for highly skilled people.

The concept of organizational permeability to innovation can be illustrated in a negative sense by the example of the reaction of the society to the innovative ideas of Giordano Bruno in the Middle Ages, and – in the positive sense – by the example of Google, where the employees are allowed to spend 20% of their time working on creative projects at their personal choice. The impact of this rule exceeded any expectation: Susan Wojciki, vicepresident for Advertising at Google said that *"In a recent six-month period, half of Google's core initiatives started as projects during employees' 20 percent innovation time" (*[11]).

The Bloomberg GIQ has the advantage that it clearly defines the main factors of the innovation, and gives a unique measure to compare the innovation capabilities of various countries.

Regarding innovation, it is useful to introduce a distinction between "the big I" (the big innovation) associated with the introduction of exceptional scientific and technological discoveries (think of the discovery of the transistor, of the laser, or the apparition of the personal computer, or the smart phone, etc.), and Little innovation ("the little i"), which designates innovative initiatives of smaller impact, e.g. buying a machine to increase the work productivity, or acquiring the license to use a patent to improve a technological process, etc.

The dichotomy between "small i" and "big I" is to a certain degree similar to the concepts of "incremental innovation" versus "radical innovation". (see Koberg et al. [9]).

Obviously, the big I requires large investments in research infrastructure and highly skilled human resources (e.g. the Hubble telescope, or the LHC particle accelerator from CERN).

An interesting example of small I with – possibly – large effects is the concept of "open innovation", defined as the process of creating "inflows and outflows of knowledge" that connect the organization with the outside world in order to minimize the cost of the research while keeping a high innovation level ([4]). A typical example of using open innovation is the organization of idea contests on topics selected by the organizers. These contests offer (usually modest) financial incentives for the participants who propose the best solutions. This way, the organizers can benefit of a multitude of innovative ideas at the lowest possible cost. In the famous "grand challenges" organized by Bill and Melinda Gates Foundation, or in the competitions organized online by Innocentive Inc. *(www.innocentive.com)* there is a striking discrepancy between the importance and the difficulty of the proposed problems, and the amount of the rewards offered for solvers.

Despite its obvious advantages for the organizers, the concept of open innovation is largely ignored in Europe by the decision makers and by business.

3. THE ROMANIAN STRATEGY FOR RDI. A BRIEF ANALYSIS

In December 2006, the Government of Romania published "The National Strategy for Research Development and Innovation for

2007-2013", later legislated through the Government Decision HG-217/2007 (available online in Romanian at *www.research.edu.ro/uploads/legislatie/planul-national/hg-475.doc*), with the declared objective to "recover the delays relative to other European countries [in the field of Research and Innovation]". In 2013, by the end of the period covered by the above mentioned strategy, Romania ranked the 46th of 50 countries analyzed by Bloomberg according to the Global Innovation Quotient. Between 2007-2013, Romania did not win not even one grant funded by ERC (European Research Council – see the synthetic document: http://erc.europa.eu/sites/default/files/content/ERC_in_a_nutshell_oct_2013.pdf)

In fact, very few of the objectives stated in the above mentioned national strategy were actually reached. Some of them are ridiculously unrealistic: for example, the strategy aimed to multiply by 10 the number of EPO patents per million people. Note that Romania was the only country in EU27 where the number of researcher actually dropped by more than 5% between 2005-2011 (see Innovation Union Competitivness Report for 2013: http://ec.europa.eu/research/innovation-union/pdf/competitiveness_report_2013.pdf)

The main cause of the decrease of the number of researchers in Romania is the brain drain. We don't have official data regarding the migration of researchers, but considering the fact that over 22,000 physicians emigrated from Romania between 2007-2013, we can estimate that this phenomenon also affects other categories of skilled workers, including researchers. We don't have knowledge about any serious initiative of the Romanian authorities to stem this process.

It is also worth to note that most of the Romanian researchers don't even have an institutional subscription *to read* the high impact factor journals where, according to the Government strategies, they are supposed *to publish* articles.

The level of public expenditure for research, development and innovation should have been 1% of the GDP in 2010, and expected to raise at 1.5% in 2013. In fact, by the end of 2013 the value of this indicator was only 0.49% of the GDP, a quarter of the EU average of 2%.

A thorough analysis of the relevant statistic data for the evaluation of the competitivness of Romania with respect to innovation is available in the European document (EUR 25650 EN, 2013).

Perhaps even more serious than the underfunding of the research is the chronic underfunding of education. Though the Law of the National Education nr. 1/2011 stipulates the allocation of 6% of the GDP for funding the education, between 2009-2013, the amount of funding dropped from 4.24% to 3.6% of the GDP.

The result is that Romania has the lowest percentage of university graduates from the total population (21.8% see http://www.6pentrueducatie.ro) and there are no Romanian universities ranked in the top 500 world's best universities (Shanghai ranking) (http://www.shanghairanking.com/ARWU2012.html).

Even more harmful than the underfunding is the lack of consistency of the laws related to education. The Law of the National Education was often amended between 1995-2013, sometimes 2-3 times a year.

This is the general framework wherein the Romanian policymakers have launched the new National Strategy for research, development and Innovation for the time interval 2014-2020, (the document is available online http://www.research.edu.ro/ro/articol/3343/strategia-nationala-de-cercetare-si-inovare-2014-2020).

This new strategy has been produced by a large consortium under the coordination of UEFISCDI (The Romanian Executive Unit for Funding The University Education and the Research Development and Innovation), which comprises most of the research entities and public universities of the country (see *www.cdi2020.ro* for details on the consortium).

Predictably, the new strategy assimilates many of the objectives and priorities of the EU programme Horizon 2020, and maintains a more realistic approach in what concerns the expected progress of the innovation in

Romania. There are still some unrealistic objectives (for example OS5 – the strategic objective nr. 5 – which aims at doubling the number of the researchers until 2020. It is unclear where these researchers will work, and who will provide funding for their activity.

We also noticed a clear strategic option towards developing "the big I" innovation: "The increase of the Romanian contribution to the progress of the frontier knowledge" Possibly, the paneuropean project ELI-NP (Extreme Light Infrastructure *www.eli-np.ro*), which will provide funding for building the worlds biggest laser in Romania encouraged this option, but, considering the results of the strategy 2007-2013, it is not sure that Romania is capable to sustain the big I option on a long-term basis.

In what concerns "the small I" innovation, it is worth to mention the initiative called "innovation vouchers" intended to directly support innovation in SMEs.

One major drawback of the new strategy for innovation in Romania derives from the fact that there is no reference to the link between education, creativity and innovation.

The strategy does not consider at all the brain drain, and as a consequence there are no measures to stem this phenomenon.

The open innovation is totally ignored, and so is the obvious need of the researchers to have access to the latest and most valuable scientific publications.

4. CONCLUSIONS

To conclude this brief review, we appreciate that the overall situation of the education, research and innovation in Romania - at the decision makers level - is rather daunting, and it is hard to believe that it will score spectacular improvements in the near future.

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OPEN DISTANCE EDUCATION – NEW CHALLENGES

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Abstract: *Although distance education gets an increasingly special attention, emphasis should be put on the importance of style and strategies that have the greatest impact on the quality of distance learning. This may involve different technologies used alone or in combination. As such, there must be made a series of decisions on choosing the most effective methods which respond best to the established goal. The emphasis is therefore put on the role of facilitator as opposed to the role of "provider" specific for the traditional system.*

Keywords: *distance education, strategies, methods, impact*

1. INTRODUCTION

Although distance education gets an increasingly greater attention, we should focus on the importance of style and strategies that have the greatest impact on the quality of distance learning. Facilitating virtual learning requires some new approaches in order to practice and manage the teaching and learning precess. For the program to be effective it requires a whole new mental set about technology.

Many institutions spend significant resources - not just time and money - to introduce distance education and invest considerable in creating new technologies required for distance courses and their proper management.

Also, it takes the teacher to learn to manage critical dimensions generated by the new learning environment in which such as: change of role, metaphor, culture, awareness and collaboration.

Distance learning may involve different technologies used alone or in combination. As such, there must be made a number of decisions on the choice-effectiveness of methods which best meet the goal set. The emphasis is therefore put on the role of facilitator as opposed to the role of "provider" specific for the traditional system.

Lisa Kimball (2001) compares metaphorically the distance education with a "canary in a mine that detects life-threatening problems before anyone else realize that they are in danger." So the real problem concerning the learning experiences encountered by teachers are those relating to the design and administration of distance learning programs.

The questions are: "How do we get the right balance, between presentation and practical activities, experiments, between individual experiences and collaborative learning? Among the tasks defined by the teacher – facilitator and those shaped by the student? "

The new technology requires us to rethink this dynamic of learning because we are not able to use familiar approaches. It gives us the opportunity to change the way we manage teaching and learning in general. The critical part of the question is, "How can we engage students via distance learning" or, more precisely: "How can we involve more the students in meaningful learning activities through this technology?". Facilitating distance education does not mean to implement our old lesson plans using new media technologies. Rather it is about the opportunity to expand our learning tools available at some point, to create a new dynamic learning aligned with the best ways of adult learning.

After Eunice, Kimball, Silber and Weinstein (1998) there are some critical aspects of distance learning. The most important issue concerns the mentality that has to change in order to take full advantage of new opportunities created by the technology of distance learning.

2.NEW PEDAGOGICAL APPROACHES OF DISTANCE LEARNING

Lisa Kimball (2001) makes a description of this new approaches, presented in brief as follow:

The distinction between the dynamic approach and the linear one in distance education could also describe the major change from the old view to the new vision of education management. The first challenge for a teacher is to realize how to harness the power of new media technologies in order to take advantage of their ability to support the flexibility, parallel processing and time; it is also important to produce new designs and not use new media technologies in order to provide the same obsolete things.

The old model of designing learning had functioned based on a linear fashion, from defining learning objectives to "delivering the course". The first educators engaged in a comprehensive analysis of learning needs were often based on assessments made by others on the skills and learning objectives.

Large courses have been developed, and finally the course was being taught as planned.

Associated with this linear approach is a set of teaching strategies, strategies that corresponded to that linearity and were characterized by: centralization, uniform distribution. When students appeared to be bored and uninvolved in this type of program the solution was to find ways to use new information technologies to make the teaching – learning process more fun.

Much earlier, distance learning was nothing more than a way to generate some multi-media slides well-thought by an expert in a show well done. In this context, distance learning has been praised for its ability to reach a larger number of students at certain quality standard. But an expert teaching courses to a group of passive students is engaged in a kind of unidirectional teaching similar to the classic one, only that this lecture is delivered through television for students staying in their rooms at home.

Later on came a new vision of teaching and learning, this actually being an ongoing process rather than a fixed hour program with a beginning and an end, and the importance of a wide participation of students in the designing of their own learning was recognized as such.

Distance learning technologies are particularly well suited for a more dynamic approach to managing learning. Good teachers have always been open to change the lesson plans based on "student input". New media makes it easier. For example, it is easier to provide additional reading materials based on the students interest rather than rely solely on a manual ordered weeks or months before the actual course starts. The online environment can provide space to continue conversations among students about what to do and what not to do in a course.

Also, the same technology can contribute to design the projecting process of a course. For example, the teacher contacts most students via e-mail during the summer to learn more about their interests and expectations, but there are also required information about students' skills in order to be taken into account when designing the course. As such, the teacher was able to use this information to create preliminary project teams and to develop initial tasks to reflect the specific needs of the course participants.

One of the first things that the teacher must think in distance learning aims the type of atmosphere he needs and also, he must clearly define the learning experience he intends to provoke. In distance learning language and metaphor are important - as primary tools needed to create the ambience and help participants to evoke images and to put in their mind a particular space for learning, even if they do it at different times in different places .

In distance learning, many environments borrow the language from traditional educational institutions, to provide students with clues about what to expect, such as the classroom, lecture hall and library. This can be a good strategy to help students navigate through unfamiliar environments. However, there is a danger in using a language that fits the traditional learning environment and not the distance learning environment, as it may lead to transferring old models in the newly created environment - for example, one can expect to actually enter into classroom and wait for the teacher to come and teach.

One way to start a virtual course is to identify the types of interactions and experiences that the teacher believes are needed to support learning and also it is essential for him to capture the feelings that wants to evoke.

The teacher may want his students to have self-disclosure intimate conversations like those had late at night in a cafe or want to hire teams of students working on different topics like those made around a conference table. Putting the student in a virtual classroom can evoke any of these dynamics.

The Institute for Educational Studies at Endicott College has created a master year to transform education. The intensive program is designed around teachers worldwide who form a community and meet in a virtual campus using asynchronous Web-conferencing. In order to help participants "feel" they are part of a virtual campus, the program includes lectures, seminars, discussions, study groups.

Participants come together in a variety of classrooms, virtual seminars and discussions. But the most important aspect of the program is to create a learning "from peer to peer" if participants share their inner thoughts and feelings about their personal growth and the relationship with their role as educators.

3. CONCLUSIONS & ACKNOWLEDGMENT

Both teachers and students need to be aware of how distance learning occurs. Students need different types of feedback to help "tune" their participation and expectations. There is a need for teachers to provide a"research in progress" feedback rather than a feedback on the final product, because so much of this new type of learning is process-oriented.

Even if in Romania, the image of open distance learning is still fragmented and marked by distrust, we trust that a constructivist approach in this area may open new possibilities, and one of which is to encourage adults to continue their education – an encouragement to actually learn throughout life.

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DEFINITION OF VOLUNTEERING IN SOCIAL SCIENCES

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Abstract: *Volunteering is often discussed in relation to a number of terms used frequently in social and human sciences: prosocial behavior and altruism; charity and philanthropy behavior; social responsibility; democratic behavior and active citizenship; community development. Further, I will present an analysis of the relationship between volunteering and these concepts.*

Keywords: *volunteering, prosocial behavior, community development, social responsability.*

1. PROSOCIAL BEHAVIOR, ALTRUISM AND VOLUNTEERING

Septimiu Chelcea (1998, 2003) aproached prosocial behavior in an integralist manner, defining it as "an intentional behavior, carried out without being a professional obligation and aimed at supporting, preserving and promoting social values, without waiting for any moral or material rewards from others" (Chelcea, 2003, 86). Prosocial behavior includes a variety of ways of expression, which also include altruism as a subspecies of prosocial behavior (Chelcea and Taran, 1990, 178-179). The same view is to be found in James W. Vanden Zaden (1977/1987, 299-300), which included altruism among the manifestations of prosocial behavior, defining it as "a behavior performed for the benefit of another person, without waiting external reward. "

By comparing the definitions above we can conclude that:

a) Altruism differs only apparently from volunteering, by a nuance of expression: altruistic behavior is characterized by a lack of expectation of "external rewards" and volunteering does not imply the existence of a "material reward". The difference is profound though: the volunteer does not expect material consideration, but frequently searches (and is legally justified) to obtain other types of external rewards.

Moreover, in the vast literature on volunteer management, providing external rewards is seen as a sine qua non component of an efficient activity. In addressing Pro Vobis National Volunteer Centre in Cluj-Napoca (2006, 6-7), the recognition of the merits of volunteers includes a formal dimension (awards, certificates, medals and organizing events where volunteers with outstanding accomplishments are formally mentioned) and an informal dimension (the staff is encouraged to express their sincere appreciation as often and spontaneously as possible for the contribution made by volunteers).

In conclusion, altruism and volunteering differ in terms of an essential aspect: in altruism external rewards are excluded (by its very definition), while in volunteering they may exist, except the material ones. In the practice of working with volunteers, nonprofit organizations should have their own system to reward volunteers, which would have to include all the ways in which this recognition occurs routinely :"The recognition of the accomplishments of volunteers is not an event, a gift or prize – it is a process, an attitude that needs to exist in everything that is done to attract, inspire, maintain and coordinate volunteers "(Pro Vobis National Volunteer Center, 2006, 6).

b) Volunteering is different from prosocial behavior, primarily due to a higher duration of the event. Psycho-sociological approaches of the prosocial behavior most commonly refer to giving help in emergency situations, through behaviors that have a duration which is usually measured in minutes.

Compared to the assistance in emergency situations, volunteering appears as a systematic individual approach of goving help, with a duration that can vary from a few hours a week to a sustained effort over many years. Emergency interventions are motivated by identifying the situation itself as an emergency, while the volunteer needs sustained (moral) motivation to continue work. This statement is provided, usually by the reward systems of the volunteering beneficiary- organization.

Both prosocial behavior and volunteering, refer however, to the same type of activity: to helping others. When the need of help is acute , the helping behavior is "pure", disinterested, taking the form of prosocial behavior. If we are dealing with a person who needs "chronic" help then we can talk about volunteering, social practice that includes - as a rule -moral rewards as well.

2. CHARITY AND PHILANTHROPY BEHAVIOR

For Daniel Saulean (1999, 19) the charitable behavior is a way of mitigating the economic based inequalities in a society:, "He is sometimes spoken of as a social phenomenon that reflects not only the level of development achieved by the society, but a large part of the complex of values and social norms." The charitable behavior can occur between people who belong to the same social class (eg, helping a neighbor who had lost his home as a result of natural disasters), but is most commonly initiated by those who have a surplus of resources. In the latter case, the charity provides a redistribution of resources as a form of solidarity "top-down" on the social ladder.

Philanthropy is defined in the Explanatory Dictionary of the Romanian Language (1998, 379) as "a charity action for the benefit of poor people." Philanthropy is "commonly made by those who have surplus for those in need", being a strong economic determined behavior: " The intensity of philanthropy varies in time depending on the periods of increase or decrease of the economy" (Saulean, 1999, 19) .

The relationship volunteering / philanthropy is addressed by Bogdan Voicu (2005, 121-123), which states that "volunteering is a form of social recognition,of affirmation of the philanthropy features", a form that is available to all persons who have the knowledge, skills or time resources necessary for helping others. In other words, volunteering gives each individual the opportunity to produce charitable behaviors and to probe the qualities required to prove for philanthropy. If the volunteer gets to have at one time a surplus of economic resources, it is likely that it will initiate philanthropy or other charitable behavior.

3. SOCIAL RESPONSABILITY

In English, the 'responsible' initiatives of companies were called by a variety of terms:“corporate citizenship”, “corporate philantropy”, “corporate societal marketing”, “community affairs”, “community development”.

The preferred term today is "Corporate Social Responsibility" (CSR), a term that describes the current thinking on the contribution that companies must have in the development of modern society. As states and international institutions have realized that adopting CSR principles serve the objectives of sustainable development, emerged the need for international standards to define what constitutes a "desirable corporate behavior."

These standards were developed by the United Nations Organisation, the European Commission or the Organisation for Economic Cooperation and Development.

CSR concerns are relatively recent in Romania (and in Eastern Europe in general) being generally associated with the activity of multinational companies, despite the principle that "for the effects to be felt globally, their actions must be supported by others made by small and medium enterprises (SMEs)." In the SME sector in Romania, social responsibility is met with a substantial dose of skepticism and is very commonly confused with philanthropic activities undertaken by companies (Smith, 2008)

The ways in which a company (regardless of its size) can act as a result of social responsability are diverse: philanthropy (en. "Corporate Philanthropy"); cause related marketing (en. "Cause Related Marketing"); social marketing (en. "Corporate Social Marketing"); socially responsible business practices (en. "Socially Responsible Business Practices"); promoting a cause (en. "Cause Promotion") and volunteering in the community (en. "Community Volunteering").

The later course of action (also know as "corporate volunteering") seems to be the"middle way" between social responsibility at the company level(CSR) and the potential for expressing helping behavior among employees (Andronic, 2008). It is a kind of initiative that the company encourages its employees to participate as volunteers in supporting the community, an NGO or a cause of concern to the community in which it operates.

4. DEMOCRATIC BEHAVIOR AND ACTIVE CITIZENSCHIP

Cristina Rigman (2008, 6-7) emphasizes that the skills and abilities developed by volunteers prepare them for an active political and social life, equipping them with valuable information and resources on active participation, access to networks of mobilizing the community resources , trust, tolerance and consensus building skills with others and especially the acquisition of a state of *empowerment*. The absence of this condition makes most people not to engage in civic and political life (Rigman, 2008, 6-7).

Volunteering is associated with empowerment ("the ability of a social actor to self-sustain, to control their living environment" - Sandu, 2005, 215) as the skills and abilities mentioned above are easily transferable to other contexts of democratic participation . Volunteering appears as a tool for learning and practicing participatory democracy or as an expression of democratic culture (Voicu, 2005).

In this context, the relationship volunteering- active citizenship (defined as " a potential of individuals to organize in a variety of forms, to mobilize resources and to exercise the power they have to protect or gain certain rights or to produce public goods " - Dodescu and Hatos , 2004 , 10) is one of major interest. Bernard Crick (2004), in an article dedicated to this topic , noted that individuals "before being citizens should be volunteers" and "active citizenship must involve , at one time , volunteering , but not every volunteering involves citizenship" . There are volunteer activities taking place without involving important components of active citizenship : a good level of knowledge about the functioning of a democratic system; processes leading to improving the knowledge capacity of individuals and advocacy- concept describing " the activity of defending / supporting a principle or point of view (individual / general / of an organization) to a government institution or a legislator " (Pro Democracy Association, Academy of Advocacy and Society of Professional Journalists, 2007).

4. COMMUNITY DEVELOPMENT

Dumitru Sandu (2006, 15) defined community development (DEVCOM) as "voluntary changes by and for the community, beginning from the experience of practice in post-communist Romania":

DEVCOM has a much broader scope of coverage than volunteering, including numerous activities of human groups which do not exclude the involvement and obtaining of benefits, including materials, being "a tolerant label for a family, relatively disorganized of practices or patterns of local intervention who have or tend to have as result a "greater good of the community '" (Sandu, 2005, 15).

In this form of social development volunteering is included, and it is addressed in this context, especially in connection with the development of the necessary abilities DEVCOM (United Nations Volunteers, 2004).

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VOLUNTEERING: THEORETICAL APPROACHES AND PERSONAL CHARACTERISTICS

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Abstract: *Theories on volunteering are various in origin (they come from sociology, social assistance, psycho-sociology, political science), reflecting the diversity of forms of manifestation of this type of prosocial behavior. Malina Voicu and Bogdan Voicu (2003, 2004) conducted a synthesis of these theoretical explanations, which I will refer to in the first part of this section. I will also present the five theoretical models of volunteering described by Peggy A. Thoits and Lyndi N. Hewitt (2001) and at the end of the article I will refer to the interpretation of volunteering in terms of the sociology of emotions.*

Keywords: *volunteering, motivation, social emotions.*

1. INTRODUCTION

Malina Voicu and Bogdan Voicu (2003) conducted a synthesis of different theoretical approaches of volunteering , considering that they can be classified into two major categories :

- A first category of explanations focuses on the different types of resources or characteristics (social capital, human capital, income, gender affiliation and age, urban / rural environmen) and their contribution in the production of voluntary behavior . After the identification of these resources we can create a " perfect profile " of the volunteer in a certain culture , beginning with the identified sociodemographic characteristics ;
- A second category of explanations is based on the beliefs and values of the volunteers and states that the cultural dimension of volunteering is more important than the presence of a particular type of resource. Also, this includes the research on the motivations of individuals who become volunteers.

2. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF VOLUNTEERS

The social capital (particularly the *bridging* type) is important for volunteering, because volunteering activities involve participation, cooperation and trust in people. The organizations that recruit volunteers frequently use the social networks of their own members (Pearce, 1993 apud Voicu and Voicu, 2004). John Wilson and Marc A. Musick (1997) show that people with a large social network have a higher probability to contact and work as volunteers, and participation as a volunteer contributes to a further increase of the social network: "organized volunteering is in its essence, a form of sociability, and increases the frequency of social contacts " (Voicu, 2005, 122).

The human capital has been related to volunteering, especially in terms of "dominant status model " developed by David Horton Smith (1994), under which volunteers are people who have high-level features related to human capital.

The frequency of voluntary acts is directly related to the income of potential volunteers (Smith, 1994). The persons who are not "concerned for tomorrow" find more easily the necessary time to involve as volunteers. At the society level the economic development tends to produce high levels of volunteering, hence a possible explanation for the increased interest in volunteering in Romania in the last years.

With regard to gender affiliation, theoretically, there are points of view that say that women should be voluntary rather than men, given the fact that they possess some qualities required by volunteering (higher scores on the various tests aiming to measure empathy or altruism), and they are also less involved in the labor market (Wilson, 2000). Other authors state that men should rather be volunteers given the fact that they have more features of the "dominant status model" compared to the female population.

At a distance of ten years, two studies that sought to identify the ideal profile of the volunteer in Romania have conflicting results in terms of gender affiliation: in 1997 it was more male (Saulean, 1999, 24) and in 2007 nearly two-thirds were women (Rigman, 2008, 4).

From a theoretical perspective, the volunteers come from the ages where free time is more available, compared to the working population: teenagers and people in early retirement. Regarding adolescents and young people, for them, the probability to become volunteers is lower for those who work - compared to those who study - or if they have children compared with those who do not. For the other ages, the presence of children is not an impediment "Older parents tend to be better prepared to raise children. They have more time to become volunteer" (Oesterle, 2004 apud Voicu and Voicu, 2004, 4). Volunteering in older people has many positive effects "probably because the services brought to the community become a substitute for employment when retirement occurs" (Thoits and Hewitt 2001, 117).

Typically, volunteers are recruited from urban areas. This can be explained on one hand by the abundance of social networks that intersect here (used by organizations to recruit volunteers and to increase its capital), but also because non-profit organizations, those who recruit volunteers (especially public ones) are more present in urban areas than in rural areas. The controversy exists theoretically only related to the size of cities that promote volunteering and it is far from being resolved, thanks to the intervention of other factors that may promote volunteering (for example, if a city is or not a university center in Romania, particularly with regard to social-human faculties).

3. INDIVIDUAL VALUES AND MOTIVATIONS

The involvement as a volunteer has an expressive function for the individual, which can so express the values that drive his existence (eg religious ones - Wilson and Musick, 1997). Regarding individual motivation leading to volunteering, the works consulted specifically insist on the awareness of opportunities for expanding the social network, acquiring new skills and qualifications or pursuing a form of social recognition . Thus, volunteering seems rather generated by motivations that have nothing to do with altruism . Susan Eckstein (2001, 230) insists that in becoming a volunteer " unequal exchanges contribute to strengthening the reputation , prestige and authority " , hence the conclusion reached by Malina Voicu and Bogdan Voicu (2005, 5) : " Excluding the purely altruistic factors, the determinants of volunteering can be reduced to a set of resources or socio-economic indicators of status" .

Starting from the two major theoretical explanation of volunteering, Malina Voicu and

Bogdan Voicu (2005, 5) form a portrait of the volunteer in Eastern Europe, which is similar to that of the volunteer in Western Europe: "a well-educated person, with an extensive social network that has a good financial situation and seek to fulfill necessities of higher order. Furthermore, we expect to find higher levels of volunteering among young people with a high level of religious practice and residing in urban areas. "

4. THEORETIC MODELS OF VOLUNTEERING

Peggy A. Thoits and Lyndi N. Hewitt (2001, 117-118) describe four models of volunteers that „in present, guide the literature "on this field and propose a specific model, that of" personal welfare "(" *the personal well -being model* "):

a) "The volunteer motivations model" emphasizes the role of individual motivations in volunteering, the range being an extremely extended one "for example, to learn new skills, develop personality, increase self-esteem, career preparation, expressing personal values and commitment to community or even reducing intrapersonal conflicts or threats to their identity. " Volunteering serves different motivations both from one person to another and also for the same person, which leads to concluding that "the selection of volunteers can not be systematic or patented at a general level ", due to motivational poliformism (Thoits and Hewitt, , 2001, 117);

b) „*Values and attitudes model*" stresses the link between volunteering and individual belief on the importance of civic participation and responsibility felt to produce charitable behavior. Not surprisingly at all, the values and attitudes favorable to the voluntary civic involvement influences volunteering

c) „*The role-identity model*" show that past performance by a person of a voluntary action leads to the development of a "volunteer role identity" that motivates future involvement as a volunteer of the same person;

d) „*The volunteer personality model*" suggests there are personality or disposition variables that favor volunteering. In this context, Allen and Rushton (1983, cited in Thoits and Hewitt 2001, 117) conclude that "volunteer participation is higher for individuals with internal control, with high self-esteem and a high emotional stability. These results suggest that people who generally have higher personal coping resources [...] and have a better state of mental health would be more likely to volunteer. "

e) „*The personal well-being model*" combines personality characteristics (self confidence , sense of control over their own lives , self-esteem and self-esteem of a high level) and a good (physical and mental) health, as a list of their own personal resources to those who search / are being searched to volunteer . The relationship volunteering / personal welfare is a mutual one " studies suggest that people with a higher welfare (eg , greater psychosocial resources and physical or mental health) will become volunteers more often and people who are involved in community service may have a greater life satisfaction , self-esteem , awareness of the meaning of life , physical and mental health " (Thoits and Hewitt, 2001, 118)

5. VOLUNTEERING AND THE SOCIOLOGY OF EMOTIONS

In the last three decades the sociology of emotions crystalized as a new area of research (Chelcea, 2007) and in psycho-sociology, "the idea that emotions are social, that are rooted in social relations is now widely accepted" (Chelcea and Zodieru, 2008, 369).

Septimiu Chelcea (2007, 161) states that "the theories of prosocial behavior have, if not entirely, at least partially, validity in the analysis of sympathy (and perhaps other emotions). Showing sympathy to someone, we give them support to overcome the critical situation, we encourage her, which is a genuine prosocial behavior if " the sympathy donor " - the term is mine - does not expect a material or moral reward ,and if the expression of sympathy isn't a work obligation, but a conscious act, freely decided." With this statement, I will try to interpret volunteering related to the theory of sympathy elaborated by Candace Clark (1987, 1997) cited Septimiu Chelcea (2007, 160-163).

Over a longer period of time " the sympathy donor " needs motivational support for the sustained effort to help he makes and we are no longer facing a "genuine prosocial behavior" but a volunteering act.

The volunteer (that I can name – by paraphrasing Septimiu Chelcea - "the chronic sympathy donor") acts within the "emotional economy", frequently described by Candace Clark as an "overinvestor" having a" credit line of sympathy "(defined by Clark as the amount of sympathy that the individual has) of superior level and being willing to reach a" limit of sympathy "as high as possible toward the people they help.

"The sympathy limit " is understood here as "the sympathy that the individual negotiates according to the actual situation of the other person, but also in relation to their own life history (past experience of being"a good man ") and the height of their moral standards "- Chelcea, 2007, 161). The sympathy - "the most social of emotions" - operates as a " protection value " that allows the one in difficulty to mobilize his resources to act according to the cultural norms, including the proper asking for help. If " sympathy is the life preserver that sometimes help those in distress" (Chelcea, 2007, 162), the volunteers would have the crew of the lifeboat: based on the relationship sympathy established with the person / people they help, volunteers can give help and it will be accepted as such "sympathy mobilizes those who like each other to focus on the moral aspects, the cultural rules and thereby, sympathy has the function of social integration."

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PSYCHOSOCIAL ASPECTS OF MORAL EDUCATION IN DETENTION

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Abstract
The moral life has its values, norms and its courts, it ensures respect for values that transcend the direct interest of the person and makes one think of the others, accepting and protecting them and promoting their interest as a real purpose. To reach all these, we need to take an educational step of asserting the moral good and denying the moral evil and for all these to become real, a lot of work, sacrifice, passion and dedication are needed and the work of a psychologist can hope to be an integrated element in such a construction. This is an ascertaining study which addresses the prison system as a whole, from the experience within a single prison, but at the same time, it addresses the whole society which includes this particular prison. The points of interest and also the research objectives were to identify the degree of perception of moral values among young prisoners, attitude determination and the acceptance degree of the prisoners regarding moral education activities during detention; forming documented opinions on the most effective moral education activities for prisoners.

Keywords*: moral education, moral culture, set of values, the factor of rehabilitation*

1. A NEW CONCEPT IN THE ROMANIAN PRISON SYSTEM

The work is developed on a undeniable current theme that brings in the center of the investigation the man, and not a mere man, but one that, in specific social circumstances, has come to be isolated, legally, by the society and forced to give up his freedom, for long or small periods of time. [1].

Since this year (2011) the "credit system" has been introduced in some of the (pilot) prisons which is functioning upon the idea of accumulated, acquired or canceled credits. For each activity carried out by a prisoner within the programs of education, productive, hobbies, sports, etc.., he receives a bigger or a smaller number of credits which accumulates with each activity carried out during detention, thus giving him the opportunity to collect as many credits as possible. With this number of credits each inmate acquires rewards such as additional packages or visits and even the permission to go home for one day.

This system aims to increase prisoners self -confidence and encourages them to acquire as many credits for the programs conducted and the evaluation within the Parole Board before the punishment deadline will also be done related to the number of credits accumulated by each prisoner. It is about a much easier evaluation, ethically speaking and it may contribute to the assessment of the social recovery of prisoners.[3].

2. RESEARCH OBJECTIVES

We wish to mention that in this paper we only present the beginning of a research provided as permitted by the subjects condition, that of prisoners in a prison. Therefore, the objectives, even if they have the size of a much more daring project, relate to the expectations commensurate with the possibilities and the motion space of the subjects given the circumstances.

We propose, therefore, the following objectives:

- Identifying the perception of moral values among prisoners;
- Determining the attitude and the acceptance by prisoners of moral education activities during detention;
- Formation of documented opinions on the most effective moral education activities for prisoners.

3. WORK HYPOTHESES

Based on the proposed objectives and the pattern of scientific data gathered in the first part of this paper, we considered useful to submit to testing and evaluating the following hypotheses:

1. Most prisoners have a valid perception of ethical values, but have a negative assessment of their ability to respect and promote these values;
2. Among the prisoners there is a hierarchy of preferences for cooperation with educational factors, depending on the degree of involvement;
3. Most prisoners recognize the seriousness of the offenses for which they were condemned and appreciate positively the role of detention in their social behavior correction.

4. THE POPULATION STUDIED

Sampling difficulties were evident during the research. The requirements imposed by the representation scientific requirements in conjunction with voluntary request, forced us to draw in research only those prisoners who have shown interest to our theme, so some of the prisoners got away from the theme - those prisoners who would, in our opinion , mostly need moral education: those who remain in complete opposition to the social system and outside its living rules.

The sample for the research, looks as follows:

- A group- sample of prisoners selected on a voluntary basis (50 people), statistically structured on the basis of relevant criteria for the research: age, sentencing limits, recidivists – non-recidivists, married, unmarried, with or without children, level (type) of religiousness.
- Factors of influence and education from the prison staff and partners, established on a friendly basis: priest, psychologist, director, NGO representative etc.

The conclusions of the identification data of prisoners show a balanced distribution in terms of age and occupation before enprisonment.

There is a preponderance of unmarried prisoners with sentences of up to five years, and the overwhelming majority declare themselves to be of Christian - Orthodox religion. However, the preponderance of married prisoners (32%), of those with sentences over five years (34%) or recidivists (32%) is significant, which allows the extraction of relevant conclusions.

5. METHODS AND RESEARCH TOOLS

During the research the following methods were used:

1. Conducted interview, applied to the people in the management and education areas of the prison and other persons representing civil society with whom the prison cooperates.
2. Questionnaire-based survey applied to the prisoners forming the sample.

The opinion questionnaire applied to the prisoners in the prison in which this study was conducted, has been designed based on the research objectives and hypotheses and on the conclusions drawn from the field literature.

We are aware that it has its limitations in terms of both design and implementation. The limited work possibilities have not allowed, as was necessary in terms of scientific requirements, its calibration on a pilot sample, for which the answer to some questions revealed some limitations of form or the lack of discriminative significance, as the case of, the question on the religion of participants or the insufficient separation of particular social situations (cohabiting, unmarried but with children, etc).

The limits of the questionnaire are related to representativeness. A total of 50 prisoners who agreed to answer the questionnaire, all men, from a single prison, is undoubtedly a major limit. We consider, however, the results of the survey satisfactory, especially since the prisoners participation was absolutely voluntary, without coercion.

We consider this study to be a beginning that may allow a more extensive research in a major project, possibly on a national scale.

3. Case studies of prisoners, based on voluntary and confidentiality regarding their identity and also, their consent on the data published in the study.

4. The monograph of a case

The instruments in paragraphs 3 and 4 have a feature allowed by the research team with reserve, but considered to be useful for the research, for the public penetrability and plasticity of the texts, but also for the relevance of the social and spiritual universe of the material described.

3. CONCLUSIONS

After applying the aforementioned tools, we believe that, under the limits of validity determined by the very limits of the study, we can formulate important conclusions regarding the direction to follow concerning the moral education of prisoners.

3.1. After analyzing the results of applying all the tools for collecting information and opinions on the population studied, we found that the detainees have an acceptable moral culture, manifesting in a significant majority, their attachment, at least declaratively, towards these values. A significant nuance is that some officers of the prison show serious reservations about this perception, saying that the prisoner is, by nature, incorrigible, indocile, unable to gain access to authentic moral values. We believe this view as an isolated one, and in order to shape it as determining we would need to do a research on a representative number of persons within this category.

A major conclusion resulting from the study is that most prisoners properly assess the causes that led to the crimes they were convicted for, detaching as causes, the entourage and the personal character, with emphasis on the fact that both the character and the entourage have met a favorable social environment in which the privileged values were far from the authentic ethics: money, adventure, priority of physiological needs rather than moral, "all installed in society amid a post-revolutionary freedom which transformed itself for many, into libertarianism and denial of any authority".[4].

Therefore, the participants in our study recognized with sufficient clearness that even they know and adhere to the basic moral values, when they were outside the law were unable or unwilling to undergo it.

Under these circumstances, we consider that the first hypothesis of our study confirmed totally of two sources (case studies and opinion questionnaire) and partly from the third (interview), less exploited under circumstances of genuine testability, due to the small number of respondents.

We therefore believe that *most prisoners have a valid perception of ethical values, but have a negative assessment of their ability to respect and promote these values, before detention*.

Based on this conclusion, we believe that moral education in prison is fully possible, finding a favorable echo among the majority of prisoners, that not only manifest openly their willingness to participate, but they also demand more activities, more differentiated, better organized, less formal and closer to the personality profile of each prisoner.

3.2. The assessments from the application of an instrument of research have revealed interesting features about the preferences of detainees in cooperation with educational factors inside and outside the prison. By far, the most outstanding preference is for what detention has taken from the prisoner : his family. This is more evident for married inmates, but is significant for the unmarried ones too. Next, in order, the psychologist, educational staff, priest, prison mates. However, prisoners assessment, supported, in part, by the prison staff, is that the presence of these educational factors in their lives is insignificant, and the responses of "rarely" or " pretty rarely" are prevalent.

We believe, therefore, that the second hypothesis is confirmed, so that *among prisoners there is a hierarchy of preferences for cooperation with educational factors, according to institutional and non-institutional factors,* opening the way for an objective analysis of how to think the involvement of these factors in the moral education of prisoners.

On the other hand, it requires a rethinking of the role of professionals and individuals with specific responsibilities in the moral education of prisoners. The role of the priest has to be more important. A measure which we believe that could significantly change the nature, content and effectiveness of moral education in prisons should be changing the role of the psychologist, who should have a specific role according to his specialization and in the prisons with large staffs a psychological department distinct from that educational one should be effectively constituted.

3.3. The main objective of our study was to find means by which education would provide moral and social rehabilitation of those deprived of freedom. For this it was necessary to evaluate the extent to which prisoners recognize the seriousness of the acts committed and supports the idea that they can rediscover their role in life through education.

By assessing the results of the instruments applied in the research, we find a favorable attitude from the prisoners. The feeling of guilt is mostly shared and the opinion about the role of moral education in prison is a favorable one, as well.

Therefore, the third hypothesis of our study is confirmed. *Most prisoners recognize the seriousness of the offenses for which they were condemned and appreciate the role of moral education while in detention in straightening their social behavior.*

So, nothing prevents us, to give greater importance to the moral education of prisoners. We have not thought for a moment to propose the transforming of the prison into a recreation center or a house of culture. We do not think that the prisoner should be included in educational activities in most of the time spent behind bars. We also do not believe that bars should be covered up in velvet or that the guards should be changed into counselors. We understand and accept that detention must be, above all, perceived as a punishment, with all its valences, involving deprivation of freedom.

The analysis of the results led to a major conclusion: that most prisoners have a valid ethical perception of moral values, but have a negative assessment of their ability to respect and promote these values before detention.

Based on this conclusion, we believe that moral education in prison is fully possible, finding a favorable echo among most prisoners, who not only openly manifest their willingness to participate, but they also ask for activities that are more differentiated, more less formal and closer to their personality profile. Another way of life than that which brought the prisoner behind bars requires a new set of moral and civic values that he should have the opportunity to discover. During detention it is necessary to give credit to moral education as an important factor in rehabilitation.[1].

Those who will approach this work will discover that evil is not all evil, that the world behind bars is a world where a lot of guilty consciences cannot wait to be given the opportunity to raise at the level of the authentic human being. Provided someone to discover them, bring them to light and to restore them their trust and hope. The success will never be complete. "But if one lost sheep was brought to the flock it is called that a minimal moral act was committed". [2]

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THE ROLE OF PSYCHOLOGICAL COUNSELING IN IMPROVING BEHAVIORAL DYSFUNCTIONS IN RECIDIVIST CRIMINALS

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Abstract
This paper addresses certain behavioral disorders in prison environment, and also their nature and content of adolescent offenders and recidivists. The socio-dynamic criminal behavior is analyzed in general and that of the recidivist offenders as well, there are also established the correlations between the factors that contribute to the social maturation, the formation of collective consciousness in relation to the accelerated pace of somato-psychic development, the endogenous or exogenous conditions that favor a development that is early, disharmonic, perverted and masked, which, by their persistence, maintain the criminal phenomenon confirmed by the psychological evaluation. Behavioral disorders have an upward trend, and we observe within the first step the repeating of the same type of crime (the mono-criminal), then a second stage which is the polymorphic phase (the specialization of relapse), and the last stage is that of the general recidivism. The probability of recidivism is highlighted by eight factors: heredity, abnormal character, educational environment, educational problems, and consciousness of self, inappropriate use of time and entertainment, the gender and the severity of crime committed.
As strategies of recovery regarding the criminal personality predisposed to recidivism, we propose the following measures of social intervention: family adjustment, vocational adjustment, social adjustment. An important role in this regard plays the social rehabilitation measures, to improve ecological conditions of the individual (in family, workplace, at school, in the community group), by specific social actions, focusing on psychological counseling of young offenders by specialized people.

Keywords: *behavioral disorders, prison environment, crime, recovery strategies*

1. Behavioral dysfunctions in prison environment

The theme of this study approaches the behavioral dysfunctions in the prison environment, their nature and content in adolescent offenders and recidivists. It is socio-dynamic analyzed the criminal behavior in general, of the recidivists particularly, there are established the correlations between factors contributing to social maturation, the formation of collective consciousness in relation to the accelerated somatic development, endogenous or exogenous conditions favoring an early disharmonious, perverted or masked development, that through their persistence maintain the criminal phenomenon confirmed by psychological evaluation.

Behavioral disorders present an upward trend, and we are able to observe as a first step, the repetiton of the same kind of offenses (the criminal mono-phase) and a second stage –the polymorphic phase (specialization of relapse), and the last one being the general recidivism. The probability of relapse is highlighted by eight factors: heredity, abnormal character, educational environment, educational difficulties and self criticism, injudicious use of time and entertainment, the kind and seriousness of the offense committed.

The prison living conditions have a simple logic, as the staff provides a range of services for prisoners - feeding, hygiene, recreation, literacy, security. The impression created is one of environmental sustainability as the inmates bear harder or easier the imprisonment.

After a longer contact with the prison, its human dimensions, relational structures, unofficial norms and values, rumors dynamic, system privileges, power relationships, statuses and roles of actors involved will begin to be perceived. These all have psychological and psychosocial consequences visible on prisoners and staff.

2. THE RESEARCH DESIGN

In prison, the issue of norms and values takes on particular aspects determined by prisoners situation: lack of freedom and other frustrations prevent proper relating to significant aspects of everyday existence. Dignity, health, employment, equality, human rights, protection and love are appreciated through the "state of being a prisoner " and ranked according to the pressure of needs unmet in the prison. Here, as in society, act three types of rules:

- Organizational – concerning the Functioning mechanism of the institution (law enforcement of sentences).
- Actional - indicating rules of a "correct" assessment of everyday situations and events that interest prisoners
- Relational Concerning effective ways for the relashionships prisoner-prisoner, prisoner-group of inmates, prisoner -prison staff.

Specific to prison environment is the parallel existence of formal rules that are inforced and pursue the objectives of the institution - productive, educational, preventive – with the unofficial rules expressing the experience generalization of prisoners aimed at building bearable relationships and living conditions during the execution punishment and acting only within the group of prisoners.

As will be demonstrated, the impact of imprisonment on the components of personality is in many cases dramatically, generating different behaviors from those of the free environment. Decisive for the evolution of the prisoner is his position on punishment and the degree of biological and psychological safety that he perceive in his new living environment. Moreover, as the prisoners are more adapted to the prison, the more pronounced their reactivity will be.

Typically, the human personality structure presents the following key components: emotions, motivation, will, temperament, skills and character. Those components which in special situations, like serving a sentence of imprisonment are omitted, acquires a special importance to maintaining the individual soul: family, home, friends, familiar objects, regard for others. The brutal separation of these elements contribute to psychological disintegration of the person that tries to compensate the "losses" through various defense behavior.

Custodial environment determines an aggressive behavior which consists in rejecting the norms and values of the group from the outside. Aggression could be defined as "*a verbal or acting offensive behavior, aiming at humiliating or physical suppression of others*." [1].

Aggressive behavior can be turned against oneself (self-harm), towards destruction of objects invested with official meanings heteroaggression. A specific form of aggression in prison environment is slavery - the use by some inmates of other inmates in activities considered demeaning. Another form of aggression is the instrumented one, which is manifested in the form of individual or group conflict, competeing for a limited source of income. Extreme forms of verbal and physical aggression are directed against prisoners convicted for felonies repudiated in prison. [2].

Research objectives

1. Determining detention consequences on the behavior of recidivists
2. Determining the influence of personality and self-image of recidivists on behavioral disorders in conditions of detention
3. Establishing the attitude of recidivists towards educational activities in prison

Research Hypotheses

General hypotheses

The evolution of recidivists behavioral disorders is influenced by internal factors and specific contextual prison environment.

Derived Hypotheses:

1. Behavioral dysfunctions in prison environment are influenced by the personality of inmate. If the prison inmate has a personality well-defined and confined in present, he is emotionally stable, with a strong ego and the range of behavioral disorders is lower.
2. The self-image of the prisoner influences the behavioral dysfunctions in prison. If a prisoner is collectively dependent, naive, sentimental, humble, kind, submissive, anxious, tense, frustrated, overtaken by events, the range of behavioral disorders is higher.

Sample

To test the hypothesis and achieve the objectives we used a sample of inmates from prison Codlea - Brasov, in the period January-December 2013

The sample includes 50 detainees, 30 recidivists (18 offenders are men and 12 are women) and 20 non-recidivists (12 are men of and 8 women).

Analyzing the survey data we observe that most of the prisoners were up to three convictions for various offenses, without being considered recidivists, since the convictions were under 6 months of imprisonment or they did not met the conditions for the small relapse, committing three acts of the same nature.

Most acts are directed against private property. It was noted that in 50% cases , the first offense was committed between the ages of 18-22, while the highest number of recidivists are in the age group of 26-35. In recidivists the criminal profile emerges in the juvenile phase.

The highest percentage of offenders comes from urban areas, individuals with no or insufficient training. A relatively high percentage are classified as unemployed.

Most come from dysfunctional families, from parents with criminal records or with parents who are unemployed.

The highest number of recidivists show disharmonious developments of personality, which often were overlapped on educational gaps in the family, school and society.

The criminal sanctions do not provide the necessary conditions for stopping the phenomenon, for most of the times we consider the danger solely in terms of the social relations that are violated, without taking into account the specific characteristics of the individual. To this is added the fact that the process of rehabilitation is not being done after relevant criteria and more important, will not continue after the execution of the sentence by a corresponding social classification and competent supervision.

Research methods and means
A. Methods:
a. Investigation of personality by personality inventory requires the subject to think deep before referring to the dominant characteristics of his behavior, his honesty when answering the questions
b. Questionnaire-based interview
B. Means of investigation:
In order to analyze the relationships between the variables of the classification and the level of relapse, the following samples were applied to the entire sample :

- interview-based survey
- anamnesis
- personality questionnaire 16 PF(R.B Cattell)

Starting from the general considerations that that in the deviant behavior socio-dynamic we must observe the action of social factors, since the period of the formation of personality, so primarily in environmental conditions (family, school, close entourage) [3]. and emphasizing that the analysis of personality, its antisocial incidents, the psychopathological aspects sociopatologice which motivate them, we can state that the research hypothesis and objectives of the work are confirmed.

The research examines socio-dynamic the behavior of offenders in general, of recidivists particularly, establishes the correlations between the factors contributing to social maturation, the formation of collective consciousness in relation to the accelerated somatic development, the endo or exogenous conditions favoring early disharmonious, perverted, masked development, which, by their persistence and chronicity, maintain the phenomenon confirmed by the tests applied.

The dissonance found between social maturity and delayed social maturation is one of the main factors of criminal behavior.

Behavioral disorders have an upward trend, as follows:

- as a first phase, we observe the repetition of the same kind of offenses (the mono-criminal phase);
- the second phase is the polimorf one – when the relapse specializes;
- the last phase – the general relapse[4].

Tested subjects fall in the category of complex relapse: they have committed three to four offenses.

3. CONCLUSIONS

The phenomenon of relapse generates and is largely responsible for the perpetuation of specific disfunctionalities specific for the detention environment.

The probability of relapse is highlighted by eight factors:

- heredity
- anomalies of character
- educational environment
- educational dificulties
- counsciousness and self-criticism
- inappropriate use of free time
- the kind and intensity of the offense
- severity of offense.

As strategies for recovering the personality predisposed to recidivism, we propose to implement a plan of action aimed at achieving the following social measures:

- familial adaptation
- professional adaptation
- social adaptation

As a final conclusion, we point out that the evolution of behavioral disorders of the recidivists is influenced by internal factors related to individual personality and also, contextual factors specific to the prison environment.

An important role in this regard lies with the measures of social rehabilitation, of improving the ecological conditions of the individual (within family, at work, at school, in the community), by specific social actions, focusing on psychological counseling of young offenders by qualified personnel.

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EDUCATION AND MANAGEMENT IN A DEMOCRATIC PERSPECTIVE

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Abstract: *The opportunity of educational management modernisation is required in the perspective of the society's development trends and of social integration, which implies the need to participate in the globalisation, internationalisation processes specific to the contemporary world. They claim a new management - the transitional management of human resources - which highlights the learning and valuing of the new competences related to cooperation in open and complex heterogeneous cultural areas, which demand for a permanent evolution and self-organisation. The edification of a modern, prospective, flexible and open education, appropriate for a democratic society and for the requirements of the market economy, for the individual self-achievement options is possible by implementing the proposed management paradigm, appreciated as a strategy of change, employed on systemic, structural, methodological, technical level, which converges towards the edification of a new "innovating school" as a "moment of change in the evolution of education", reacts in psychological plan to the requirements specific to the innovating creativity, based on an observance of the principles of efficiency on social scale, the participation of education actors in the spirit of democracy values, rational organisation and planning, motivation for permanent innovation.*

Keywords: *education, paradigm, democratic, principles*

Subject actuality. Society development, particularly in an era of changes, has a direct dependency on the evolution of education, which is one of the main tools whereby the society stimulates, directs and controls the development processes. The option for a democratic and open society claims the focus of efforts on "the educative dimension of the social development, which, according to the economic, political and cultural dimensions, should build a healthy society, improving life quality by a higher education. Given this context, "educability and adaptability" constitute two essential conditions for the current and future changes, and the "education-development" assembly represents the strategy of the social progress.

The new educational policy prefigured in the finalities of education implies an education management sought to ensure organisational development by promoting an education strategy of boosting the human resource performance, focused on the formation and development of human personality, capable of taking independent decisions in order to achieve its own destiny and choose for the democratic society. The valuing of the resources management has, its creative application, represent challenges of the contemporary time, they are able to ensure the development of the educational system, particularly of the school, in a society based on knowledge and computerisation.

The new orientations and realities involve a new vision over the man itself as a supreme value and, therefore, the need to perceive education as a social phenomenon not only from the general-human perspective - training the man for life, perspective that currently predominates in the psycho-pedagogical research, but also from the *modern management perspective - of valuing the individual and his self-management, externalisation and behavioural manifestation capacities, as a defining value of his efficiency and efficacy, field that both theoretically and practically remains unexplored scientifically and socially.* Within this context, educational management as science and art to prepare human resources to form personalities according to some finalities requested and accepted by the individual, have the mission to modify personality in an autonomous and reformative sense for a correct, efficient achievement of his activity, to socialise people to fulfil roles and specific functions in other types of organisations and society given that this becomes *a society based on knowledge and computerisation*. In this train of ideas, the social and cultural pattern, when the individual considers himself passive in relation with his organisation, is overcome, although his magistrocentrism or socialcentrism is still persistent, paradigm that maintains the formation of the doer.

The change of paradigm *on particular level – passing from the formation of the doer to the formation of the decider – constitutes a new research direction and it involves, on overall level, a participative human-centred democratic management*, which should be promoted by specific principles.

THE DOER

- passive, depending on the others;
- is lacking the power of will in taking decisions, in overcoming inveterate habits and cultivating other, better and more effective habits;
- uncertain, a product of what is happening or has happened;
- victim of the situation, of the circumstances;
- it is the reflection of other people's opinions and indications;
- is lacking own reflection;
- is lacking an authentic understanding of the real joy and happiness;
- is lacking vision, unclear orientation in life.

THE DECIDER

- proactive, self-knowledge;
- the identification/ feeling of its own value;
- self-esteem, personal strength;
- high self-reflection, self-awareness, self-determination, self-expression, self-confirmation, self-achievement, self-adjustment;
- orientation in life and the capacity to make decisions;
- wisdom, certainty;
- (self)discipline;
- life is considered a functional product of own decisions;
- it determines the course of things;
- builds his life on principles;
- orientation to individual and public self-achievement.

The humanisation of leadership implies consideration on the individual particulars of each participant to the educational process, creation of some conditions to promote individual development and capacities. All of these can be achieved only by removing the "administrative leadership" and implementing the "managerial leadership", having the following features: *respect and confidence in people, accepting personality, cooperation, individualisation, individual change, professional development, optimism, self-trust and trust in the others.*

The dynamics of the contemporary life, determined by impressive changes in all the areas of activity, requires a continuous adapting of the educational system to the new orientations and realities. The path chosen by the society towards democracy and opening may only ensure success if education will form personalities capable of valuing new ideas, values, beliefs, will promote new individual behaviors, specific to a democratic society. Being oriented from man to man, education is also a universal act of communication, and the positive orientation of education employs it axiological, meaning that the education makes its way by values and for values, the human being itself representing the supreme value of education.

Given that the contemporary societies have largely become societies of knowledge and computerisation, the production of material as also of non-material goods is ensured by a larger and larger number of individuals, who produce and value knowledge. Hence, knowledge and learning becomes the primary weapon of efficiency, performance and competitiveness. School is a specific type of social system being, on one hand, a generator of knowledge, producer of human knowledge, and on the other, being a disseminator of knowledge results meant for training successive generation for a rich personal life and self-achievement, as also to value human resources, as propulsive resources of the economic and social, scientific, technological and cultural development.

School has the social meaning to form the future, but first it is called to educate the generation, who should live and build under conditions of social equity and competition. Nevertheless, it should become democratic and flexible to changes. From this perspective, education should form intellectual, moral and physical in the individual, to aid him to live in the society. Thus, the need is felt for an authentic education, which respects and advantages human freedom by encouraging the good, the free discipline, the self-leadership of the group of students, by creating an environment that boost spontaneity. The meaning of education and the fundamental criterion of human life assessment is the achievement of personality by free creation. Updated, this orientation becomes materialised by school training programmes for social competences, which should allow the graduates to cope with the requirements of the active life in a society based on market connections: initiative, cooperation, team work, mutual training, communication, logical thinking, problem solving, decision making, obtaining and using information, planning own actions, evaluation. In the same time, it is required for the man to honour his own personality, to try and rise over the society, to determine his own path. On the other hand, today, as never, the assertion of Paul Lengrad becomes of notoriety: "Education cannot simply be added to human life as something imposed from the outside. There is not more important thing than culture. In philosophical terms, we can say that education does not belong to the category defined by the word *to have,* but to the one characterised by the word *to be.* Human existence in a status of "becoming" in each stage and in various situations is the real existence of education". As such, the formation and development of personality, which is representing the human subject, considered as a bio-psycho-social unity, to which the epistemic, pragmatic and axiological functions are specific, in its evolution "to be" and "to become", requires a shift from individualisation to the psychology of constructive individualisation (C. G. Yung). By individualisation, the man builds his individuality and his Self, which expresses the unity of the personality.

In a time of change, a need is felt for moral authentic renewal. In this train of idea, the assertion of A. Einstein holds a particular notoriety: "The greatest human effort is the fight for morality in our actions. Our internal balance and even our own existence depend on that. But morality from our actions may give beauty and dignity to life. To transform this in a living force and to be fully aware of it is, perhaps, the most important task of education". Education for the moral-spiritual values assumes "a value construction of the personality of each individual, build on the generally human values (truth, good, beauty, sacred) and traditional (solidarity, harmony, sincerity etc.) and open, in the same time, for the European ethos" (the values of the individual freedoms of expression, creation, initiative) .

The man should be educated as a social and cultural being, which nevertheless accomplishes and updates itself as an individual being. Only as such education may transform the person in personality, if we consider that personality is a fully-accomplished person. Under the current conditions, it is important to learn permanently, to form indispensable intellectual capacities, to replace the formula "long life learning" with "learning throughout the life", which requires the formation of certain capacities of management for self. In this train of ideas, considering that Romania accedes more and more to a market economy and to a society based on knowledge, the educational system should be adapted to the fluid context where people are living according to the requirements of integration in the European community. This requires a productive conscious learning, for each man to become an active citizen of society, prepared to occupy a job, which guarantees own independence, self-respect, life quality, which claims responsibility on his side to contour his own life. As such, the educational system in the multi-cultural mosaic from the European community should be edified with high efficacy, starting with the fundamental thesis of natural integration of the individual in the universal culture, promoted by the famous German linguist and philosopher V. von Humboldt in the formula: Individual - Nation - Humanity, consolidating and achieving this strategic challenge by the national school, conceived as a "social institute of the national culture, by which disciples the people perpetuate themselves and their material and spiritual existence.

In the conditions of the contemporary life, a particular importance for us is the education for democracy. Education for democracy has a double unitary meaning: to educate the individual to be capable of living in, and to be capable of building the democratic society.

Democracy represents a concept of politological nature, which delimitates a "philosophy, a way of living, a religion and a governing form". In this train of ideas, considering the need for democratisation and modernisation of the education, valuing the education in the meaning of the social and human progress, we should imperatively *humanise the educational process, adapt it to the individual needs, interests and particularities of the person,* create a learning community based on trust, collaboration, support, which would ensure the success, development of the student. In this purpose, a particular importance stands in the use of all the methods of formal and non-formal education.

From the definition of education as an activity in itself, a system of actions of formation-development of the human personality, of conscious orientation oriented towards certain finalities, it results the existence of an explicit approach of the conception, organisation, coordination, evaluation, continuous optimisation of the elements of the educational system - which is even the study field of educational management. The need for management is shown by the existences of efficacy, by the increase in efficiency in achieving the finalities of education, and not only by the assurance of resources and by direction. Within the meaning of the aforementioned, the American scientist J.K. Galbraith underlines that "education should fulfil two vital functions. The first, to allow people to self-lead themselves intelligently, and the second, to make possible for them to try and obtain full satisfaction from the lived life". In an era of changes, the need for personal "self-leading" is obvious and advisable, which implies and efficient valuing of education and educational management, which majority aims at "valuing the individual and its capacities". Therefore, both education and the educational management direct the efforts towards the formation and development of the personality, capable of building its own destiny, giving to life a meaning. As such, the couple "education-development" targets the final purpose of individual and collective life quality enrichment. Subject to the educational management is therefore required the formation of competences, necessary for the young to connect the personal existence to the dynamism of the current and future social life, in its own interest and of the society. These competences are functional knowledge, capacities and application skills, positive and constructive behavioural attitudes made by systematic exercises in the teaching activities. The intellectualisation of the student's personality, the featuring of a new system of values, which ensures the social a human progress, should aid him to rapidly adapt to new, changing situations. Given this context, the long-term objective of the school should be to train the students for an effective social integration in the conditions of a "turbulent" environment, which involves the graduation of a preponderant, pragmatic education, oriented towards creativity and formation of an independent, critical thinking, towards the development of the spirit of initiative, entrepreneurship, team work.

The environmental change itself where the educational unit operates, the large transformations from the school - the new educational objectives, the new programmes and manuals, teaching technologies, the wider implication of the community - determines a new position of the school principal in the system. This requires another content and another character of the educational management in order to form a creating, captivating, attractive and efficient school system, to put the accent on the formation of the man who is willing and is able to take life in his own hands, to become an active citizen to cope with the challenges of the changing environment. Currently, a school manager should be able more than ever to create a strong organisational culture and a favourable climate for the collective and individual activity, to establish the human balance, to assert the freedom in education by harmonising the organisation tasks and the human relations. As a guarantor of the individual and organisational success, the school leader should involve in a continuous search to identify and develop possibilities of improvement of the educational unit by means of his competences, by his way of thinking and acting, oriented towards man, towards the valuing and development of the individual capacities, by involving/ attracting the educational actors in the life of the school organisation and in the social life. The new educational finalities and objectives, as also the new orientations and realities from society imply passing from an empirical, traditional leadership to a scientific, efficient leadership and all its features.

An edification of the leadership system appropriate for the exigencies of the democratic society and for the new educational objectives should be achieved taking into account the education and management as a science, the trends of modern management, the main schools, theories, principles and methods of leadership, the achievement tools and the advanced leadership practices, which contribute to the increase of social efficiency of school and education overall.

In its historical evolution, the last stage of development of the general management - implicitly educational - is characterised by the attention granted primarily to human relations and therefore the largest investments are made not just in material resources, as one of the streamlining sources, but especially in human resources, primarily in the systems, projects and programmes of *original training* (school training of the students, persons trained in re-qualification, reconversion etc.) and *continuous training* (post-school, post-university, for specialists, in our case for the educational personnel with teaching, leading, guiding and control functions).

The restructuration of the educational system, which should cope with the humanisation and socialisation requirements, provided in the curricular objectives of the new millennium's start, requires a higher accent in waiving the informative-reproductive education in favour of a formative-applicative-productive education; in this vision: (a) on institutional level - the achievement of the challenge of the current school on training for active post-school life (professional, civil and family); (b) on the level of the sub-system of initial training - streamlining the curriculum management by achieving the curricular objectives of general training by means of the application tools for such curriculum.

The initiation, promotion and leadership in the activity of managerial training on all education levels, formal and informal, of a new orientation of stringent actuality, materialised in actions specific to the age and training level regarding the *education* of the liability/ responsibility spirit (pre-school education, primary education, gymnasium), the formation of the capacity to decide for oneself (gymnasium and high school), from where it results the training on all ages of the independence of thinking and acting, which stimulates initiative, in the end it will give shape to a complex, realistic and general programme of *formation of the decider in a society of knowledge, computerisation, freedom and democracy* specific to the rule of law, globalisation of the living, cooperation, solidarity, collective and individual security standards.

The given thematic represents a novelty in the current school managerial theory and practice, in the meaning that until new it did not presented a particular concern and teaching research was not sufficiently approached, although, based on all appearances, it was intuited, assumed, therefore implicit, but "undiscovered", and a certain obvious concern was at the personal appreciation, as an isolated initiative and individual possibility.

Reorientation in the formation of such personalities is recommended to be achieved starting with the **child's education in the family**, where, as asserted by Stephen R. Covey, "the spouses play three roles: producer, manager, leader". In the role of a "producer", they should be capable, patient, should involve children to "have the motivation to perform their tasks according to the expectations". In the role of managers, the parents tend "to focus on ability and not on efficiency, on making things right, instead of making the right things", which requires "a high level of independence and self-trust", while "in the role of a leader you can produce changes... helping the others to feel free to express their concerns and involve in the creation of new, acceptable solutions". In this activity of education of children in the family for them to become "champions", as also the employed and led people, Covery claims ten principles that are to be observed: reinforcement of the self-esteem of the children; encouraging personal greatness; encouraging the occupations they love; creating a pleasant culture; timely preparation of important family events; presenting examples of excellence; knowing their own potential; accepting their friends; to have beliefs, to trust the others; to grant support, resources and sincere reactions from the parents.

The creation of specific conditions to democratise the parents-children relations (stimulating the children's' initiatives, stimulating self-education, knowing and complying with human and children rights, promoting a healthy life style targeted on the moral-spiritual values etc.) assumes the promotion of some principles of humanisation and democratisation of the family relations: axiological unity and continuity between moral and civic education; knowing and promoting consequently the human and children rights; promoting the gender equality; active and responsible participation the life of family and society.

Managerial education, as a system with influence on the formation of the becoming personality, capable of taking independent decisions, to choose a democratic state construction, is provided in the school curriculum, materialised in general educational objectives, in trans-disciplinary general objectives, in objectives on training steps and levels, in objectives on curricular areas, curricular objectives on disciplines, in reference objectives.

Among the factors that limit freedom in education, the teachers mention a slow democratisation of the education leadership, conservatism, old mentality, authoritarianism, insertion, fear of responsibility, the economic and financial situation, fear of freedom, teachers' fixations. These and other factors correlate in large lines with the results obtained within the study on the difficulties of the school management materialised in objective and psychological causes (individuals and psycho-social).

A general retrospective in the targeted issue allows making certain determinations regarding the formation of qualities specific to the decider personality, oriented on its constitution in two aspects, in the instructive-educative process, in all the school disciplines, particularly in the social and human ones: (a) *educating the liability spirit*; (b) *forming the capacity to decide for oneself, finalised in social plan under the form of constructive behaviors*.

The education of the liability spirit and the formation of the capacity to decide represent a main objective of the entire educational process: teaching - learning, evaluation, a process masterfully organised on four taxonomic levels of difficulty/ complexity: 1 - reproduction (to know to reproduce that you have learned); 2 - correlation, transfer, application (to know to make relations in what you have learned); 3 - solution (mainly life problems: to know, the exercise/ skill to solve); 4 - design, confection, building, production (the skill to fully value the human and professional potential in a creative manner).

The condition to educate *the liability spirit and the capacity to decide for oneself* is ensured by the quality of the lesson, conceived and achieved as a formative applicative action/ activity, therefore designed as an operational teaching task by means of some appropriate *verbs of action* , as *common indicators of teaching-learning-evaluating* on the 4 levels of *skill formation* (school acquirements as *functional knowledge*, but not as a purpose in itself, but as a mean to form *capacities and behaviors,* in this case *to decide for oneself* by systematic exercises of application in class of the knowledge assimilated in all the disciplines). The formation of the attitude of responsibility and of the behaviour to decide independently, i.e. the competence to decide for oneself, should be based on the general decision-making algorithm: in the respective problem/ theme, it is mandatory to have the necessary knowledge/ information, and the solution should be the result of choosing an alternative from several possible alternatives on *success criteria* (on each alternative it is evaluated the number of chances and mischances, choosing the *alternative with the highest chance of success* and/ or a combination on the idea, *„out of two, I choose the third")***.** In fact, the formation of the capacity to decide for oneself targets the personal and public success, meaning the formation of the competence to succeed.

The synthesis of the experiments started indicate formative, school, extra-school actions, as also their effects, depending on the training level, in the pre-school and primary education: arranging sensorial contact with objects and phenomena of the real world surrounding us by training the five senses: boosting curiosity, interest, emotions, conduct, affection, civilised behaviour by independent work, rules of conduct, order, cohabitation;

independent expression of own opinions, of the states of mind.

Developing the competence to decide forms by an active participation in solving practical problems, as a training exercise for active life, and the results, even partial, will be perceived as a fruit of positive decisions, as an undertaking of the responsibility for risk/ failure/ success (on professional, social line), considered as a manifestation of patriotism with chances of success, by forming a positive and active attitude for the learned discipline and its application in life, the skill to learn to teach as a condition of our own self-development. The capacity to decide is therefore formed in an education based on curricular activities, on forming the capacity to decide for oneself, particularly on self-knowledge and valuing own potential, both human (qualities of personality, positive attitudes and constructive behaviors) and professional (professional and social skills and competences), e.g. the formation of competences that ensure meeting the requirements of the market economy: initiative, cooperation, team work, mutual training, assessment, communication, logical thinking, problem solving, decision making, obtaining and using information, planning own actions, to know to learn so you can know to do, to be and to become, cohabitation.

In this context, a full valuing of the school curriculum, reconsidering the school disciplines, increasing the share of some optional objects and courses in valuing the individual and his self-leading capacities, such as: moral-spiritual education, civic education, we and the law, the bases of state and law, man and society, education for family life, communication culture, life skills that reinforce the curriculum potential, the development of the individual and its capacities, skills of externalizing and behavioural manifestation of the personality.

In the same train of ideas, it is important to make the curriculum in the educational class, which contains recommendations for designing and developing educative activities in the educational class and in gymnasium and high school classes, having as purpose "the formation and development on students of the integrating capacities of the contemporary personality, defined within the context of the problems and individual values of the national and worldwide community". The achievement of this purpose is "guided by an educational self-management centred on skills, such as:

- self-control, skills, capacities, interests etc. – features and values that define personality, allow the student to specify his desires and purposes;
- concrete, real possibilities to reach the established objectives;
- the capacities (knowledge, competences, skills) required to design and monitor the activity oriented towards the purpose".

The curriculum provides the following framework objectives:

- Forming the concept of self-knowledge.
- Forming the needs/ necessities for permanent and continuous self-achievement/ self-update.
- Forming the self-management skills for our own physical, intellectual and spiritual formation.
- Developing the behavioural culture.

The recommended contents focus on educative activities of training the personality for an active life (to master oneself life, ways to self-adjust life, own style - expression of individuality, the project of individual development, the individual project for professional orientation, for career etc.), the form masters having methodological suggestions and evaluation suggestions, proposed by the curriculum authors, converging with the school curriculum objectives, and of a real use for form masters, of whom contribution is undisputable in the process of personality (self)forming with democratic options.

Hence, the achievement of the school curriculum provisions converges with the paradigm of the seven skills of the most efficient people, formulated by St. Covey, of which observance comes to ensure success in the active life: social, family, management.

The personal and public success in the active life is based on certain criteria and it depends on the level of individual; evolution, from a dependent status to independent and, in the end, to be inter-dependent.

Dependency is a limit-condition, less evolved, of the personality, where responsibility for the personal success/ failure falls on somebody else.

Independence is a more evolved condition of personality, which ensures *personal success*, where the individual is responsible for his own success, gets actively involved, trusts his own forces and achieves his available potential.

Interdependence is the most evolved condition of personality, which ensures *public success*, where cooperation, joint work (group/ team) stimulates talents and competences to jointly create great things. This assumes: understanding, courtesy, honesty, compliance with the engagements, trust, personal integrity.

The evolution from the dependence to independence and interdependence is based on the paradigm of the seven skills of the most efficient people or on the unique human talent, associated with each skill: proactivity is the feature of self-knowledge; to start having in mind the final purpose, is the feature of imagination and conscience; to grant priority to priorities is the feature of the power of will; to think win/ win is the feature of a mentality of abundance; to seek first to understand the others and then to be understood is the feature of courage in balance with respect; to act synergistically is the feature of creativity; saw sharpening is the sole feature of the continuous improvement or renewal of self in order to overcome entropy.

The transition from *the paradigm targeted on the formation of the doer/ dependent, to the curricular paradigm, which stimulates the formation-development of the decider, capable of valuing its (self)management capacities, to self-achieve*, targets features, such as:

The changes from education, *the basic curriculum,* offers a wide perspective for the capacity valuing process and for the individual's capacity to form the competent man, independent and interdependent, with democratic options - major objective, achievable in a social-historical, economic and cultural context, and which requires a relevant and coherent methodology to promote a managerial reform.

On level of school unit, the managerial change also provides for the following stages:

Stage I – defining the concept of change and establishing the features of the changing situation, identifying the change support and creating a vision that would support the changing effort, communication and sharing the vision of the educational players, empowering them in the changing context.

Stage II – the architectural design of change, designing/ planning change, elaborating the managerial project of development of the school unit, determining the purpose, the objectives of the school organisation, changing beliefs, the culture and the organisational structure and climate, the managerial paradigms and model of the educational unit, individual and professional training in the spirit of this change, featuring a new working modality and the control system based on implicative engagement, as also on an appropriate monitoring and assessment system.

Stage III – implementing the change, ensuring the conditions for the change, motivation, communication, involvement, participation of the educational players, reconsidering the managerial activity based on the new conceptual model of leadership, waiving the assumptions of the traditional management, appreciating the effects of the change, investigating and assessing the post-change condition.

The implementation of the new educational management paradigm requires an optimisation of the interdependence between the functions of the management from the educational system and the appropriate institutional structures. The successful implementation of the conceptual model of modern and endemic management implies anticipative analysis of the pro and against change forces. Hence, using the conception of Kurt Lewin on the balance of forces in the process of change and the methodology adapted and developed by C. Rusu, we could determine the ratio of pro and con forces in the grounds of the results of the diagnosis made by us on system and school unit level regarding leadership, evaluating the importance of the factors that determine the forces identified on a scale from 1 - low to 5 - strong. Thus, the increasingly accepted trends regarding the edification of a democratic and open society exert a pressure/ influence on the need to implement an appropriate management, fact sustained particularly by the teachers, who only under such conditions may transpose into practice the new educational objectives and finalities and to fully self-achieve. In the context, there are also other pro change forces for the management system, to increase the level of competitiveness, the need to connect to European and international educational standards, as also the organisational culture, which is built on a system of values, beliefs, thinking patterns (including professional), symbols etc., appropriate for the development level of the human, democratic society. There are also significant the forces oriented against change, among which a higher share falls on the one referring to the maintenance of the central organisational structure, to the authority hierarchy, as also to the lack of the necessary skills and experience of the teachers with management positions for such activity in a new context. Or, exactly this work condition reinforces conservatism, routine, the fear of new responsibilities, maintaining a traditionalist-empirical management.

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FORMING THE EMPATHIC CAPACITY OF THE TEACHERS

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Abstract: *The educational exercise constitutes a complex situation, where previous knowledge is always subject to facts, being mandatorily contextualised in accordance with the realities from the educational process. One of these precursors is the psychological knowledge - more precisely psychological "lecturing", understanding and signification of the education situation, with all the components and interactions making it. We hence propose the method of empathy in the educational process, which can naturally develop the personality and the self of the students.*

Keywords: *Empathy, capacity, teaching professional training, communication, reshuffle, model.*

Subject actuality. The teaching activity implies permanent communication relations between the agents of education - teachers, students, parents, school managers. An important place in this activity is held by the relation professor - student, which represents an important aspect of the educational environment of the student. This relation is a largely different from the other social relations, it is determinant in establishing the educational objectives of the contemporary school, as also to establish a healthy psychological and moral climate in the school, and it requires a good empathy from the teacher, that should be continuously developed, empathy being indispensable to an effective communication.

In the view of a number of researchers, empathy is an indispensable capacity for people activities, of which specialty involves interpersonal relations. One of the main forms of the human activity requiring empathy is the teaching activity. The role and place of empathy in the teaching activity is not recent. There are wide researches in the field of the professor's capacity, which he should possess to perform in his activity. Among the important capacities ensuring the instrumental-operational side of the teaching activity we also find empathy. The presence of empathy is required in the structure of the teaching activity, particularly in optimising the relation teacher-student.

The teaching psychology constitutes the main source of information and scientific grounding of education, being most dependants and having an essential meaning for the educator and for the resource teacher. The fundamental problems of the educational psychology include psychological issues of the young generation's education and the psychological issues of the educative process.

The educational process is an act of informational communication (transmission) of ideas, messages, opinions, behaviours (actions), within which the relations professor-student represent communicational interactions of cognitive, affective, volitional, behavioural (action) nature etc. The teaching-learning process, as a specific form of communication, can be therefore examined by the models offered by the theory of communication.

The Latin verb *communico,-are* had a more profound meaning, not only referring to evidencing contact, the connection, but it also meant to have something in common, to share, to put together, to mix, to unite. Romanian language has taken over this meaning of sharing, unifying, meaning retained by the archaic *cuminecare.* In the vision of *C. Noica,* the understanding is completed by what it is not expressed in the text. "We advance by a boost of communication, but we do not truly progress if we fail to obtain a boost of cumunicare." Communication contains the man, and the man shows or hides himself *in* and *through* communication, because in all communication acts we have, aside the common meanings, perfectly understood, also typical aspects, partially understood, as also singular aspects pertaining to the personal ineffable and they cannot be fully decoded.

In the general sense, human communication is an interpersonal relation where people give meaning and value to the received message. Communication is defined as a transmission of content from the emitter to receiver by means of a channel; it is a possible or real relation between two or more individuals, between whom an exchange of substances, energy or meanings can take place. Empathy firstly refers to making a profound and sustained physical contact with the other, within which contact a person is very careful with the experience of the other a sole individual. In an empathic manner to be, the experience of the other is appreciated as it is an idiosyncratic manifestation of the other in its uniqueness. Secondly, empathic exploration includes empathic, profound and continuous investigations or immersions, in the experience of the other. And thirdly, empathic exploration assumes resonant observance of the implicit limits or aspects of the client's experience, which can aid it to create a new meaning.

Inter-human communication represents one of the supreme values of the man. In the modern world, marked by informational explosions and by the impetuous development of the information and communication means, of globalisation of all the field of public life, inter-human communication becomes more and more important.

All the conceptual documents of the education reform advances as constitutive principle of education the recognition of the personality of the educated one as a supreme value of education, its uniqueness, this fact claiming continuous harmonisation of the inter-personal relations between education and educated, as inherent conditions of the consolidation of the humanist character of education in the modern world.

The process of forming the empathic capacity of the teachers is grounded on the development and valuing of the empathy features, related to a the evaluation criteria applied to professor-student relation, adapted to the educational context, which are also formed as empathic capacities.

These are: *opening to communication; adapting to the communication way of the interlocutor; self-analysis; active listening; non-verbal language; emotional responsiveness; putting in other man's place; putting in the role of the characters from literary works, movies; factional situation.*

Because both from the theoretical and experiential framework one can decide the need to elaborate a model-instrument that would intensify the empathy-forming process, oriented towards improving the professor-student relation, the researchers have elaborated a ***Model for forming the empathic capacity of the teachers (Model).***

The ***Model*** implementation period can vary from a half a year to a year of education. Within the continuous professional training activities from the training centres, this period can be equal with the period of their presence in the training centre. Although it is a short period, it is sufficient for the teachers to become aware of the need for form empathy, to accumulate certain knowledge and to train

the empathic capacities, all of them constituting a launching track for subsequent self-training of the empathic capacity of the teachers, which would lead to the reshuffle of the communication relations with the students.
By ***reshuffle*** we understand *change, modification, improvement*. We used the term ***reshuffle*** with the meaning of *improvement.* The selection of the term *reshuffle,* is stained theoretically and praxiologically, both research sources revealing the fact that certain aspects of the professor-student relations, particularly - equitable treatment for the students with learning performances and with desirable behaviour and for the students with undesirable performances and behaviour, are "deteriorated" or reduced and require a reshuffle, i.e. a change to good, an improvement.
The scientific meanings of the term *model* are: graphical or tridimensional representation of an idea, of a process or of a system (form, structure, scheme, illustration); an assembly of elements or variables composing a symbolic or social system (system, plan, configuration); temporary truth (assumption, hypothesis, opinion); logical representation of a theory (formula, theoretical model).
The teaching model "tends to reproduce" the essential elements of the original, natural or social phenomena and processes, studied according to the specific and concrete objectives of the teaching activity in question.
The model achieves a double teaching function: *of initial information,* which triggers the logical and epistemological mechanisms specific to the analogue reasoning; *of final validation* of the formed knowledge and skills, at the level of some different reference systems that employ the specific resources for formative, permanent, continuous evaluation.
To model means "to execute something based on a given model", i.e. modelling means "the action to model and the result thereof". In educational modelling as a teaching method, the action of indirect investigation of reality by elaborating and using models predominates.
Modelling assumes facilitating the discovery by the trainees (teachers) of the properties, information and relations between things (objects, phenomena, processes from the nature and society, which such models reproduce).
The elaborated model met the following requirements:

1. The need to become aware of the purpose, training objectives, principles, conditions, forms and methods of the training process by moderators and by the members of the training groups (self-training).
2. The need for a motivation to form empathy with the teachers
3. Joining theory with practice
4. Achieving the training activity by integrating the evaluation in the empathy-forming process

In building the *Model* specific theoretical benchmarks have also been applied. *The model* presents a theoretical system, made of the components:

- the training purpose and objectives, the principles, the contents, the forms, the methods, the conditions and stages of training the empathic capacity, which also represent the essential items of the empathy-formation process for the teachers, as reshuffle of the professor-student relation.

The purpose for applying the model: forming the empathic capacity of the teachers as a reshuffle of the professor-student relation, particularly, the performance of an equitable treatment for the students from professors, the constitution of some cordial relations between professors and students.

The training objectives are elaborated based on the empathy features, related to the evaluation criteria for the communication relation professor - student:

- initiation in the theme of teacher's empathy;
- forming the capacity to be open for communication;
- forming the capacity for affective response to the others' emotions;
- forming the capacity of self-analysis;
- forming the capacity to observe and use own and interlocutor's non-verbal language;
- forming the capacity to put in the place of characters from literature, movies;
- forming the capacity to put in the other's role;
- forming the capacity of active listening;
- forming the capacity to adapt to the communication way of the interlocutor;
- forming the capacity to act, after passing through the aforementioned situations.

Principles. Their definition/ determination is necessary for an efficient performance of the process of training the empathic capacity of the teachers in order to improve the professor-student relation. Two types of principles were applied:

General educational principles adapted to the approached issue

- *The principle of organising and of continuity of the empathy-formation profess for the teachers* stipulates that the efficiency of the empathy-forming process is determined by the way it is organised and directed, by the organisation of the training actions, by the presence of a purpose and of a system of well-delimited training objectives, of some principles specific top the training activity, as also by the rigorous staging of the training process.
- *The principle of integrating theory with practice* determines that the empathy-forming process implies integration of the theoretical activity with the practical one.

Specific principles for the empathy-forming process

- *The principle of integrating the evaluation in the empathy-forming process of the teachers* provides the performance of an initial, formative and final evaluation during training. Effective empathy integration process will foster the diagnosing, monitoring, adjustment and correction of the training, as also of the empathy-formation action itself, because the performance of tasks such as *imaginary transposing in the other's situation,* for example, also represents an act of empathy, therefore it is not an exercise of empathy.
- *The principle of forming and valuing the empathic capacity from the perspective of the professor-student relations* establishes that the empathy-forming process necessarily implies the formation and valuing of the empathic capacities of the teachers, oriented towards the improvement of the communication relation between professor and student. The principle was constituted on the theoretical thesis about the formation of empathy in teachers as a path of improvement of the professor-student relation.
- *The principle of interdependence of forming the empathic*

capacities assigns to an interdependent character to the empathic capacities, the formation of an empathic capacity implicitly leading to the formation of other empathic capacities. The principle is deduced from the analysis of the empathy features, which demonstrated that an empathic feature necessarily implies elements of other features.

By *contents of training the empathic capacity* we understand the theoretical matters on the concept of empathy, the nature and its functions, the psychological mechanism of formation, the factors influencing empathy in communication, the features of empathy related to the evaluation criteria of the communication relation professor-student, the particularities of manifesting empathy of the teachers in their relations with the students.

The forms of the empathy-forming activity are: collective, in group, individual, in pairs. The collective and group activities can be performed within the continuous professional training courses, within the methodological meetings, seminars, prelections, trainings. The individual activity can be performed in parallel with the group one, as also separately, and it involves: theoretical documentation in the matter of empathy problematic; study on the structure, mechanism and features of the empathy; application of the knowledge in interpersonal communication; drafting the work sheets. The activity in pairs is efficient in making some diverse exercises.

The methods for forming empathy have been conventionally classified in evaluation methods, applied in the determination and control experiments, and training methods, applied in the training experiment.

Applied evaluation methods: testing, enquiring, conversation, observing the professor-student relations, the study of the analytical programmes.

Applied training methods: exhibition, explication, prelection, debate, brainstorming, essay, exercise, case study, work sheets.

Training conditions. There were established for an efficient formation of the empathic capacity, the following conditions: initiation in the problem, becoming aware of the need for form the empathic capacity and the empathy features related to the evaluation criteria of the communication relation professor-student; complying with the principles at the basis of the model, appropriate application of the methodologies.

The stages of empathy-forming

1. *The initial evaluation of the empathy of the teachers and of certain aspects of the professor-student relation.* The evaluation is made by means of tests and enquiries
2. *Becoming familiar with the purpose of the training objectives, with the principles, forms, methods and conditions for forming empathy.* This is an initiation and explication stage.
3. *Using the results of the evaluation in order to form empathy.* Establishing, by teachers, the own level of empathy and its features. Drafting the individual scheme of the levels of formation of the empathy features. Evidencing the low-developed features in relation with the others. Taking the decision to grant special attention to the low-developed features, but without disregarding the other features of empathy.
4. *Detailed knowledge upon the basic notions on empathy and motivating the need for form the empathy capacity.* In this stage, the basic

notions and empathy features are introduced; arguments and examples are made in favour of the need for form empathy as a capacity contributing to the improvement of the relation professor-student; the theoretical sources are individually studied in the given issue, which continues in all stages; the self-training direction for teachers' empathy is evidenced by studying the literature and applying the knowledge acquired in the relations with the others.

5. *Performing the practical activity, using the theoretical material, combined with the formative self-assessment of the teachers.* The practical activities take place using the theoretical material concerning the concept, nature, functions, mechanism, features of empathy, related to the evaluation criteria of the professor-student communication relation, the particularities of empathy of the teachers manifested in their relations with the students. The application of the assimilated knowledge -e .g. the cases of interaction of the teacher and students in terms of place and role of the teacher's empathy; case studies, situations - problems, exercises etc. Work sheets are drafted to prepare, achieve and analyse the communication situations, which include the use of the empathy features, and which ensure formative self-assessment of the teacher's empathic capacity and the self-training direction of the empathy.
6. *The final evaluation.* In this stage, the evaluating itself takes place, the progress of empathy and of the professor-student relations is determined; decisions are made for improvement/ detailing of the process; discussions, proposals, summaries are made. In the last training stage, the professors are required, according to the sheets, exercises, tasks, to continue independently the empathy self-training activity, based on the model given, operating the usual improvements and modifications, which will lead to an improvement of the empathic capacity and, respectively, of the teaching activity and of the professor - student communication relations.

The synthesis of the examined theoretical benchmarks allows us to elaborate an operational definition of the teacher's empathy as a capacity contributing to the improvement of the professor-student relation; definition deduced from the features of empathy of the teachers related to the evaluation criteria for the professor-student communication relation. Hence, empathy is the teacher's capacity:

- *to self-analyse* in communicating with students, to examine his way of communicating with the students, the successes and failures in communication;
- *to be open to communication* with the students, therefore encouraging to come close to him; to treat them equitable, excluding the prejudgments and achieving a positive attitude towards them;
- *to adapt to the communication way* of the student, considering his features, his individual and age particularities etc.;
- *to actively listen* the students, manifesting interest for their speech and opinions;
- *to appropriately use the situation of the non-verbal language* - to be more accessible to the students, more intimate with them, to stimulate them in study and training-development, to evidence his positive attitude towards them;
- *to carefully observe the non-verbal indices* of the students - to better understand their concerns, their needs, their desires etc.;
- *to "permanently put in the position of the student"*- to determine the situation from the student's perspective and to understand him better;

- *to be capable of sharing* the emotions of the students;
- *to act* according to the previous indices.

The indicated capacities represent features specific to teacher's empathy, as also evaluation criteria for the professor-student communication relation, which produce concomitantly and as necessary capacities for the teachers.

The profession of a teacher, as any other profession, is the result of training by studies, accumulating a certain professional culture, at the level of some specific teaching competences. Therefore, the initial and continuous formation should contribute to the accomplishment of the professional culture, general and philosophical, but also of specialty and resource teaching. Only through acquiring as more competences, the cultural formation of a teacher will be more valuable. As entity of the professional culture, we also subscribe the **emotional culture**, as a psychological and pedagogical component of the teaching professionalism, as an element with enabling role upon the functionality of the entire personality of the teacher.

Professional culture has a wide field of manifestation and it redefines the dimensions of professionalism at the level of the psychological and pedagogical competences, which determine continuous efficiency and development of the teachers, professional and social remodelling. From analysing the concept of efficiency, we acquire the role of the teaching actions, performed by the teacher for fulfilment, creation, production, efficacy, power and positivism. The key note acquired by defining efficiency in the educational field is expressed, in the term of particular success or success, which has become the supreme model to appreciate the quality of a person, "social systems whereby the society makes its values".

In a complex world, the emotional balance, the ability to relate, cooperation, self-assertion skills are becoming increasingly important because uncontrolled, negative emotions are generating blockages, uncomforting, while a positive management of the emotional life with empathy leads to increasing the flow of communication, social motivation, revealing strong emotional connection between culture and individual performance to adapt to changes. The investigations upon the dimensions of the emotional culture have illustrated social skills, interpersonal competences, psychological maturity and emotional consciousness. An increased attention is given to emotional competences, approached as meta-competences, which determine and explain the way of acting of the people in various situations, the way they use their own capacities to understand the ones around them and for an emotional self-control.

The special literature analyses emotional culture under all aspects, converging towards a close connection between the emotional potential and the emotional orientation of an individual and the level of development of the emotional culture of a personality. This is a construct of intellectual acquirements reflected in knowledge about emotions, which conditions the social happiness of the individual, contributing to an optimum social and emotional adapting. Emotional culture is the basic condition for a person to operate effectively and efficiently in social terms. With emotional maturity and creativity, a personality can be aware of, decode and develop the emotional information and to elaborate strategies of adaptation to new situations.

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MOBBING: PSYCHOLOGICAL TERROR IN THE WORKPLACE

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Abstract: *Mobbing is a less known phenomenon in Romania, but its effects are real and worrisome. It is a form of psychological abuse in the workplace, carried out by either colleagues or superiors through repeated aggressive acts. This kind of psychological pressure frequently leads to affecting the well-being of the victim either by loss of self-esteem, feelings of victimization, depression, psychosomatic disorders, insomnia, self-destructive behavior (alcoholism), a drop in work efficiency, acute stress and post-traumatic stress. In organizations where mobbing takes place, there is an obvious decrease in productivity. In order to prevent this type of behavior, there needs to be an accurate understanding of the act of mobbing in all contexts. (organizational, professional, individual)*

Keywords: *psychological harassment, emotional abuse, intimidation, mobbing, psychological pressure*

1. INTRODUCTION

Heinz Leymann was the first psychologist to put forward the idea of mobbing in specialized literature. He borrowed the term « mobbing » from animal psychology expert Konrad Lorenz, who had observed and studied behaviors of isolation/exclusion among animals, more explicitly the attacks of a group of smaller animals against a bigger one.
The mobbing phenomenon has been studied as early as the 1990s in several European countries such as the Scandinavian countries, Great Britain, France, Italy and Spain. It basically refers to actions of intense psychological abuse carried out against an employee with the purpose of making him resign his job, in the circumstances where firing/relocating him would lead to legal troubles for the employer. The employee can become a long-term victim of a series of abuses, wrongdoings and humiliation meant to force him to leave his current job. This psychological pressure should not only make him lose his position, but in most cases will also affect his health.
"Mobbing" is a type of systematic psychological harassment in the workplace that happens every time an employee is being harassed and stigmatized by his colleagues or superiors through gossip, intimidation, humiliation, discrediting and isolation, endangering his emotional well being as well as his professional competence.
According to studies conducted by Kenneth Westhues (2007), mobbing takes place predominantly in organizations where job positions are considered more secure. It is more frequently present in the non-profit

sector, education, military and medical industry than in the private sector.

2. CONFLICT & MOBBING

The term "mobbing" does not refer to:
- workplace banter;
- isolated instances of unethical conduct;
- isolated conflicts in the workplace.

The EGE 2000 method leaves no room for legal argument. It consists of 7 parameters that need to be taken into account for a conflict to be considered mobbing. All 7 conditions are mandatory when determining a case of this kind. If one of them is not fulfilled then a conflict cannot be classified as mobbing. These parameters are:

- *Conflict has to happen in the workplace.* The conflict that does not take place in the workplace is not considered mobbing, but straining.
- *Duration.* Conflict has to last for at least 6 months. Only then it can be considered a case of persistence in behavior. DSM IV classifies any disease lasting less than 6 months as acute, while anything past 6 months is considered chronic. This means that mobbing is a chronic conflict.
- *Frequency.* Conflict has to happen a few times every month.
- *Existence of certain types of action.* A conflict may be considered mobbing if it fulfills at least 2 of the 5 categories of negative actions:
  - Actions against free speech (person cannot express his/her point of view , he/she is shunned);
  - Systematic isolation (person is isolated from his/her colleagues)
  - Change of tasks (person is assigned to task above or below his/her professional capacity)
  - Attack on reputation (gossip, talk behind one's back, incorrect evaluations)
  - Violence or threats of violence.
- *Inequality.* This does not refer to the organizational hierarchy. It means that the victim cannot properly defend himself/herself because of an inferior position.
- *Stages are successive.*
- *Intent of persecution.* The victim is discriminated, treated differently from others with the intent of making him/her resign.

3. EVOLUTION OF MOBBING

The act of mobbing does not happen instantly. The gradual evolution of mobbing was devised by Leymann who identified 4 stages, of preparation, of slow or precipitated evolution, maturization and persistent action.

The first stage exists in every organization and does not necessarily imply the occurrence of the other steps of evolution. It manifests itself through divergences, differences in opinion or competitiveness, which is a normal phenomenon and sometimes even beneficial for the progress of an organization.

The second stage has elements that might trigger the occurrence of mobbing. The psychological balance of the person is somehow threatened, self-confidence is jeopardized, stress and anxiety become a problem.

The third stage is when management should get involved. Unfortunately, most of the time this either does not happen at all, or it happens when it is already too late and the victim has already been removed. In this case, conflicts may have legal repercussions.

The final stage leads to the stigmatization, social isolation and the removal from the workplace, which could make finding a new job more difficult.

4. CAUSES OF MOBBING

Mobbing is preceded by a situation of conflict. The probability of such a situation is increased by the following factors:

- deficiencies in human resources management;
- workplace instability;
- personality traits of the victim;
- group dynamic in the organization;
- poor relationships between work colleagues;
- high levels of stress caused by the professional activity;
- frequent organizational changes;
- organizational culture which tolerates moral harassment;
- psychosocial factors that influence work psychology: the type of work tasks, socio-organizational environment and work organization;
- organizational stress.

The factors that determine mobbing are:

- *Initiation of tasks.* In larger companies, managers have tried to design tasks as simple as possible and automatize them in such a way that less qualified staff is needed to complete them. Mobbing may appear as a result of lack of activity or boredom. Basically, the perpetrator chooses a victim to pass the time.
- *Task management.* Improper task management can be a trigger because work situations inevitably generate conflicts. If the system is not organized properly, the dispute may lead to mobbing. Improper task management implies: overload of work activities for an individual, both in quantity and in difficulty, absence of clearly defined rules and norms, work interferences.
- *Management of employees.* If done through abuse of power, it may lead to situations where the manager chooses to leverage his authority when settling disputes, instead of identifying the faults in the system.

5. EFFECTS OF MOBBING

Effects may manifest in personal, professional and social situations, and they are recognizable by:

- anxiety and panic attacks;
- behavioral disorders: anorexia, alcoholism, bulimia, toxicomania;
- loss of motivation for professional activity;
- early medical retirement;
- underperformance in the workplace;
- incapability of adapting to social and emotional situations.

6. WAYS OF COMBATING MOBBING

Mobbing can be underdiagnosed because of a tendency among specialists to diagnose victims with work-related stress, a result of emphasizing the state of disease.

Prevention is one of the most efficient ways of combating mobbing. Other ways might include training the managers through educational programs or if the act of mobbing has already begun, reconciling the parties with the help of a specialist in mediation. The last form of intervention happens when the act of mobbing is already in f ull effect and it deals with the legal rehabilitation of the victim.

7. CONCLUSION

Victims of mobbing are generally described as dedicated to their work and eager to succeed. Despite p reconceptions, the victim is m ost of the tim e job oriented with a rising career. When the first signs of m obbing appear, the victim does not fully comprehend the situation and has difficulties reacti ng to it. T hey usually need psychological an d legal counseling to deal with the attacks.

The affected go through physical and psychological torm ent, th eir work capacity is diminished, self-es teem decreases drastically, their soc ioemotional balan ce is alter ed (anxiety, depression, phobias, panic attacks), as well as their psychophysiological balance (headache, dizziness, gastrointestinal disorders, sleep d isorders) and thei r behavioral stability (change in eating behavior, s elf-harm a nd hetero-aggressive outbursts, passivity).

The specialized literature mentions an existential c risis tha t v ictims of m obbing have to dea l with , in the s ense tha t lo sing their job might threa ten the ir ide ntity and se nse of se lf-worth.

Mobbing is inefficient f or an organization. It affects the profession al perform ance of the victim; it may affect work relationships, lead to improper communication, decrease in productivity, all this culm inating in a loss of efficacy for the organization.

In order to prevent this type of behavior, there needs to be an accurate understand ing of the act of mobbing in all contexts. (organizational, professional, individual)

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RELEVANT PSYCHOLOGICAL FACTORS FOR SUCCESS

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Abstract: *This paper aims to address the question of how success is viewed today as a result of individual behavior, in terms of internal motives and external factors leading to the adoption of certain attitudes for successful people to reach. Success is closely linked to the effort, leaders say, this is the attitude that each person should adopt in order to fully realize what he wants and to reach this state, being covered by every person access to education (Ilut, P. 2004, p. 31). To this end, we conducted three surveys that we've applied to a sample of 180 subjects, so that we can draw some conclusions regarding the importance of motivation and attitude to succeed.*

Keywords: *psychological factors, attitudes, behavior, success.*

1. INTRODUCTION

A successful business fulfills a clear objective, accurate recognition of success established by other community members. Success is personal and customized to each of us and is characteristic of every community in part (Bland, G. 2000, p 23). Success in performance, is the optimum of the target that we want to go and that we find, given that we gain appreciation for the achievement of the aim (Harrington, D. 2002, p. 54, Jenson, R. 2004, p. 48). Success can be viewed as a state that is reflected both internally and externally. This requires knowledge of personal qualities and confidence in them, in direct proportion to the work and passion to achieve it. Success can be met by any person, if desired, sought and pursued consistently, if opportunities are offered what are valued regardless of the obstacles. Attitude is a "relatively stable way of reporting individual or group to certain sides of social life and self-esteem" (Chelcea, S. 1994, p 36).

2. FOR RESEARCH

Research to address the issue of success in terms of the psychological interdependence between attitude and motivation and how they are reflected upon and also aim to highlight how the adoption of certain attitudes influence behavior of individuals in an effort to achieve those objectives proposed which lead to what they believe is a success. The purpose of this research is also to identify the motivation behind the individual success that makes people want to be successful, and equally the causes underlying the creation of this vision.

3. RESEARCH OBJECTIVES

The overall objective:

- Analyze how each individual perceives success, based on the interdependence of attitude and motivation.

Objectives:

- Identify how success is perceived by individuals.
- Highlighting the role of attitude in achieving success.
- Perception of the importance of achievement motivation that lead to success.

4. RESEARCH HYPOTHESES

Research hypotheses are:

1. Be positive, supported by a strong motivation to compete to achieve individual success.
2. Of individual personality factors are important in an attitude conducive to achieving a high standard.
3. Actional alternatives influence attitudes and aspirations of individuals to achieve success professionally.

5. THE SAMPLE INVESTIGATED

In the present research, the study sample is represented by a number of 180 students, aged between 18 and 25 years in all study years, from three different faculties. Subjects covered were selected based on research results to education, so the first 10 students were chosen with the best results in each year of study and last 10 of the same year, the worst results.

6. RESEARCH METHODOLOGY

To study the assumptions we built three questionnaires, which we implemented sample set:

- First attitude questionnaire aims, subjects regarding their career.
- The second questionnaire focused on identifying motivates people to be successful.
- Last questionnaire clarifies in sight meanings term success.

7. DATA ANAL YSIS AND INTERPRETATION

In the first questionnaire, introductory question clarifies sex, weight subjects participating in this research: a percentage of 55% of respondents are male subjects and a 45%. Are female. When asked, the type of organizational structure based on rules and procedures, 83.33% of subjects chose this type of organization, which formally certify their spirit high and the other 16.67% were against this structure.

- 77.78% of subjects believe they can maintain a pleasant discussion with anyone who requests it, the other 22.22% disagree with this, which leads us to say that it takes an open attitude, a sociable and communicative. The same percentage was recorded when subjects were asked a question about whether they like to communicate with colleagues to eliminate potential errors in data transmission. Subjects were asked whether they usually work to complete an activity, whether under pressure of time, 61.11% said yes, which indicates that they are people focused mainly solving tasks, and the other 38.89% considered that there is no need for this to happen, either for convenience or the desire to do things calmly, not in a hurry.
- Ask if they are willing to implement any idea that seems to be feasible and effective, subjects answer in 75%, meaning that it is open to new things, take risks, while 25% were against, saying they need more detail and more time to decide.
- 27.78% of those who were surveyed believe that our destiny is written all, and 72.22% take the opposite behavior, realizing that success means, effort, work, responsibilities and risk taking. Of the responders, 94.44% think it is an extremely important that their reputation is spotless, and 5.56% does not give it much importance.
- When facing problems, 94.44% of the subjects participating in research find solutions to address them immediately. There are also people who panic at such times and resolutions comes more slowly, as shown and statistical results, 5.56%. When asked if they lose their temper when they are taken to the

point where an uncompleted, 41.67% of them answered affirmatively, saying intolerance to frustration, with authority, while 58.33% remain vertical, and aware of the shortcomings and mistakes.

- 16.67% of subjects considered that the results in excess of their just had better luck, which shows their lack of ownership results, inability to self, and a distorted image of reality. However, 83.33% of them, which is a very large percentage are aware that results are driven by sustained and self-management preseverenței.
- 83.33% of the subjects interviewed agree that quiet work in the office with acceptable remuneration is cheaper than one that involves many responsibilities and great trouble, and this shows the desire for stability and a peaceful life ce16 while 67% say the opposite, going on the grounds that a peaceful and stable organizational climate is not the most important criterion.
- When asked if they work best together, only 25% voted in the affirmative, and a significant percentage of 75% were opposed, reflecting a dose of individualism and at the same time, self-confidence. Subjects were asked about how planning their activities, specifically, if their notes on an agenda that have to do in the near future. We find that only 16.67% of them plan their activities, others 83.33% turning to other methods.
- 52.78% of respondents are actively involved in extra-professional activities, even if it takes time, and 47.22% of them said he did not engage in such activities. Of the subjects interviewed, 61.11% say that many people turn to them for how they solve different problematic situations and 38.89% claim that many people do this. When subjects were asked to determine the importance of a permanent and secure employment for them, they responded at a rate of 80.56% that is very important to them as potential service to meet that criterion, 16.67% of them think that is quite important this issue, and for 2.78% of subjects not a crucial criterion.
- 97.22% of subjects undergoing research have opted for the idea that for a successful career you need a job where there are a range of personal opportunities, 2.78% of them chose the same option, but "largely". According to the survey, 83.33% of subjects say "heavily" the most important is to have a well paid job, regardless of the field, 11.11% see this "equally" important, and in a relatively small percentage of 5.56% are those who disagree with this statement.
- Personal satisfaction is important in providing a work item to which respondents consider: 27.78% "heavily", 13.89% are "largely", 27.78% agreed with the statement released, and 25% of respondents approved "the little "this idea, not because there would be a significant job satisfaction, only that wage setting contributes to satisfaction. In the same breath, 5.56% reject all those shown. So, salary is the most important criterion, an idea reinforced by the item in the 94.44% criterion states that the remuneration is very motivating.
- 77.78% of respondents put career first prestige, 16.67% agree "largely" on this point, the other 5.56 % being equally agree that the real importance of prestige. Subjects considered, according to survey results, that independence within an organization is highly coveted, as shown in the percentages of 88.89%, respectively, "heavily" and 11.11%, respectively, "largely". Subjects were asked if their view, a job provides opportunities to promote rated. It seems that most of them, 88.89%, believe that "heavily" a good job

offers growth opportunities, respectively, 11.11%, "largely".

- 91.67% of respondents believe that everything is built gradually, which shows that most of them realize that efforts will be necessary for personal fulfillment. Unlike most, 8.33% of approved subjects "small extent" the idea, suggesting subjects are unable to acknowledge and appreciate the efforts that are required to become a successful person.
- When asked whether they agree that anything important is achieved gradually, 91.67% of subjects chose pro this statement, and 8.33% have opted for "small extent", which may raise turn, prevents the and dreamers are still immature and tend to expect a major change for the better, with minimum effort. They were also asked to comment on the extent to which education contributes to a situation is advantageous. In these conditions, 77.78% believe that school is the most helpful factor in obtaining a coveted post. Contrary to popular opinion, 13.89% said it helps "small extent" and "very little" reinforces the conviction of the former, with a percentage of 2.78%, which may lead to the idea of some frustrations, failures, failures on schools and professional.
- Another reason is the coveted position within the organization that will enable potential. Thus, 83.33% of respondents said they want a high position in the company "heavily", another 11.11%, "largely", which shows the desire of the respondents of self, to become successful. Of course, there was a percentage of 5.56%, which are equal if they are in a high office or a function that involves fewer tasks and rights. Such behavior is probably caused by natural fear to take over many responsibilities that would involve such a position.
- In terms of respondents wish to be part of the body representation to executives, responses were similar, subjects showed his desire to join such organizations. According to the rating scale, 83.33% of interviewing subjects consider "heavily" the importance of the provision of quality work immediately after they exit from school. A high percentage of previous notes that subjects focus on quality actions, noting their desire to continually enrich. Also, 5.56% are of the same opinion, see "largely" the importance of quality service delivery after graduation. Contrary to the majority, 11.11% of respondents considered this issue as less important, personal reasons, I see other alternatives for a successful career.
- Also, when asked if the future is important to have a competent head, most of them, at a rate of 77.78%, have been strongly agreed with this statement and another 2.78% reinforce this idea. We notice again the subject's desire to work in a healthy climate, quality human resources. It is normal to have other opinions, as to 11.11% of them, this is irrelevant, probably very great confidence in their forces, and 8.33% others, concerning the question of the importance of having a competent chief less important. It seems that the latter has other principles, is based on other values, arising only from their vision.
- When asked if a desire to promote good salary deferred, 33.33% of them responded "very little", and 8.33% noted that "little" may defer salary motivating desire to promote. In this respect, we appreciate that subjects showed a craving to do positive things in their career, to go through all the stages necessary in order to learn to apply what they studied. They demonstrate dignity and courage to face the reality. However, the majority tend to lean towards the other side of the balance. Thus, at a rate of 47.22% on one side and 8.33%, on the other hand, felt some fear of losing considered favorable position within the organization and at the same time, fear of risk of losing a good salary promotion in uncertain conditions.
- When asked about the need to work around the house, all subjects responded that this topic is less relevant, which demonstrates again that subjects shows high mobility. As shown in the results of the scoring grid, 80.56% believe that a united team guarantees safety and provides a quiet working environment, which is normal, given the age of individuals at research. In these conditions, they prove a real willingness and openness to the social sphere. 5.56% maintained the same opinion, and 8.33% are "equally" agree with

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those stated. A percentage of 5.56% is occupied by those who disagree with this idea, which leads to the idea that individuals in this category may have a more individualistic attitude in terms of personal fulfillment.

- According to the survey, individuals who have been our research, responded at a rate of 91.67%, that in their opinion, not career comes first. This shows that the respondents have already formed a view on life and have compiled a list of priorities, and career is not on top. On the other hand, 8.33% of the subjects placed their careers first, which means that there are dedicated individuals among them, ready to do anything to achieve that goal. When they were asked to express their opinion about the statement "one of the best ways to improve your life is to ensure less successful in life", 94.44% have opted for the affirmative, which means that young people believe that success is the key to happiness, another 5.56% denied the allegation, probably the reason that success means nothing in their eyes.
- When asked in which subjects were asked their opinion on whether success is the result of an extraordinary genius, a divine miracle or anything else that does not possess, subjects responded unanimously negative, which means nothing, then they are aware that success is the result of one's personal work and not something accidental, and that this can be achieved by anyone undertake effective activities to this end.
- 88.89% of those surveyed believe they will achieve success when they feel happy or make in life, and the other 11.11% are against this statement. It can be seen most clearly tending to see success in terms of happiness achieved at a time. This bias is related to individual happiness is seen as distinct from each person, and can manifest in different ways. The data obtained shows that 77.78% of subjects surveyed consider that they have managerial competence to enable a field. In this category is highly motivated individual who want a job that requires a high degree of responsibility. The proportion of 22.22%, other subjects considered not to have managerial skills, which demonstrates that they are aware of the other skills held and that can help more in the kind of action to take to ensure its successful future in your chosen field.
- Most of the respondents, 83.33%, believe that they will achieve success in their own ways, which is good considering the age category they fall. Note that they are realistic and willing of self and what is most important, are aware of the efforts that have to do to reach the position of success. But as normal, 16.67% disagree. They have at hand other ways to achieve success, or are frustrated by the fact that results are not appreciated at their true value. The evaluation grid, 86.11% of subjects considered to be a successful person must have money, while others, in proportion of 13.89% deny this hypothesis. The financial rewards are important because they provide basic needs of the individual, provides financial independence, safety, feeling of prosperity, opportunity development new plans, cultivating passions and hobbies. When asked if success is given by personal satisfaction, the proportion of 94.44% said yes. For them, personal satisfaction is the recognition of effort, appreciation of family and friends, their status in a company and assessing colleagues and superiors. This result shows that personal satisfaction is the most appropriate measure of a successful career. A percentage of 5.56% are those who feel separate them with other criteria to evaluate success.

- If asking for the lack of success in the absence of extensive work experience, 83.33% of respondents approve this statement, considering that going to build a successful career, you need extensive experience in the field, and a weight of 16.67 % of respondents sees different things, being more optimistic for what's next. This idea is supported by the question that 97.22% of respondents believe that successful people get to be experts in working, which confirms desire to excel in subjects they have chosen. When subjects were asked whether success is conditioned by neglect / circumvention of laws, 25% of the subjects were pro this statement, which worries can be put into the realities of today's society, which not infrequently promotes attitudes unethical.
- It is noticeable, however, that 75% of respondents, as shown results are attuned to ethical behavior, which involves the acceptance and observance of ethical codes of organizations working and interacting with the community. For 97.22% of subjects, level of education is particularly important in career development and success. Also, subjects were asked if a person's success influenced the impact it has on the environment in which they operate. On this question, 91.67% of them confirmed, which means that they consider environmental impact must be within the community where the organization operates or globally. 8.33% of them have denied this. 55.55% of respondents consider that successful people can be seen in terms of leisure time that it may benefit you want, while 45% think that this is not relevant. Respondents assessed the extent of 97.22% people think that to be successful, must be powerful and influential individuals and 52.78% of respondents considered that success can be controlled, which shows that respondents are very confident in their own forces and future holds for them, 47.22% believe that success can not be controlled.

8. CONCLUSIONS

As we have seen in this work, the image of success is, for many, synonymous with the image of an excellent result, reserved only certain privileged people, or endowed by nature gifted or very lucky. In fact, success can be met by any person, if desired, sought and pursued consistently, if opportunities that is offered are valued regardless of the obstacles. We have shown over the three attitude questionnaires were analyzed subjects with a successful internal motive causing them to adopt behaviors that those attitudes lead them to achieve success and how they manifest their behavior.

We cannot talk about success and successful not to mention the feeling of happiness, fulfillment, contentment, it is essential that we view the success. If we start the journey of life following picture "borrowed" a success or stereotypes imposed by society, without taking into account what we want really, we cannot, ultimately, disappointment. Attitudes are not working and not the personality rather undifferentiated, some are deeper, more intimately related to each particular individual, others are less profound, more superficial and volatile, less than about personality traits and peculiarities than the situation occur. As shown in Paragraph Gavreliuc (Gavreliuc, A. 2006, p 79), to achieve specific behaviors occur and many other personality variables, insisting today than those related to information processing in cognitive structures. Concrete research shows, on the other hand, the habits are, in many cases, stronger predictors than attitudes. Synthesis of meta-analysis studies show that habits matter greatly, as expected, the daily routine behaviors, such as putting a seat belt when driving the car. George Pănişoară, in the his paper *Effective motivation*: *A Practical Guide* (Pănişoară, G. 2005, p. 85) argues that motivating human actions oriented towards satisfying knowledge of needs, the balance in relation to environmental demands and to participate in human relations. As a law rendering the entire psyche, it acts on the side of each personality, including those controlled by the subconscious. To understand the functional mechanism of the reasons that trigger and maintain human behavior still need to introduce a premise that is provided by empirical findings: "Human behavior is always caused" thus appears alongside the concept of reason and choice (Maxwell, J. 2005) The cause is an objective, existing mental structures of the individual, innate or acquired and stored in the form of instincts, needs, habits, skills, attitudes, prejudices and other beliefs. This, in their concrete hypostasis, can differ from person to person both in terms of content and satisfaction model.

The paper does not seek to deny the complexity of the human psyche, but generally demystify success, showing that the necessary resources for success, strong motivation, proper attitude, persistence, are, once understood, accessible to all. We showed in the paper that the success, both personal and professional, is the result of a set of mental states, processes and psychological variables, being convinced that success in terms of considering all approach constituted the most appropriate factors for successful analysis and practical strategies its fulfillment.

That said, it seems that there are a number of reasons and causes that leads individuals to adopt a certain attitude in trying to achieve success. As can be deduced based on questionnaires, most of the subjects interviewed are conditioned to pay satisfaction and prestige, in choosing personal goals, their idea of success is intimately linked to social-cultural context. This paper highlights the key elements in achieving such success, a constituent part of the state of happiness, as Plato tells us: happiness consists of five parts, one is to make good decisions, a second is to have good health and bodily senses, third is successful as, entrepreneurs, and good reputation of the fourth and fifth among the men abundance of money and assets useful life.

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THE ROLE OF PSYCHOLOGICAL FACTORS IN THE PROGNOSIS OF SCHIZOPHRENIA

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Abstract : *The purpose of the present research is theoretical, empirical and practical. Thus, we tried to highlight and observe the difference between the parents of children diagnosed with schizophrenia who have dysfunctional cognitive schemas and the parents who have mentally healthy children and the way in which some differences are more pronounced in the first case than in the second.*

The research was conducted on a sample of 89 people, divided into three groups: the first group comprised 29 patients with a diagnosis of paranoid schizophrenia and schizo-affective disorder, the second group comprised 29 parents of schizophrenia patients and the third group, consisting of 31 subjects, parents of mentally healthy children with no family history.

The conclusions argue that there are significant differences in terms of dysfunctional cognitive schemas among parents of schizophrenia patients and parents of mentally healthy children.

The dysfunctional cognitive schemas found in parents with schizophrenia children are even more pronounced than those of mentally healthy children; they were supported by checking the average scores obtained by each participant.

Key words: *Maladaptive cognitive schemas, Etiopathogeny, Schizophrenia.*

Introduction

This research takes as its starting point the ideas of Laing (1959, cited in Hayes and Orrel, 2003, p 35), claiming that "schizophrenia does not simply occur without any apparent cause, but because the personal lives of individuals are intolerable and that "a retreat into madness" is often the only way you can solve the contradictions they are subject to." The same author argued that psychiatry has failed to integrate in the diagnostic the stress that schizophrenics often bear and which in many cases justifies their disorders. Studies on the role of social and family factors are based on the research of Faris and Durham (1939, cited Chirita and Papari, 2002), who reported a higher frequency of schizophrenia in disadvantaged areas of major cities. The conclusion was that factors as social and family environments full of stress, lack of organization and poor economy are believed to create a vulnerability to schizophrenia.

The present study aimed to detect as many influences as possible that are exerted on the child's mental development, starting with the early interactions that occur between parents and them, to how to raise and educate them in terms of dysfunctional cognitive schemas.

Studies at this level show the importance of family communication both on the onset of the disease and during its evolution (Pharoah et al., 2003, cited in Jeican, 2007). Most explanations and current research are biologically determined. There haven't been found psychological factors that cause schizophrenia from other humans, however there is strong evidence that psychosocial factors play an important role in determining the severity of the disorder at people with biological vulnerability and it causes psychotic episodes (Dindelegan, 2012, p 59)

Thus, we tried to highlight and differentiate between dysfunctional cognitive schemas of parents people diagnosed with schizophrenia and those of the parents having mentally healthy people, as well as the gradualness some are more pronounced than others. From an empirical point of view, the study brings data to reinforce the idea of the existence of relationships between psychosocial variables of proximity, family and the development of schizophrenia and completes this idea with empirical data showing that high scores on certain schemas dysfunctional cognitve schemas of the parent associate with high scores of the schizophrenic child, on some dimensions of the Positive and General Psychopathology subscales (PANSS). This has some significant implications for assessing the significance of the patient's family environment. Thus, it is important to maintain a high level of beneficial relationships in the family of the schizophrenic, to improve prognosis, to avoid relapse and to provide a good environment.

Methodology of Research

The objective of this research aims to identify the extent to which psycho-social factors of proximity - family contribute to the development and maintenance of a certain type of thinking and to identify differences in the dysfunctional cognitive schemas between parents of schizophrenic patients and parents of mentally healthy people. The hypothesis that initiated this research assumes that there is a significant association between high scores obtained by parents on the subscales of the Young Cognitive Schema Questionnaire and those obtained by their schizophrenic children, on P and G subscales of PANSS Scale.

Research Sample

The research was conducted on a sample of 55 people divided into three groups. The first group consists of 15 subjects, clinically diagnosed with paranoid schizophrenia and schizo-affective disorder. Patients were hospitalized at the Clinic of Psychiatry "Dr. Gavril Curteanu" Clinical Hospital and others were registered at the hospital and were coming to consultation. The second group consists of 15 people, comprising parents of patients with schizophrenia (one parent from each patient). The third group is the control group of 25 subjects (one from each family), parents of mentally healthy children without personal and family history.

Instruments, procedures and data analysis

Young Cognitive Schema Questionnaire - Short form.

In order to evaluate these schemas, Young and his coworkers (Young et. al., 2003) developed the schema questionnaire. The YSQ-S2 short form consists of 75 items distributed in 18 subscales representing dysfunctional cognitive schemas: Abandonment/ Instability (AB); Mistrust/ Abuse (MA); Emotional Deprivation (ED); Defectiveness/ Shame (DS); Social Isolation/ Alienation (SI); Dependence/ Incompetence (DI); Vulnerability to Harm or Illness (VH); Enmeshment/ Undeveloped Self (EM); Failure to Achieve (FA); Entitlement/ Grandiodity (ET); Insufficient Self-Control/ Self-Discipline (IS); Subjugation (SB); Self-Sacrifice (SS); Approval-Seaking/ Recognition-Seeking (AS); Negativity/ Pessimism (NP); Emotional Inhibition (EI); Unrelenting Standards/ Hypercriticalness (US); Punitiveness (PU) (Dindelegan, 2008).

To establish the fidelity of the scale 160 subjects were included, young and mature. The administration of the tools was made both collectively and individually. The questionnaire has a very good fidelity, yielding an alpha Crombach = .96. Crombach coefficients were also calculated for the subscales (between .68 - .90), supporting a good fidelity of subscales (Dindelegan, 2008). The first tool used to validate the YSQ-S3 questionnaire is SPIN-Social Phobia Inventory, adapted to the Romanian population by Chereji (2003, as cited in Dindelegan, 2008). YSQ-S3 subscales demonstrated a good predictive validity.

PANSS Evaluation Scale (Positive and Negative Syndrome Scale)

It is an assessment tool with seven 7 levels of intensity in the form of a formalized semi-structured interview that assesses the dimensions of positive symptoms, negative symptoms or other type of symptoms. It includes 33 items depicting: Positive Scale score (P), Negative Scale score (N) Composite Index (Scale Positive minus Negative Scale), General Psychopathology Scale (G), Supplemental Aggression Risk (S) and total score.

The investigated population is made up of people aged over 18. Cronbach's alpha internal consistency index was calculated for the entire Romanian normative sample (N-83). For the standard model, the syndrome scales (Positive, Negative and General Psychopathology) have shown adequate internal consistency, with alpha values of .83, .71 and .74; obviously the lowest inter-item correlations belong to the General Psychopathology Scale as it captures the symptoms of a wide range of psychopathology. The subscales of the pentagonal model obtained adequate internal consistency of the coefficients ranging between .60 and .78. Research on using the PANSS scale was extensive, a simple search of the number of occurrences of the PANSS in PsychINFO database (Http://romania.testcentral.ro, 30.04.2013) presented 536 records for the period 1985-2005.

The research was conducted in the period January 1st 2013- April 25th 2013 in the Clinic of Psychiatry "Dr. Gavril Curteanu" Clinical Hospital. The average duration of each appointment was 30-60 minutes for the PANSS questionnaire and 10-15 minutes for the YSQ questionnaire.

Results of Research

After verifying the shape distribution of the scores of parents of schizophrenic children, for the 18 subscales of the YSQ: AB, MA, ED, DS, SI, DI, VH, EM, FA, ET, IS, SB, SS, AS, NP, EI, US, PU we used the Kolmogorov-Smirnov test and we obtained a *z* which corresponds to the values: .561 , 1.07 , .769 , 1.01 , .637 , .973 , .470 , .707 , .853 , 1.38 , .985 , .786 , .670 , .712 , .726 , 1.12 , .900 , .920 and a significance level $p > .05$ on subscales AB, MA, ED, DS, SI, DI, VH, EM, FA, IS, SB, SS, AS, NP, EI, US, PU; thus, the result shows that the population distribution is symmetric for these items. We obtained a significance level $p < .05$ at the subscale ET, with the result that the population distribution is asymmetrical at this item. After verifying the shape distribution of the scores of people suffering of schizophrenia, for the 13 subscales of PANSS: G2, P1, G9, P6, G14, P3, G1, G6, G3, P5, G10, G12, G16, we used Kolmogorov –Smirnov test and we obtained a *z* which corresponds to the following values: 1.54, 1.94, 1.94, 1.55, 1.30, 1.46, 1.01, 1.18, .72, 1.46, 2.19, .96, 1.30 and a significance level $p > .05$ on subscales: G14, G1, G6, G3, G12 , and G16; thus, the result shows that the population distribution is symmetric for these items. We obtained a significance level $p < .05$ on subscales G2, P1, G9, P6, P3, P5 and G10, with the result that the population distribution is asymmetrical at the specified items.

Table no. 1 Analysis results of the Bravis-Pearson r test

		g2	p1	g9	p6	g14	p3	g1	g6	g3	p5	g10	g12	g16
r	ED	-.27	-.033	-.059	.107	-.058	.024	.175	.294	.039	-.229	-.083	.030	-.058
	AB	**-.49****	.101	.082	.102	-.128	.110	.016	.142	.055	-.080	-.105	-.173	-.211
	MA	-.151	-.164	.055	.174	-.032	-.032	-.062	**.434***	.111	-.123	-.247	-.108	-.165
	SI	**-.613****	.103	-.004	.299	-.099	-.116	-.111	.275	-.030	-.164	.173	.090	.134
	DS	-.058	-.221	**-.485****	-.242	-.201	-.185	-.061	-.242	-.264	-.068	.006	.023	.227
	FA	-.280	-.081	-.026	.147	.093	.124	.138	.219	-.011	-.063	.012	.024	-.049
	DI	-.272	.065	-.097	-.217	.021	-.078	.063	.032	-.342	.000	.039	-.058	-.299
	VH	-.282	-.088	-.303	-.019	-.079	-.148	.070	-.136	-.177	-.014	-.173	-.135	.160
	EM	-.347	-.054	-.301	.341	.008	-.143	-.005	.131	-.044	-.060	.197	.161	.198
	ET	**-.525****	-.009	.075	.174	-.180	-.267	-.035	.111	-.230	-.168	.020	.072	-.015
	IS	-.088	-.193	-.351	-.041	.095	-.291	.122	-.264	-.329	-.149	.179	-.118	.171
	SB	-.064	-.331	**-.493****	-.304	-.230	**-.440***	-.281	-.209	-.157	-.190	-.124	-.063	.276
	SS	-.224	.181	.104	-.022	.279	.062	.153	-.113	-.052	-.128	**.512****	.225	.271
	AS	-.154	-.277	-.044	.342	.035	-.280	-.046	.200	.152	-.272	.157	-.215	.239
	NP	-.047	**-.432***	-.161	.309	.207	-.265	.066	.100	-.244	-.150	.071	-.010	-.139

	EI	-.129	.285	-.068	-.188	.177	.090	.252	-.162	-.116	.218	.122	.030	-.067
	US	.107	.156	.209	-.011	.190	.258	.077	-.068	.066	**.376***	-.151	-.068	-.098
	PU	.048	.046	-.208	-.038	-.144	.126	.166	.133	.105	-.305	.018	.074	-.099

Correlations

** Correlation is significant at the 0.01 level 2-tailed

* Correlation is significant at the 0.05 level 2-tailed.

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To check if there is a significant positive correlation between the results of parents with schizophrenic children at the Young Questionnaire subscales and the results of their children at the P and G subscales of PANSS rating scale, we calculated the Pearson correlation coefficient r.

We used the Bravis-Pearson correlation coefficient r for all variables because we wanted to outline the relationship between all variables in common, without losing determination index and having a wider observation of the subscales and because the significance thresholds are far from the critical threshold of .05 and also because we knew that Kolmogorov-Smirnov test z is inexact in such cases.

Following the interpretation of Table No. 1 we see that there are significant associations between the following subscales: AB and G2, SI and G2, ET and G2, NP and P1, SB and G9, DS and G9, SB and P3, MA and G6; US and P5, SS and G10. In the case of insignificant coefficients ($p > .05$), the correlation is not linear for the respective variables.

The condition of the normality of distribution the variables Abandonment/ Instability (AB) and Anxiety (G2) was verified using Kolmogorov-Smirnov z, the results of the variables Abandonment / Instability (AB) [KS z = 1.07, $p > .05$] and Anxiety (G2), [KS z = 1.54, $p > .05$], statistically significant, show that the variables aren't normally distributed. According to these results, there is a negative correlation between the subscale Abandonment/ Instability (AB) and Anxiety subscale (G2), $r(27) = -.49$, $p <. 01$ we conclude: *if parents with schizophrenic children get high scores on the subscale Abandonment / Instability (AB), their children tend to get lower scores on Anxiety subscale* (G2). While r is an expression of size effect (with reference to Cohen's criteria (1988, as cited Labar, 2008, p 83), we may say that the relationship between Abandonment/ Instability (AB) and Anxiety (G2) is weak ($R^2 = 0.05$).

The condition of the normality of distribution the variables Social Isolation (SI) and Anxiety (G2) was verified using Kolmogorov-Smirnov z, the results of the social isolation variables (SI) [KS z = 1.01, $p > .05$] and Anxiety (G2), [KS z = 1.54, $p > .05$], statistically significant, show that the variables aren't normally distributed. According to the results obtained (Table No. 1), there is a positive correlation between the subscale Social Isolation (SI) and Anxiety subscale (G 2), $r (27) = .613$, $p <. 05$ we conclude: *if parents with schizophrenic children get high scores on the subscale Social Isolation (SI), their children tend to get high scores on Anxiety subscale* (G2).

The condition of the normality of distribution the variables Entitlement (ET) and Anxiety (G2) was verified using Kolmogorov-Smirnov z, the results of the variable Entitlement (ET) [KS z = 1.38, $p < .05$], statistically insignificant, show that variables have a normal distribution; the Anxiety variable (G2), [KS z = 1.54, $p > .05$], statistically significant, show that the variables aren't normally distributed. According to the results obtained (Table No. 1), there is a positive correlation between Entitlement (ET) and Anxiety subscale (G2), $r (27) = .52$, $p <. 01$ we conclude: *if parents with schizophrenic children get high scores on the subscale Entitlement (ET), their children tend to get high scores on Anxiety subscale* (G2).

The condition of the normality of distribution the variables Negativity/ Pessimism (NP) and General Illusions (P1) was verified using Kolmogorov-Smirnov z, the results of the variable Negativity/Pessimism (NP) [K-S z=.726, p >.05], statistically significant, show that the variables aren't normally distributed and for the variable General Illusions (P1) [K-S z=1.94 p <.05], statistically insignificant, show that variables have a normal distribution. Application conditions being met, we calculated the Pearson correlation coefficient r (0.18). According to the results obtained (Table No. 1) there is a negative correlation between subscale Negativity/Pessimism (NP) and the subscale General Illusions (P1) r (27) = - .43 p < . 05 we conclude: *if parents with schizophrenic children get high scores on the subscale Negativity/Pessimism (NP), their children tend to get low scores on General Illusions subscale* (P1).

The condition of the normality of distribution the variables Subjugation (SB) and Unusual Thought Content (G9) was verified using Kolmogorov-Smirnov z, the results of the variable Subjugation [KS z = .786, p = .05] and Unusual Thought Content (G9) [KS z = 1.94 p <.05], statistically insignificant, resulting in the fact that the variables are normally distributed.

The condition of linearity between Subjugation (SB) and Unusual Thought Content (G9) subscales was verified by inspection of the cloud of points. Application conditions being met, we calculated the Pearson correlation coefficient r (0.24). According to the results obtained (Table No. 1) there is a negative correlation between Subjugation (SB) and Unusual Thought Content (G9) subscales, r (27) = - .49 p <. 01 we conclude: *if parents with schizophrenic children get high scores on the subscale Subjugation (SB), their children tend to get low scores on Unusual Thought Content (G9).*

The condition of the normality of distribution the variables Defectiveness/ Shame (DS) and Unusual Thought Content (G9) was verified using Kolmogorov-Smirnov z, the results of the variables, Defectiveness/Shame (DS) [KS z = .637, p > .05] and Unusual Thought Content (G9), [KS z = 1.94, p> .05], statistically significant, show that they aren't normally distributed. Application conditions being met, we calculated the Pearson correlation coefficient r (0.23). According to the results obtained (Table No. 1) there is a negative correlation between Defectiveness/ Shame (DS) and Unusual Thought Content (G9) subscales, r (27) = - .48 p <.01, we conclude: *if parents with schizophrenic children get high scores on the subscale Defectiveness/ Shame (DS), their children tend to get low scores on Unusual Thought Content (G9).*

The condition of the normality of distribution the variables Subjugation (SB) and Hallucinatory Behavior and associated delusions (P3) was verified using Kolmogorov-Smirnov z, the results of the variable Subjugation (SB) [KS z = .786, p = .05] and Hallucinatory Behavior and associated delusions (P3) , [KS z = 1.46 p> .05], statistically significant, show that the variables aren't normally distributed. Application conditions being met, we calculated the Pearson correlation coefficient r (0.19). According to the results obtained (Table No. 1) there is a negative correlation between Subjugation (SB) and Hallucinatory Behavior and associated delusions subscales (P3), r (27) = - .44 p < . 05, we conclude: *if parents with schizophrenic children get high scores on the subscale Subjugation (SB), their* *children tend to get low scores on Hallucinatory Behavior and associated delusions (P3).*

The condition of the normality of distribution the variables Mistrust/ Abuse (MA) and Depression (G6) was verified using Kolmogorov-Smirnov z, the results of the variable Mistrust/ Abuse (MA) [KS z = .769, p = .05], statistically insignificant, show that the variables are normally distributed and Depression (G6), [KS z = 1.18 p> .05], statistically significant shows that the variables aren't normally distributed. Application conditions being met, we calculated the Pearson correlation coefficient r (0.18). According to the results obtained (Table No. 1) there is a positive correlation between Mistrust/ Abuse (MA) and Depression (G6) subscales, r (27) = - .43 p <. 05; we conclude: *if parents with schizophrenic children get high scores on the subscale Mistrust/ Abuse (MA), their children tend to get high scores on Depression* (G6).

The condition of the normality of distribution the variables Unrelenting Standards (US) and Grandiosity (P5) was verified using Kolmogorov-Smirnov z, the results of the variable Unrelenting Standards (US) [KS z = .90, p> .05], statistically significant, show that the variables aren't normally distributed and Grandiosity (P5), [KS z = 1.46 p <.05], statistically insignificant, show that the variables are normally distributed. Application conditions being met, we calculated the Pearson correlation coefficient r (0.18). There is a positive correlation between Unrelenting Standards (US) and Grandiosity (P5) subscales, r (27) = .37, p <. 05: we conclude: *if parents with schizophrenic children get high scores on the subscale Unrelenting Standards (US), their children tend to get high scores on Grandiosity (P5).*

The condition of the normality of distribution the variables Self Sacrifice (SS) and Disorientation (G10) was verified using Kolmogorov-Smirnov z, results of the variable Self Sacrifice (SS) [KS z = .67, p> .05], statistically significant, show that the variables aren't normally distributed and Disorientation (G10) [KS z = .21, p <.05], statistically insignificant, show the fact that the variables are normally distributed.

The condition of linearity between Self Sacrifice (SS) and Disorientation (G10) subscales, we calculated the Pearson correlation coefficient r (0.26). According to the results obtained (Table No. 1) there is a positive correlation between Self Sacrifice (SS) and Disorientation (G10) subscales, r (27) = .51, p <. 01; we conclude: *if parents with schizophrenic children get high scores on the subscale Self Sacrifice (SS), their children tend to get high scores on Disorientation (G10).*

Discussion

In conclusion, the hypothesis that there is a significant association between high scores obtained by parents at Young Cognitive Schema Questionnaire subscales and those of their schizophrenic children at P and G subscales of PANSS, is partially supported for 5 of the subscales, namely: Abandonment/ Instability and Anxiety (AB and G2), Social Isolation and Anxiety (SI and G2), Entitlement and Anxiety (ET and G2), Mistrust/ Abuse and Depression (MA and G6), Unrelenting Standards and Grandiosity (US and P5), Self Sacrifice and Disorientation (SS and G10).

Conclusion

According to our research hypothesis, the results we obtained conclude that the combination of high scores of parents of schizophrenic children, at the subscales Abandonment/ Instability, Social Isolation, Entitlement , Mistrust/ Abuse, Unrelenting Standards and Self Sacrifice with the high scores of their children at the subscales Anxiety, Depression, Grandiosity and Disorientation is due to the influence that the parent has on the child because they spend a significant amount of time together and thus the parent has a bigger authority and influence. The child who lives and grows around a parent who has such strong cognitive schemas can develop traits such as anxiety, due to the environment and the effects of his parent's behavior on him; he may take some thinking styles through social learning which include anxiety.

Sociocultural studies try to prove that a bad pattern of behavior in the family, an oppressive atmosphere, a hyperactive schizophrenogene mother, along with other negative influences, all have a degree of influence on the mental development of the child (Jeican, 2007). J. Harley (cited in Birt, 2001), states that any communication within families is mutual and is characterized by behavioral manifestations. So parents with certain strong dysfunctional cognitive schemas can manifest their outcomeson the child; such behavior may be a trigger or even an accelerator factor, if the child is already suffering of schizophrenia.

The correlation coefficient obtained between the five variables/subscales was statistically significant, indicating a linear moderate relationship between the subscales Abandonment/ Instability and Anxiety (Ab and G2), Social Isolation and Anxiety (SI and G2) Entitlement and Anxiety (ET and G2), Mistrust /Abuse and Depression (MA and G6), Unrelenting Standards and Grandiosity (US and P5), Self Sacrifice and Disorientation (SS and G10). This means that whenever you increase the level of one of the subscales dysfunctional cognitive schema questionnaire of the parent (eg. Abandonment/ Instability), increases the level of one of P or G subscales of PANSS rating scale of the schizophrenic child (eg. anxiety).

The practical implications of the results obtained in this study are clinical evidence for the activity. Accurate knowledge of possible psycho-social factors involved in the development of diseases such as schizophrenia, correcting them and creating an appropriate family environment for the patient, can have amazing effects on the approach in terms of recovery and avoiding relapse.

A number of evidence supports psycho-education in the family as one of the "best practices" for young adults with schizophrenia and their families. Because of this compelling evidence, researchers at the University of Maryland have identified that psycho-education in the family - an evidence-based practice, should be offered to all families. This and other research studies have shown reduced rates of relapse and lower rates of hospitalization. Other findings include a significant number of patients rehabilitated professionally, lower care costs and improve family welfare (Herseni and Thoas, 2006). A meta analysis of 16 individual studies found that family interventions with less than 10 sessions have no effect on reducing family problems. There are also several controlled studies that support the effectiveness of single and multiple family interventions. Family psycho-education studies were conducted outside the United States, China, Norway, the Netherlands and with a Hispanic population of Los Angeles and California (Herseni and Thoas, 2006).

This study has aimed to highlight errors that can lead to a dysfunctional family communication, in finding more practical ways where intervention should be done within the schizophrenic's family. Ienciu, Romosan and Lazarescu (2012, p 250) mention the family perspective, especially the systematic one, and talk about a new paradigm extending the modeling schizophrenia to socio-communicative level.

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THE INFLUENCE OF THE ATTRIBUTIONAL STYLE AT STRESS LEVEL PERCEIVED BY THE PEOPLE DIAGNOSED WITH DEPRESSION

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Abstract: *In this paper we wanted to present the issue of stress perception, depending on the attributional style of people diagnosed with depression and of clinically healthy individuals.*

Currently, it is believed that emotional experiences, normal oscillations of affection are shown on a continuum between a negative pole- represented by depression and a positive one- euphoria, these oscillations having many nuances within these two poles. Most people are in a state of emotional stability, but in some cases, due to changes to the environment, due to a vulnerability in the personality structure of an individual, this state is disturbed and the emotional experiences can be movable toward one pole or another.

Thus, attribution helps us understand our own behavior and that of the people around us. People have a very strong tendency to give and achieve causal attribution for almost any activity they do and for almost any behavior, realizing this at the unconscious level.

Key words: *Stress, depression, attributional style.*

Introduction

The world we live in is constantly changing and this is happening at a dizzying pace that continually puts to test our capacity of resilience. In order to adapt oneself to environmental requirements, it is necessary that cognitive structures that filter out reality do not present major distortions. These structures, called cognitive schemas, are different beliefs we have acquired in early childhood. Among them we find the belief that we are more or less able to achieve the desired results, by using our skills or the belief that we are either or not able to control our own lives.

A significant importance in adaptation is also the person's attributional style, more precisely the way he assigns the occurrence of positive or negative events. Such attributions may be internal or external, stable or unstable, global or specific. The way these attributions combine depends on how the person adapts to the stressors of his/ her life.

In this paper we wanted to present the issue of stress perception, depending on the attributional style of people diagnosed with depression and of clinically healthy individuals.

Chapter I
Theoretical aspects
1.1 Depression: Definition and conceptual delimitation

Currently, it is believed that emotional experiences, normal oscillations of affection are shown on a continuum between a negative pole- represented by depression and a positive one- euphoria, these oscillations having many nuances within these two poles. Most people are in a state of emotional stability, but in some cases, due to changes to the environment, due to a vulnerability in the personality structure of an individual, this state is disturbed and the emotional experiences can be movable toward one pole or another, showing dysthymia. Consequently, the difference between a normal sadness or grief and depression is quantitative, not qualitative. A clear indicator of experiencing affective experiences of pathological intensity is the professional, social and family performance collapse (Dindelegan, 2006).

In the Larousse Dictionary of Psychology, 2000, depression is defined as a "morbid condition, more or less sustainable, especially of persistent sadness and a decrease in tone and energy." The affected person is considered most times unable to face the least difficulty, also lacking any kind of initiative. She suffers from impotence and thinks that her intellectual faculties, especially attention and memory are degraded. The feeling of inferiority further enhances melancholy.

1.2. Attributions: definition and general view

Causal attribution helps us understand our own behavior and that of the people around us. People have a very strong tendency to give and achieve causal attribution for almost any activity they do and for almost any behavior, realizing this at the unconscious level. In 1958, Heider initiated the development of attributional approaches in social psychology. He claimed that the main reason people do assignments is to predict and control the social environment. Thus, if we can successfully explain past behaviors, there is a chance that the same or similar causes, allow us to anticipate what we will do in certain social situations in the future.

Baron and Byrne (1997 cited Pennigton, 2000) define causal attributions as the process by which we seek to identify the underlying causes of the behavior of others and thus to know certain stable features or their provisions. This definition is useful, but fails to make reference to the fact that people are also concerned with making assignments regarding their personal behavior. However, this definition emphasizes that causal attributions are made in close relation with personality traits or characteristics of the individual and his provisions.

In the process of characterization of causal attributions, it is useful to refer to the following aspects- internal or external causes of attributions; spontaneous attributions vs. deliberate attributions and attributions for voluntary and involuntary behaviors.

Regarding the first aspect, we can say that causal attributions are divided into two categories: internal and external. The internal ones reffer to the fact that one's own behavior or others' behavior can be explained best by a factor within the individual (temper, personality, emotional state, etc.). In contrast, the external attributions are achieved when own or others' behavior can be best explained by the pressures of a particular person or situation, an external factor.

As for the second aspect, spontaneous attributions occur without any cognitive voluntary effort, and are usually based on certain stereotypes or impressions about themselves or others. In contrast, the deliberate cognitive attributions present a cognitive voluntary effort and usually take place when we think about what we do or what others will do in a social situation Hamilton and Mackie (1995 cited in Pennington, 2000) have observed that people who have a good mood often do spontaneous attributions; engaging in a deep mental effort- to explain one's own behavior or that of others, can lead to the loss of the good mood.

And in terms of attributions made for voluntary and involuntary behaviors, Kruglanski (1975 cited in Pennington, 2000) suggests that voluntary behavior should be attributed to internal causes, and the involuntary attributions should be attributed to external factors. Behaviors that appear after experiencing strong emotions can be classified as involuntary behaviors, and yet can be the subject of both internal and external attributions.

Chapter II
Methodology of research
2.1 Objectives

In this paper we wanted to present the issue of stress perception, depending on the attributional style of people diagnosed with depression and of clinically healthy individuals.

2.2 Hypotheses, variables and design

Hypothesis. 1 The stress perceived differs according to the level of negative attributional style, adopted by depressed people, in contrast to the clinically healthy people.

Variables : **VI a** – category of diagnosis
a1- clinical group
a2 – control group
VI b – negative attributional style
b1- low level
b2 – high level
VD - the perceived stress

Two-factor intergroup design

2.3 Subjects

The study was conducted on a sample of 240 people, of which 120 participants were randomly selected from the normal population clinically healthy and the other 120 participants were individuals diagnosed with various forms of depression (the most common diagnosis being recurrent major depressive disorder); the 120 patients are hospitalized at the Clinic of Psychiatry, "Dr. Gavril Curteanu" Clinical Hospital in Oradea.

The control group was composed of 69 women and 51 men, aged between 30 and 60 years, their average age being 39.62 and the standard deviation of 7.50. From the point of view of the level of education, 4 people have completed middle school (8th grade), 5 people have graduated from a vocational school, 79 persons with secondary education (high school) and 32 persons with higher education (university, college).

Clinical group consisted of 75 women and 45 men, aged between 30 and 77 years, their average age being 52.85 with a standard deviation equal to 10.64. One person had no education, 15 people have completed primary education (4 classes), 50 people have graduated from secondary school (8th grade), 12 people have graduated from a vocational school, 37 with secondary education (high school) and five people had higher education (college).

As for the area of origin, participants in both groups were from both urban and rural. They participated voluntarily in this study by giving their consent.

2.4 Procedure

The people in clinical group were presented the battery of tests individually by the assessor; they were presented the reason they will be evaluated, they were read the instructions and the content of each scale or questionnaire and their responses were recorded on an answer sheet, being assured of confidentiality of results. The battery consisted of the following scales: Perceived Stress Questionnaire (PSQ), Attributional style questionnaire (ASQ).

There wasn't a time limit in completing the battery of tests, in both cases.

2.5 Processing and interpretation of results

Our research started from the hypothesis we mentioned above hypothesized above, which was tested on two samples of subjects: people with depression and clinically healthy individuals.

Hypothesis. 1 The stress perceived differs according to the level of negative attributional style, adopted by depressed people, in c ontrast to t he clinica lly healthy people.

We proceeded to Negative Composite scores (low and high) dichotomization, based on the median value for the control group (average = 11.00) and the clinical group (average = 10.00), so we got 58 people with a low negative attributional style and 62 people with high levels in the control group. And in the group of people diagnosed with depression we found that 54 of them had low levels of negative attributions and 66 people had high levels of negative attributions.

Having a problem comparing four independent samples, a two-factor intergroup design and symmetric data distribution (Table 2.5.1), we used ANOVA statistical method.

To test this hypothesis, we used the comparison of scores obtained at Perceived Stress Scale, according to the presence or absence of depression and the level of attribution for negative events.

Below we present the results obtained from Kolmogorov Smirnov test and the comparison of the four samples.

Table no. 2.5.1 Kolmogorov Smirnov test results for the stress perceived scale scores, according to the style of the diagnostic category of negative attributions

Diagnosis category	Level of negative attributional style	Z	P
Depression group	Low	0,666	.768
	High	0,629	.823
Control group	Low	0,834	.490
	High	0,833	.491

In Table 2.5.1 we see that Z index in the four samples had thresholds significantly higher than 0.05, with a risk of error statistically insignificant, therefore we can say that data processing respects the condition of symmetry.

Table no. 2.5.2 Results of comparisons in the case of perceived stress, according to the negative attributional style and diagnosis category

Independent variables	F(1,236)	P
Diagnosis Category (DC)	118,11	.000
Level of negative attributional style (LNAS)	0,17	.679
Interaction between (DC) şi (LNAS)	2,12	.146

The results in Table 2.5.2, confirm once again that the perception of stress differs depending on the presence or absence of depression (F [1,122] = 118.11, p <0.01). Referring to the level of attributions for negative events, we cannot decide on the existence of a differentiated stress perception (F [1,122] = 0.17, p> 0.05), in the case of subjects included in the study. As the interaction between the negative attributional style and diagnostic category, we cannot rule on their contribution, in differentiated perception of stress (F [1,122] = 2.12, p> 0.05).

Below we present the averages to see how the distribution of scores is made.

Table no. 2.5.3 Average and standard deviations for perceived stress, according to diagnosis category and the negative attributional style

Diagnosis category	Level of negative attributional style	Average	Standard deviation
Depression group	High	80,50	11,82
Control group	High	65,63	65,63

In table 2.5.3 we can see that the clinical group has obtained the highest values in the perception of stress compared to the control group. For people diagnosed with depression who present a higher level of negative attributions, the scores are almost equal compared to people who have this type of pathology, but whose level of negative attributions is low, the same thing happening in the control group.

It appears that for the subjects included in our study, stress is seen at about the same intensity, if we refer to the attributions for negative events.

This is contrary to Seligman's theory on attributional style. He argued that individuals, who perform internal, stable and global attributions for the negative events they face, are more vulnerable to experiencing strong reactions to stress and depressive symptoms. This is possible because, to feel the burden of extreme liability for the occurrence of unpleasant events, to consider the reasons for which they take place are always the same, that negative events will always be present and will affect their lives are some beliefs that have negative consequences on the self-esteem of the person, especially if they get to be chronic. One possible explanation for our results is that the majority of people diagnosed with depression were assessed at least one week after starting drug treatment and their condition began to improve. Another aspect that could contribute to obtaining these results is that healthy people, even if they had a higher or lower level of attributions for negative events, the impact on perceived stress may have been mitigated by other factors such as social support and the coping strategies used.

Chapter III
Conclusions

The belief that we have some control over our lives, that we have the ability to achieve certain results due to possession of skills and the way we explain the events whether positive or negative, are of crucial importance in regulating human behavior at cognitive, affective, behavioral and biological level. These beliefs are reflected in both the reporting stressors and the experiencing of psychological or physiological disorders.

It was found that people who are diagnosed with depression perceive stressors as being more intense, in contrast to healthy individuals. This was expected, given Beck's cognitive theory (1967.1976 cited Neubauer and Gotlib, 2000) on the etiology of depression, stating that people who exhibit this disorder interpret information from the external environment, in line with negative cognitive schema, positive events are ignored or minimized, and the negative or neutral are sharpened. So distorted perception of reality is a stressor itself and thus negative life events will have a greater impact on the person.

Seligman argued that individuals performing internal, stable and global attributions for negative events they face, are more vulnerable to experiencing strong reactions to stress and depressive symptoms; this idea could not be pointed out in the case of participants to our study for whom the stress seems to be perceived at about the same intensity, if we refer to attributions they do for negative events. This may be due to the global nature of the negative composite, which may result in passing the existence of potential differences in the perception of stress, according to attributional style. This idea will be considered in future research.

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THE ANALYSES OF SIGNIFICANT CHANGES IN THE FIELD OF PROFESSIONAL CAREER

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Abstract: *We are living nowadays in a society based on knowledge, which needs a qualified, educated and flexible labour force. There is a great need of individuals who continuously develop their competences, because it has not considered the problem of having a working place along the life time, but the possibility to adapt to many working places and institutions along one period (Chao, 2005).*

O`Reilly (2001) estimates that during the next years, the young persons that are coming into the labour market will have seven-eight various working places along their career. Taking into account this professional fluidity, the aptitudes of taking decisions for their career must be developed now more than ever. The capacity of continuous evaluation and choosing the best alternative is a feature of the demanding for the tomorrow working force (Smith, Ryan, 2011).

Keywords: *career, significant changes, competences*

1. Introduction

In order to use eficiently the notion of "career" we are going to refer to a number of significant conceptual delimitations. John Arnold (2001a) presents eight definitions of the concept of "career". According to the specialised literature there are many others. Three of them, belonging to Super, Perlmutter, & Hall şi Gary Johns, underline the essential aspects of career. If Super (1978) considered career as a succession of professions, jobs and positions taken by a person along its life, Perlmutter şi Hall (1992) sustained that the career is the ensemble of jobs characterized by training and experience, while a person reaches to superior positions, described by responsabilities and competences. Gary Johns (1998) defines career as an evolving succession of professional positions a person could have. As it can be noticed, the mutual aspect of the three definitions is that of professional evolution along the life time. Conceived as a constellation of roles, the career could be graphically designed as a rainbow. Each coloured arch from the career rainbow represents the major roles of the child, the young person and the adult. The brightness and the breadth of the rainbow arch represents the time and space of life nedeed to fulfill the roles. „While getting older, there are new roles added to the rainbow, the new role reorganising the importance of the previous ones. Each human being has, in fact, a multi-role career in his life, in which he plays simultaneously eight or nine roles" (Luca, 2002: 17)

Based on these definitions, it could be sustained a synthetical definition of career, as: "Career is the succession of professions, jobs, positions, activities, experiences and roles suggested/played by the individual along his professional life simultaneous with the subjective interpretation that lead to distinct professional trajectories (Zlate, 2004: 352). The career makes sense to the professional behaviour, establishing its direction and goal (Savickas, 2002, Young, Valach, Collin, 2002). The career could serve as a source of personal fulfilment, enrichment, happiness and satisfaction, important elements that influence the evolution of human personality (Kahneman, Riis, 2005).

2. Changes in the context of career

The society is marked by a lack of transition from school to the labour market. The teens are taught, but after finishing their studies they do not have a working place. The adults are compelled to attend another faculty in order to find a better working place. At the national level there is registered a loss of human capital due to migration, the people choosing to work abroad for more money and in more decent conditions. The lack of flexibility of the educational offer produces an unbalance at he level of labour market, and thus it imposes the transition from the education centred on knowledge to the education centred on competences. The role of key competences and the quality of their obtaining at different educational levels are getting more and more important. Education for active life and the cult of work are becoming the major objectiv of all educational strategies.

According to a study made in 2009 in USA, the average of duration of a working contract is of 18 months. It is a very short period, according to the specialists in the domain, who considere that a person needs a six months period in order to integrate in a community, two years to accumulate all the vital aspects of a working place, 2-4 years to obtain performance in that working place, and only after 4 years there will appear the faze of professional calmness. In this rhytm it can be said that a person may have at least 9 careers along his life time. The person needs to adapt continuously. The results of the study shows that:

-50% of the candidates consider that they need 6 months to find a working place;
-40% of the candidates consider that they need 3-5 months to find a working place;
-8% of the candidates consider that they need 1-2 months to find a working place;
-2% find a job in less than a month.

In Romania, according to the studies made by The National Institute of Statistics, between 2003-2008, we may assert that the number of employees from the public sector has been continuously diminished, and as a result the number of employees from the privat sector grew. I consider that since 2008 until the present the statistics data are showing a continuously diminishing. The inactive population is as numerous as the active one. (Table 2), and the number of unemployed is growing from one year to another.

Table 2 . The working force (16-64 years) registered in 2008,according to gender and averages (Investigation of working force in administration,2009)

	Total	Masculin	Feminin	Urban	Rural
Active population	10.059.000	5.590.000	4.469.000	5.492.000	4.567.000
Employed population	9.493.000	5.228.000	4.265.000	5.116.000	4.377.000
Unemployed	566.000	362.000	204.000	376.000	190.000
Inactive population	11.469.000	4.900.000	6.569.000	6.348.000	5.121.000
	Percentage				
Activation rate	63,5	71,2	55,8	61,8	65,8
Employement rate	59,7	66,4	53,1	57,6	62,8
Unemployment rate	5,6	6,5	4,6	6,9	4,2

The biggest part of the employed population is working in the agriculture, forestry and fishing, manufacturing and commerce. 81% from the active population works in the private sector, and 17,5% in the public sector. The adults have an important involvement potential in the working process in comparison with the teenagers.

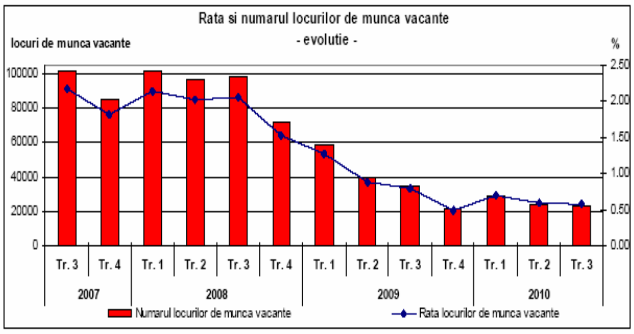

Figure 2.1. the evidence of vacant working places between 2007-2010 (INS, 2010)

In a communique of The National Institute of Statistics, (2010) it has been presented that the number of vacant working places in the second part of the year 2010 was of 23.300, diminished by 900 working places in compariosn with the first part of the year and with 11.600 less than 2009 (Figure 2.1).

More than one third (8.500) of the total number of vacant working places are to be found in the manufacture industry, followed by the public administration (2.700 working places) and social care (2.400 working places). The fewest working places are registered in the field of estate dealings (30 working places). The biggest need of working force expressed by the employers reffered to operators for installations and machines, equipment assemblers. The less working places availability was among the members of the executive assembly and public administration.

Regarding the unemployment (Figure 2.2), we notice the fact that the year 2009 brought the biggest growths of the unemployed number, the year 2010 and 2011 offering a relative ballance of the unemployment situation at Romanian level.

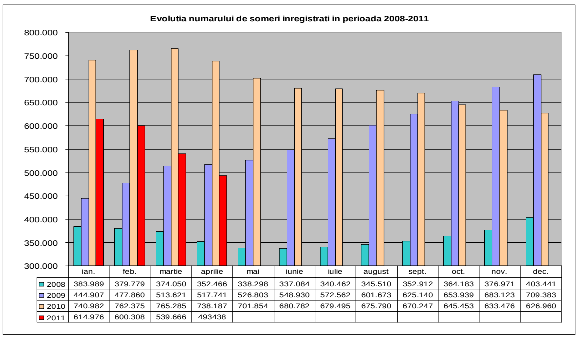

Figure 2.2. The Evidence of uneployment between 2008-2011
(INS, 2010)

If we are reffering to the unemployment average according to the sex/gender, we are noticing that in April 2011, in comparison with the previous month, the average of male unemployment diminished from the value of 6,52% in March, to the value of 5,90%, and the average of female unemployment diminished from 5,24% to 4, 85% (Figure 2.3)

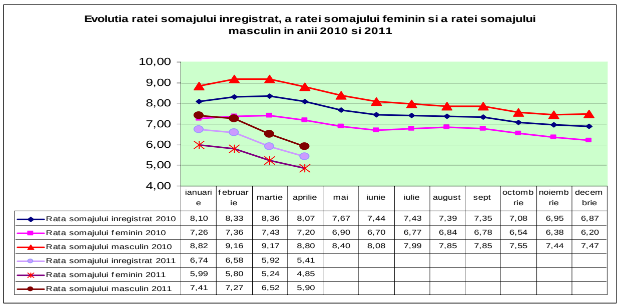

Figura 2.3. The Evidence of uneployment according to gender between 2010-2011 (INS, 2010)

Regarding the structure of uneployment according to the training level, the unemployed persons with primarily, secondary and professional training level represent the larger group of persons who are addressing to the county agencies for the engagement of working force in order to find and obtain a working place, and this is of an average of 77,52%. The unemployed persons with highschool and post highschool training level represent 16,70%, and those with university studies only 5,78%. From the point of view of classification of the unemployed persons according to their age, the representative ones are the averages for the ages 40-49 years (28,72 %) and 30-39 years (26,48%). According to the long term unemployment, at the end of April, there were registered in the evidence of the agency 16.598 unemployed teenagers for over 6 months (that means 31,46% from the total of unemployed persons under 25 years old) and 91.134 adults being unemployed for over 12 months, (20,68% from the total of unemployed adults), the average of the long term unemployed from the total unemployed persons being of 21,83%.

Taking into account the actual situation of the labour market it is necessary to take measures to bring improvement and to allow a better evolving of the teenagers, youth and adults on the professional level. One of the measures is that one taken through the activities of career councelling, which offers career plans according to each individual. All these activities require the existance of results due to researches, studies, analyses, evaluations about the labour market or the jobs world (Jigău, 2001). The councellor, together with the adolescent or the adult, will explore the personality features and obvious motivational aspects, the type of temperament, the intelligence level and professional interests. By identifying the interests, according to the personality type, it has done a better implementation in his own system of professional values. Analysing the profiles specific for each person, we find information and determine the growth of self-knowledge level. Fulfilled with information about the labour market, about the opportunities of the working places, the opportunities of training or specialisation, there are going to be identified those occupations and jobs suitable for the analysed profiles.

The recent estimations shows that until 2015, approximatelly 30% of the working places will demand higher education and almost 50% at least highschool studies, being significantly diminished the working places that are asking for a reduced level of qualification (Cedefop, 2008). This aspect requires the teens and youths specialization according to the market demandings, keeping in balance the request-offer report.

3. Conclusions

The changes in the context of career are multiple and the new visions upon this are linked to the promotion of long-life learning as a way of integration and reintegration on the labour market and to the enhancement of efficiency and competitiveness of the specialised institutions and of the staff responsable with human resources management. In the future, the accent will be placed on the short term contracts, and the office from home will become a much more used alternative. The methods of staff recruitment and selection will be more varied, and the career councellors will be better trained and adapted to the new changes. The perspective upon career will change, competence being on the first place. The new Working Code has brought changes by the fact that the employer may establish the objectives of individual performance and the evaluation criteria of these. The proposal offers the possibility to the employer to establish concrete objectives and performance adapted criteria for his own employees. This change will determine the growth of performance and competitiveness among the employees (Dugulescu, 2011).

The nowadays situation shows that Romania has made progress in restructuring the system of continuous professional development. The strategy for short and medium term for continuous professional development intends to develop a structured system of continuous professional development, transparent and flexible, with an adequate level of financing and a great involvement of social partners, which will assure the growth of working force mobility and to respond to the companies needs for qualified working force, taking into account the future economical restructuring and the alignment to the European market. The implementation of some career management programmes will be a future perspective of the career evolution and it will assure human capital with the potential to take coordinating positions and to face some difficult situations. By the positions rotating will be improved the abilities, knowledges and behaviours necessary for various professional roles. The employers tendency is to reassign, due to some staff restructuring, various tasks to the subordinated employees. Thus, very many employees will retrieve various responsabilities and will face many changes (□arapatin, 2011). By better knowing the employee, knowing his personality, motivation and professional interests, the strategies of career development will lead to the obtaining of wanted results. The actual studies in this field proved that the employees with an increased career selfmanagement and who know their interests and personality have a greater feeling of belonging to the organisation and, also, a bigger satisfaction. Under these circumstances, the companies must not give up to their role of managing their employees careers, but they must adapt a specific manner to the actual context. By developing the competences of career selfmanagement, by optimization of the decision-making process and by creating a favorable climat to personal initiative could lay the foundations of an organizational culture open to the new.

Analysing all of these, we are briefly presenting the most significant changes in the career context:

-Replacing the career stability with its mobility. Nowadays, the jobs are more often changed than in the past (Huteau, 2003).

-Diminishing the predictability of career's course. The careers became less safe for the majority of persons.

-Getting to careers open to aspects of large sociability. The individual evolution depends nowadays on the experience gathered along his life time. His blooming is due to the events from the outside of the organization (Feldman, 2002).

-Moving from career management to the selfmanagement. The individuals are much more involved in building their own careers and thus they are more careful in the moment of choosing their career. The transition is made from the model of a career managed by the organizations to the model of a self-managed career (Werner, 2002) and it has transferred the risk of career development from the organization to the individual (Leana, 2002).

-The simultaneous action of singular careers with limitless careers. The absence of careers limits means that these are surpassing the organizational boundaries linked to the function and hierarchy, they needed a much more personal flexibility regarding activities and abilities. The individuals may choose careers according with their own personality.

-The development of new employment ways (employment on a determined period) including new documents with evidence of work (replacing the work books with the electronic ones)

The changes from the labour market determined new visions upon career. Here are some of them:

-The individual work reflects his personality. The independent persons choose business professions that offer the possibility to have initiative and to lead. The agressive individuals will choose competitive professions and the coercive ones will take professions that require a certain degree of obedience.

-The choosing of career becomes a decision-making process in which the individual compares the occupational alternatives according to an algorithm that „inlcudes the correspondence between aptitudinal requests, the competence ones, the personality ones, the valuable ones, the attitudinal ones specific to each occupation and his own aptitudes, competences, personality features, values and attitudes" (Luca, 2002: 22).

-People are forming their preferrances for different activities through a multitude of learning experiences. They give significance to the activities through the ideas that have been sent" (Krumboltz, 1994: 17).

-People differ from the point of view of aptitudes, personality features, interests and values.

According to all these characteristics, the individuals are suitable for some professions, which give them the opportunity to organize and to value their personality. Their success in the confrontation with the working environment depends on the maturity degree in their career, that is the way in which the individual is ready to face the demandings of his profession.

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REFLECTIVE JOURNAL WRITING AS A METACOGNITVE TOOL

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Abstract:
Metacognition, the ability to think about your own thinking process, becomes an essential ability for teaching in nowadays schools, where pupils no longer need just information (seen today as perishable goods), but need to be taught how to use the information they get. As students need a more personal approach, a specific feedback according to their own personality traits, both teachers and students are moving towards more formative assessment, new strategies of achieving this are required, one of these being the reflective journal. We aimed to teach subject matter specific information along with metacognitive methods and techniques, as a basis for the cognitive development of freshmen in educational sciences, as they will be the teachers that will face the future generations that may be very different from today's pupils. We chose the reflective journal as the metacognitive technique to be discussed in this article. In a reflective diary, students record their thoughts on their awareness involved in cognitive labour, comment on their learning decisions explore the ways of using learning strategies consciously and of adapting the learning process to the concrete situations. Such a learning journal can offer the stimulus for the student to start thinking about his cognitive processes. We analysed students' learning diaries in order to identify the extent to which metacognitive training can improve learning and to gain insight on the process of learning new strategies for academic study.

***Key words**: metacognition, reflective journal, formative assessment, academic performance*

1. INTRODUCTION

Teaching and learning have been evolving along with the changes in our society. Not the gathering of infor mation is im portant nowadays, but the way one can use the information in order to progress. For this purpose, strategies of taking control over one's knowledge have been developed, m any starting from Flavel's metacognitive theory. Recalibration of educ ational objectives has been also called for by m odern teachin g theories [15, 2], the accent being set on students' engagement in the learning process.

At the sam e tim e, simple grad es are not enough anym ore for assessing students' performance; they need a m ore personal approach, a specific feedback. As teachers and students are m oving towards m ore for mative assessment, new strategies of achieving this are required, one of these being the reflective journal. Although the us efulness of learning diaries was recognized as early as the 80's [14,18,19], in Rom anian schools this m ethod is rarely use d (or at leas t there are n o reports on such activities). This is why we wanted to include the learning d iary in our teach ing methodology in order to raise students' metacognitive awaren ess as m eans to im prove learning performance.

2. THEORETICAL FRAMEWORK

Learning strategies are seen as part of the cognitive skills necessary for the practice of various tasks leading to fluent performance, that is to automaticity when performing a skill. For cognitive psychology, learning is a shift from controlled to automatic processing [12], meaning that conscious attention to the task is necessary before the automatic stage is reached. The more consciousness allotted in the first stage, including metacognitive monitoring, the more profound the learning is. Metacognition here can be seen as a process that enables the learners to make their mental representation become explicit in order to analyse knowledge effectively [12].

Metacognition, defined by the *Great dictionary of psychology* as "all the activities in which the subject gets to know its own knowledge tools or manages their functioning" [1], has been introduced by John Flavell in 1976 to define awareness of thought process, as well as the ability to monitor this process. Metacognition represents what people know about cognition in general and about their own cognitive processes, in particular, as well as how they use this knowledge to adjust their information processes and behaviour.

Metacognition may be „the missing link in school learning” [11], the thing that differentiates individuals with similar innate potential as concerning their performance. Thinking about what we think, how we think when we face a certain task or situation and why we think in a certain way are levels of metacognitive awareness; metacognition also covers the ability to monitor these processes. Papaleontiou-Louca [13] underlines the fact that metacognition, on one hand, and learning and development, on the other hand, are not equal, metacognition meaning the process of regulating learning and development.

Metacognition takes the form of metacognitive experiences, knowledge, objectives or goals and activities or strategies. Flavell [apud 5] presents metacognitive experience as the conscious feelings that we have about our own cognition during an activity, feelings like we do not understand something or that we are completely cognitively engaged in that activity. They may appear before, during and after the actual activity. Metacognitive knowledge and beliefs can be divided into those related to the person, task and strategy categories [apud 5,13] The person category covers everything a person thinks about nature and people around seen as cognitive agents, as individuals who think and learn. It also covers awareness of one’s own abilities. The task category contains all the information on what the individual has done, the problem solving management and the degree of probability of success in completing the task. The strategy variable refers to the identification of objectives and sub-objectives and selecting the cognitive processes and strategies likely to be effective in achieving these goals. The third category, the objectives, covers the desired results of a cognitive enterprise. The last category of factors is represented by the strategies used to monitor the cognitive progress and they are used by learners to achieve both cognitive and metacognitive goals.

The research raised by Flavell's model of metacognition revealed the existence of two dimensions of metacognition: knowledge of cognition and regulation of cognition [apud 7]. Knowledge of cognition is composed of three factors: declarative knowledge ("knowing that"), procedural knowledge ("knowing how", including the learning strategies), and conditional knowledge (knowing where, when and why a person uses a certain strategy). Regulation of cognition includes: planning (which involves selecting appropriate strategies and allocation of resources necessary to perform the task), monitoring (aimed at awareness about the level of understanding and degree of solving the task during its performance), testing (implementation of strategies), review and evaluation of strategies (including the evaluation of the methods used, of the objectives and of the results) [17].

Research has revealed that academic achievements is associated with higher levels of metacognitive awareness and that metacognitively aware learners use more efficiently specific learning strategies, and attain higher performances [8,4]. Also, the level of performance and degree of effective strategy use are stronger related to metacognitive abilities than to differences in intellectual abilities [17].

Metacognition can be taught, that is metacognitive strategies can be clearly defined and presented to students and by teaching students metacognitive methods we empower them, we make them overtake their own learning process. Some may already use such strategies, intuitively, but even they benefit from metacognitive trainings through consciously planning and monitoring the learning process. Among the metacognitive strategies that can be used in academic learning we mention: questioning the thought process generating questions [13], walking among images [3,7], semantic maps [3,7], reflective journals [6,13].

Reflective journals can be used to monitor both metacognitive dimensions (knowledge of cognition and regulation of cognition), as the writer has to reflect on his own strengths or weaknesses during performing an activity, but also on other aspects related to self-management or resource management, such as time-management (the ability to develop efficient learning schedules and adhere to them), the management of efficient learning environments depending one's own characteristics (e.g., right place, lighting, temperature, management of distractors), peer learning, help seeking when needed, etc. [3,8,10,16]. The reflective journal is a technique that combines metacognitive processing with learning. It can provide students with descriptive feedback on a regular basis so that they will gain greater confidence and experience greater success in class [9,10]. Besides fostering cognitive learning strategies, writing learning journals is further intended to elicit metacognitive learning strategies [8].

In a reflective diary students record their thoughts on the level of awareness involved in their cognitive labour and comment on their learning decisions [13,6]. Through a reflective journal one can explore the ways of using learning strategies consciously and of adapting the learning process to the concrete situations. Such a log can offer the stimulus for the student to start thinking about his cognitive processes. The student writes down his learning experience, focusing on the success or failure of using a certain technique or on the important data achieved, the feelings developed, the attitudes created during the learning process. Students can improve future learning by filling in a learning journal, by discovering less successful strategies or by starting to think about aspects not identified before (like setting objectives, describing feeling arisen during learning, extrapolation of data, etc.).

Providing descriptive feedback to students was proved to be helpful in motivating them to continue writing in their journals, as well as in seeing the correlation between writing about their thinking and academic success [Bain apud 9]. Writing and thinking offers students the opportunity to make new connections and start making meaning of what they are learning and understanding the importance of why they are learning it [9].

Reflective journals have the potential to make major contributions to learning as students are encouraged to express and reflect upon their feelings, beliefs, knowledge and skills and teachers receive information about their students' thinking and their instructional techniques, which consequently could improve teaching [9]. As a result, instruction becomes more personalized, which is one of nowadays educational system's demands. Previous research [9] has also proven the utility of learning logs, in terms of improving students' achievement but also motivation.

3. STUDY DESIGN AND METHODOLOGY

3.1. Study design

We recorded students' journal entries for the five compulsory questions, then we performed a frequency analysis on the data obtained. We also recorded students' grades (ranging from 1- the lowest to 10 – the highest) at the Developmental Psychology subject matter, as they kept the logs during classes allotted for this subject.

We aimed to assess the impact of journal writing on learning performance. Our hypothesis was that using reflective journals will increase students' metacognitive awareness and it will improve their academic results for the subject matter where they used the journals.

3.2. Sample

The participants of this research study included students from the Faculty of Psychology and Educational Sciences, in the first year of study, who were studying Developmental Psychology. The division into the experimental group and the control group was done according to their major: students majoring in special psycho-pedagogy and pedagogy were allotted to the experimental group (consisting of 55 students, 21.3 average age) and students majoring in teaching at preschool and primary school level were allotted to the control group (the first group of the year, of 35 students, 21.6 average age). Both groups were formed by girls only. Selection was completed in this manner to avoid any bias: all students had Developmental Psychology in their compulsory curriculum and they were taught by the same teachers, using the same teaching methodology.

3.3. Data Collection and Analysis

Students in the experimental group were asked to record their reflections on their learning content and process. They were asked to answer the following questions, but they were instructed to add any other thoughts they had about their learning:

1. Which were my goals for this class?
2. What did I learn/understand or did not learn/understand?
3. How will I use what I learned today?
4. What do I have to learn connected with today's topic? And how will I do that?
5. How would you grade your activity today? (On a range from 1 – the lowest to 10 – the highest).

Students were given instructions on how to keep a learning journal, they were given examples and the teacher modelled writing the journal on the first assignment because research showed that students do not sufficiently engage in cognitive and metacognitive strategy use in writing their learning journals if there is no instructional support [16].

They were encouraged to write their own thoughts, reassuring them that there is no correct or wrong way of keeping a diary and that their answers are important for their own learning process. The focus was on the metacognitive strategies used by each student, as the cognitive strategies were explicitly chosen by the teacher (the same teaching method was used with all students, including those in the control group). However, students in the experimental group were asked how they would keep on learning for that topic, so they had to think about other possible teaching methods or about (metacognitive) strategies they could use for further learning at home.

They were asked to fill in the learning journal during the last minutes of each class, over one semester. Group feedback was given at the beginning of next class, without personal nomination. Completing learning journals provided students with the opportunity to reflect on their own cognitive processes involved in studying developmental psychology.

4. FINDINGS

The purpose of this research study was to determine if student achievement could be improved by using reflective journals as a metacognitive technique. All the students involved are freshmen, as we thought they would benefit the most of a metacognitive training.

The control group's average grade was 8.09 whereas the experimental group's average point was 8.48. Although there is no statistically significant difference, we consider that this difference makes a point in terms of actual results obtained by the students. The experimental group proved to be more effective. This may be due to the students' personal characteristics or effort, too, but entries in the journals make us believe that writing a log may have had an influence on their grades.

The analysis of the journal entries was done separately for each question and for each participant. We took into account five journal entries for each participant, written at a 2 or 3-week distance so that the differences would be more obvious.

The first question concerned setting objectives for that class. At the beginning of the semester, in the first journal entries, most of the students had general expectations, such as "being active in class" (T.I., 21), "learning new things" (P.I., 21). But probably being a freshman implies all these. The answers evolved towards statements like: "be more involved in team work" (B.C., 22), "pay more attention to the topic" (A.I., 21), "do my part of team work the best I can" (B.A., 24). In the last class, the objectives concerned more detailed involvement ("give personal opinion" (B.C., 22), "share knowledge" (S.A.M., 21), "conscious attendance" (U.A., 21), "awareness in class" (T.I., 21), all these showing more phases of metacognitive awareness than in the beginning of the semester.

The next questions were aimed at monitoring the cognitive processes involved in learning during the lesson. Students seems to have been mastering this metacognitive dimension, as most of them could explain very well what they have learned or what was not very clear about the topic discussed (87% at the beginning of the semester), still this number reached 93% at the end of the semester, as proof of the influence of metacognitive strategies. Students (about 95% both in the beginning and in the end of the semester) had very clear in mind that they will use all new knowledge in their career or as a parent, in future, thus showing use of metacognitive planning in an untrained way.

Students wrote that they usually had to study further to master each week's topic, but in the beginning their answers were diffuse, without any method being clearly named of described. As writing in the journal progressed, they mentioned the repetition of the method used in class, but in the last entries more than half of the students described the method they would use at home. The methods and techniques were from among those used in class, on different occasions, but students were able to identify those more suitable for the topic and for their learning style, thus showing strong metacognitive abilities and highlighting the success of our endeavour, as previous research showed that combining metacognitive strategies is one of the most important metacognitive abilities.

The last question required the students to assess themselves and give themselves grades for their activity during each class. After the first session, most of them evaluated their activity with 8 (the range being from 1- the lowest to 10 – the best mark). The grades increased gradually, up to 9 or 10 in the last class, thus showing students' greater self-confidence and feeling-of-knowing.

5. CONCLUSIONS

Metacognition seen as the ability to reflect on what you do or do not do as a learner can bring about changes in the way of learning. Students may develop self-regulatory learning skills in an unconscious way, but specific training of the metacognitive abilities is the one that provides academic success. One of the strategies of raising metacognitive awareness is using a reflective journal, as shown in the present study. But this is just one of the techniques that can be used for this purpose. Also, metacognitive strategies should be practised on a regular basis and, as Olson and Johnson (Olson & Johnson, 2012) highlight, writing journals should become a weekly routine in order to meet its purpose, along with a descriptive feedback offered each time by the teacher.

Among the limits of this study, we include the limited representativeness of the sample (students from one faculty and only girls), which may be overcome in future studies, expanding this research to more groups of students, from different faculties.

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COMMUNICATION BARRIERS IN THE WORK OF THE SCHOOL COUNSELLOR

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Abstract *This paper attempts to draw attention on the importance of communication in the classroom, as a means of solving conflicts and on the method to solve future conflicts through student participation in the counseling program.*

Communication is an open process, influenced by many factors. The concept of "barrier" in the communication process designates several categories: barriers related to the system, process, message, reception, understanding, acceptance, action.

Communication blockages could have such intensity so as to produce noticeable differences between the information transmitted and the message perceived. Ineffective communication leads to loneliness, conflicts, family problems, professional dissatisfaction, psychological distress, physical illness and even death when communication is completely disrupted.

The lack of conflict resolution skills was observed in students who had inappropriate communication style.

Being a student these days is a difficult task. During this period the requirements and expectations of society accumulate, becoming the source of many conflicts and tensions.

Working with students represents an important and beautiful activity, but a very difficult one. To be a true teacher means understanding the needs, the way of thinking of the students and acting thereunder when teaching the lesson.

In classes where the ability to solve conflicts is reduced, most of the time is spent on solving such conflicts that arise during breaks and during the day.

Appropriate means of communication contribute significantly to choosing the adequate conflict resolution strategy.

Keywords: *communication, conflicts, barrier, information, message, inefficient communication*

1. INTRODUCTION

The purpose of this research is to analyse to what extent there is a significant influence of offering counselling services for conflict resolution on the ways of resolving future conflicts and aggression of students that participate in that program.

The following specific objectives emerged from the general objective:

- analysis of conflict resolution techniques in a group of students

- analysis of aggression in a group of students that did not attend the counselling program
- analysis of conflict resolution techniques after attending the counselling program
- analysis of the behaviour of a group of students during the counselling sessions aiming at solving conflicts
- analysis of aggression in a group of students that attended the counselling program

This research was performed on a batch composed of 62 students.

A questionnaire was applied on student/student conflict situations and an interview.

We used two batches of students (namely two classes). On the first category we applied the questionnaire on student/student conflict situations and after a period of time (one week) we applied a survey.

On the second batch we applied the same questionnaire on student/student conflict situations. Subsequently the students participated in a counselling program (3 sessions of 3 hours each).

In this research we relied on the hypothesis that the influence of collective counselling activity for conflict management on appropriate solution techniques and students' aggression exists and can be validated.

2. THE INSTRUMENTS USED WERE THE FOLLOWING: THE INTERVIEW AND THE QUESTIONNAIRE.

We identified and analysed the educational environment where the classroom activity is conducted, focusing on communication issues. In this regard we developed a questionnaire.

The questionnaire for the analysis of organizational and communicational environment is structured on questions and answers defining trust, work satisfaction, group cohesion.

It provides information on:

- identification of problems at group level
- definition of desired performance level
- construction of a training program that guides group performance to the desired level.

The results obtained allow us to consider that at student's group level, although the psychosocial environment is functioning, characterized by high trust in the teacher and themselves, strong collective opinion, good adaptability, high normativity and professional training, there are communication and relationship problems between team members that affect it often.

Tensions and even conflicts are present and ideas and initiatives are often not expressed.

There are a number of organizational issues that need attention; they may not be very serious at this stage, but preventive measures must be taken before problems escalate to problems difficult to repair.

Analysing the results obtained by the subjects, we identified specific problems, such as:

1. Deficient communication due to insufficient inter-knowledge of all team members, to the tendency to turn dialogue into monologue, stereotypes in the ways of transmission and presentation of information, the use of high tone, lack of attention or skill in directing and controlling the dialogue.

2. Relationship difficulties between team members due to the difference in skills and habits, difference of opinions, preferences, aspirations.

One of the elements with great influence on psychosocial environment is communication, and more precisely interpersonal communication. The development of this type of communication is essential and plays a special role in the organization. Good interpersonal communication will lead to the development of appropriate behaviour, favourable for positive development of the work group.

The planning phase of the change process consists of defining precisely, starting from the diagnosis of the situation, the most appropriate actions to achieve the desired change. The planning phase can be guided by the answers to three categories of questions:

- Questions regarding project feasibility ("Is the intervention project accepted by all persons involved?")
- Questions regarding the selection of change strategy ("Which is the intervention strategy?", "Which will be the intervention areas?", "What exactly will aim the change process?");
- Questions regarding the programming of the intervention ("What will be the start?", "Who are the persons in charge and resources necessary for each action?", "Which will be the results' evaluation criteria and how will the evaluation be conducted?").

Optimization of psychosocial environment by improving interpersonal relationships and communication irrespective of individual behaviour based on the idea that interpersonal relationships within the work group and communication can be developed in a positive way through games and group dynamic exercises.

Ameliorative psychological intervention on organizational environment.

The training program resorts to the group of students and aims at creating new opportunities to change and develop the group.

The methods are interactive, chosen based on the problems identified, relying on the experiences of participants and providing a broad framework for dialogue and interaction.

The program means carrying out a series of exercises and dynamic group games resulting in communication and networking between group members.

Group members are directly involved in the practical actions without theoretical thoroughness.

Each group member shall practice and experience different roles required by the situation, shall participate in decision making.

The program includes 3 "communication practice" sessions.

The impact of the program on the group: noticeable changes in attitude, behaviour, motivations that influence in a good way the professional activity.

To achieve the objectives and methods proposed, we will use the interview and questionnaire to identify and analyse potential problems. Both methods are approached from the view of the school counsellor, whose task is to solve this kind of problems.

We will present you hereafter the way the research was conducted through counselling interview. First we will present this type of study, and then we will illustrate how it is applied, with the objective to integrate marginalized and undecided students, regarding their choice of future profession within the majority group.

Brammer and Macdonald describe very comprehensively the essence of individual counselling, which involves two steps: creating client-counsellor relationship and facilitating change (positive action), all in a context defined by work alliance. The authors express their views in a paper that became the basis for all counsellors who want to become effective practitioners: "The Helping Relationship, Process and Skills", in its sixth edition in 1996. This presents the conditions to achieve a level of interpersonal relationship that would allow facilitating change and development: the counsellor must implement special personal qualities and develop a range of appropriate attitudes, while the client responds with confidence and availability. The authors call the counselling relationship as *helping relationship*, support relationship. Basically, during the individual counselling process, a point of utmost importance is represented by the collection of information from the client.

The intake interview is presented by Hackney and Cormier as a crucial element to achieve a desirable level of efficiency in the counselling relationship. Presented and described both as a start time for client-counsellor information sharing and as a method of assessment, the intake interview (also called history interview) is different from other discussions between the client and the counsellor and involves collecting information on the general identification data of the client, its lifestyle, current issues, personal and family history, recommendations, etc.

Findings:

Through his/her way of thinking, how he relates to himself/herself, the interviewed subject has a positive attitude, which is highly important for his/her professional life. Positive thinking can help move forward, to succeed in life and be happy.

By attending one of the school counselling meetings, the subject reinforced the belief on his decision to choose football career, gaining trust in his own forces. Now, he can be determined in exposing to his colleagues his option for the football career.

3. FINAL CONCLUSIONS

The art of communication is not a natural process or a skill we are born with. We learn to communicate. Therefore we need to study what we learn in order to be able to use our knowledge more effectively. Any communication involves creation and exchange of meanings. These meanings are represented by “signs” and “codes”. It seems that people have a real need to "read" the meaning of all human actions. Observing and understanding this process may cause us to be more aware about what happens when we communicate.

Counselling provides support to the individual in exploring and understanding his/her own identity, supports him/her in developing strategies for problem solving and decision making. In counselling four directions derived for the problems approach of problems that individual may face during its evolution: intervention in crisis situations, ameliorative intervention, prevention, formative and development intervention.

Individual counselling is a personal interaction between the counsellor and the subject, during which the counsellor assists the subject in solving mental, emotional or social issues. Individual counselling is conducted in sessions providing maximum confidentiality, which allows exploration of problematic ideas, feelings or attitudes. The counsellor and the counselled person form together a team.

Group counselling involves a relationship between the counsellor and a group whose members have a common problem. The counselling process leverages the experience and knowledge of each counselled person. At group level, a social network is established through which, the methods and plans to clarify the current situation, leading to the individualization of the problem are developed for each individual. This type of interaction contributes not only to the development of the individual but to the development of the group as a whole. In group counselling a sense of community based on the need for affiliation, membership is crystallized, clarifying desires, needs and options, and positive self-realization of each member is related to group dynamics. Group counselling objectives aim at creating an environment to develop participants' ability to obtain information and skills, to develop constructive attitudes.

Since educational counselling is a complex process, this process shall be following certain steps and techniques depending on the problem and the personality of the counselled person.

The initial step in counselling involves establishing an effective relationship between the counsellor and the student. Establishing this relationship is absolutely necessary to create positive change. Only acceptance and trust offered by such a relationship provides this. Formulating together goals on behavioural changes, decision making skills and eliminating negative thoughts is also a step that must be performed. At this stage it is very important for the student to receive signals that he/she is accepted as he/she is, with the problems he/she has. This is indispensable in order to proceed with the counselling process. Also in this stage summarization has a special role: together they highlight the essential elements, keeping in focus the main issues and being able to glimpse some options.

The second step in counselling will proceed to assisting the child to develop social interests, cooperation and communication with others. Focus is set on helping the children to know and evaluate themselves. Warm environment and empathy shall be provided without excluding interpretations and constructive confrontation. At this stage information shall be used as working technique, meaning that a lot of information will be directed from the counsellor to the child. Also the use of suggestion can be very helpful for the student. Possible options can be suggested that will add to those already identified by the child and even methods, ways that may be taken into consideration. The technique of addressing questions is useful because it can help much in the way of seeing things and to highlight certain issues that otherwise might remain unknown.

The final stage in counselling will focus on directing the child's attention on constructive acts and behaviours. Specific procedures will be taught, action plans will be developed starting from the simplest ones to the most complex ones in order to adopt a new behaviour. At this stage confrontation will provide support to children to assume their responsibilities. Encouragement is one of the best ways to help the child achieve its needs and to assimilate new behaviours.

During the established relationship, the counsellor and the student should not forget for one moment that they are partners engaged in a joint development effort, characterized by individual goals, and common objectives:

- work closely with the counsellor during the assessment of counselling needs and own potentialities;
- assume personal responsibility regarding involvement in the counselling process

Finally, we can judge that the importance of individual counselling relationship is a major one in the profession of the counsellor. Counsellor trainers all agree that the experience in individual counselling is a necessary stage for the next step, group counselling. In fact, all the other roles of the counsellor (consultancy, training, organizational development) are based on communication and support skills that a counsellor can only practice during individual counselling.

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COUNSELING OF CHILDREN COMING FROM DISADVANTAGED ENVIRONMENTS TO PREVENT FAILURE AND AVOID SCHOOL ABANDONEMENT

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Abstract *The democratization of social life imposes education preparing children and adolescents to face their limits and with the condition of satisfying personal needs in the context of reciprocal social relations. The existence of students who do not adapt to the requirements of the educational environment represents the reality of any educational system. In Romania, this phenomenon is highlighted by the low school grades, low test scores, second examinations and grade repetition, absenteeism and school abandonment.*

The significant proportion of students with school difficulties requires the reassessment of this problem and finding new solutions for preventing school failure in disadvantaged children by the ratio between the institution and their individual and family characteristics. Individual determinants of school difficulties are often backed-up by the institutonal determinants and cause some children to enter the downslope of failure or partial achievement of learning potential. Through a proper task mediation, by encouraging the transfer from similar learning activities, by learning strategies and concepts, through personal development activities and optimization of emotional and social skills, the child may acquire the ability to overcome the typical performance level and to access a higher performance level.

Keywords: *communication, conflicts, barrier, information, message, inefficient communication*

1. INTRODUCTION

Purpose of the research

This study aims at counseling children from disadvantaged environments by applying a customized intervention program and investigating the opportunities for personal development to increase adaptation capacity to a specific context of learning to overcome school difficulties and to avoid school abandonment.

The research objectives are the following:

- To identify the initial socio-emotional development levels and three cognitive functional domains: *attention and executive functions*, *language*, *sensorimotor functions* in children from the experimental and control groups.
- To develop cognitive functions in the three domains (*attention and executive*

functions, *language, sensorimotor functions*) and socio-emotional skills in children by applying the customized intervention program.
- To evaluate the neuropsychological development in the three domains established and the socio-emotional skills of children after applying the customized intervention program.
- To define the utility of customized counseling programs for children from disadvantaged environments.

Research hypothesis

By implementing a customized intervention program during counseling hours with children from disadvantaged environments, the reduction of school abandonment as well as the appearance of continuity between pre-school and school levels is achieved.

Research subjects:

This research was conducted on a total of 100 children aged between 5 and 8 years old, enrolled in regular schools.

2. TOOLS USED IN THIS RESEARCH

a)Developmental neuropsychological assessment – NEPSY [1] NEPSY is a tool intended to assess neuropsychological development of preschool and school children, created by Marit Korkman, Ursula Kirk, Sally Kemp. The test was developed in three phases: experimental, standardization and validation, during 1987-1997, in the United States of America. Standardization of neuropsychological assessment of development-NEPSY battery on Romanian population was conducted in 2005, by SC COGNITROM-Cluj Napoca.

The most common types of assessments with NEPSY tool concern:

a) neuropsychological status of the child;

b) extended or selective assessment for a deeper analysis of specific cognitive disorders;

c) full neuropsychological assessment.

[1] Korkman, M., Kirk, U., Kemp, S. 2007. *A developmental neuropsychological assessment.*

b) Socio-emotional adaptability assessment scale

In order to assess the socio-emotional adaptability and the socio-emotional maturity level of preschoolers we have designed the ***socio-emotional adaptability assessment scale***.

Objective: To identify strengths (resources) and weaknesses (vulnerabilities) in preschool children.

Customized intervention program

This program provides an insight on how we can help children become happy, to have an unconditional self-acceptance and to become active subjects in their own learning process. The program will provide a range of real life situations that are applicable to children from all socio-economic and cultural environments. Different situations will be addressed: poor performances in tests or at school, dealing with unfairness and rejection, coping with disruptive family situations and inducement to violence and school abandonment by the group the children belong to. The activities will use the game as a method of teaching and learning to make the children aware that they are in a learning situation and to determine them to use rational thinking skills, to develop unconditional self-acceptance, to experience problematic emotions and to stop destructive behaviors. The methods used are inspired by classical psychodrama (J.L. Moreno) and from the structural-cognitive changeability theory (mediated learning) of Professor R. Feuerstein.

The program contains "exciting lessons" adapted both to educational framework and to counseling framework and presents a stimulus activity adapted to the development level, aimed at developing the skills necessary to cope with this stimulus and containing summarizing questions and sequences which allow children to make the transition from intellectual insight to the direct application of concepts and skills in real life.

The ascertaining experiment, as a preliminary step of the research, aimed at identifying age, gender, neuropsychological development level and socio-emotional development level differences of the subjects in the two groups.

We started from the assumption that cognitive functions can be developed and streamlined to optimize the integration of children from disadvantaged environments in order to overcome school difficulties and to avoid failure and school abandonment by initiating training to compensate gaps and to ensure the development and intellectual acquisition of children, by implementing a customized intervention program.

With reference to the purpose of the present research, that of counseling children from disadvantaged environments to reduce absenteeism and to prevent school abandonment, we recorded the values of school attendance where the children are enrolled.

The analysis reveals the following results: 12% of the subjects in the experimental group and 8% in the control group had a low frequency, 68% of the subjects in the experimental group and 62% in the control group had an average frequency, and 20% of subjects in the experimental group and 30% in the control group had a high frequency.

First, we were interested to see if the experimental group and the control group are equivalent in terms of the degree of neuropsychological development of children, given that the assignment into groups was done randomly. In order to verify this, the subjects from the two groups were tested using NEPSY battery of tests, measuring three complex cognitive domains selected from the five domains of the test.

To achieve the objective of identifying the initial neuropsychological development level in the three cognitive functional domains: *attention and executive functions, language, sensorimotor functions* of the children in the experimental and control groups, we executed graphs showing such development levels, by using SPSS statistical processing program.

We associated to this objective the following hypothesis: *we suppose that initially, between the two groups of subjects there were no significant differences in the three basic cognitive domains: attention and executive functions, language, sensorimotor functions.* Following the analysis and interpretation of data, this hypothesis was confirmed.

Upon a first data analysis we obtained for the mental operation diagnosis test the following results:

The recorded low scores (52% of the subjects in the experimental group and 46% in the control group - *well below the desired level*, 46% of the subjects in the experimental group and 48% in the control group – *below the desired level*) reflect deficits in the ability to assume and to generate new solutions to problems and to plan the strategy. Difficulties encountered in visual and auditory attention tasks suggests that the subjects are deficient in terms of attention - poor attention, impulsivity, or both. For the third level, the *limit* level, the results obtained (2% of the subjects in the experimental group and 6% in the control group) show poor attention and vigilance for repetitive tasks, impulsive reactions or difficulties in applying complex rules. None of the subjects in the two groups is included in this domain *at or above the desired level*.

In the domain of language the subjects did not reach the *desired and above the desired level* corresponding to age category. In the category *well below the desired level* 6% of the subjects in the experimental group and 4% in the control group were included, in the category *below the desired level* 74% of the subjects in the experimental group and 72% in the control group were included, and in the category *limit level* we found 20% of the subjects in the experimental group and 24% in the control group.

Low scores in this domain of language reflect generalized speech and language disabilities, learning disabilities that are based on language, i.e. scarce perception and auditory- phonological analysis which negatively affects language understanding and learning. The difficulties in accessing language labels can be caused by poor updating of sound - symbol associations and of the spoken word - written word links involved in learning how to read and write.

Following the analysis and interpretation of data, the subjects showed values below the average for their age, as follows: 38% of the subjects in the experimental group and 38% in the control group were included in the category *well below the desired level*, 38% of the subjects in the experimental group and 44% in the control group showed values *below the desired level*, and in the *limit level* 24% of the subjects in the experimental group and 18% in the control group were included.

Poor performance in this domain indicates difficulties in organization, sequencing and quick and accurate monitoring of fine digital movements, difficulties associated with the language, reading difficulties and attention disorders. Also, we can conclude on the existence of difficulties in fine motor coordination required to reproduce positions - inefficient processing of tactile and kinesthetic information. For subjects included in the lowest levels, the presence of a high degree of impulsivity, a constant lack of planning and estimating the degree of difficulty of the task are obvious.

During the preliminary stage we were interested in the degree of socio-emotional maturity of children. To assess the socio-emotional adaptability of children we designed a specific psycho-diagnostic tool: *Social and emotional adaptability assessment scale in children*.

The following results were obtained in the sociability dimension that includes relation, participation and receptivity items: 40% of the subjects in the experimental group and 36% in the control group are included in the low level of sociability category, 52% of the subjects in the experimental group and 58% of the control group are included in the average level category and 8% of the subjects in the experimental group and 6% of the control group are included in the high level category.

This dimension measures the ability of social integration of children providing them with rules, habits, ways of thinking and spatial-temporal frames in accordance with the social environment in which they develop. The high percentage of subjects included in the low and average level of socialization requires intervention in order to increase adaptation to the social group.

The results obtained in the dimension involvement as engagement and active intervention capacity in a task, resulting in increased individual performance, with the items: compliance with rules, curiosity, initiative, are distributed as follows: 66% of the subjects in the experimental group and 62% in the control group are included in the category low level of involvement, 34% of the subjects in the experimental group and 38% in the control group are included in the average level category.

Independence, expressing the will, emotional stability, self-confidence were measured in the self-esteem dimension. The results obtained are included in two categories only, namely 76% of the subjects in the experimental group and 78% in the control group are included in the category of low level of self-esteem, 24% of the subjects in the experimental group and 22% in control group are included in the average level category of this dimension.

From the above observations and presentations it results that there are no significant differences between the children in the experimental group and those in the control group in terms of how they were evaluated by experts and hence in the degree of socio-emotional adaptability.

3. CONCLUSIONS

Through this paper I wish to emphasize the importance of counseling children in forming their personality and in their preparation for life.

The increasing number of school failures and abandonment, of delinquent or unhealthy behaviors, of emotional disorders among students, indicate that the school should be doing much more in this direction. To meet these real needs, the Ministry of Education and Research proposes in the new National Curriculum the introduction of the optional study discipline "Counseling and Orientation" for all three levels of schooling: elementary, secondary school and high school. The new study discipline meets the basic needs of any child and adolescent: self-knowledge, communication skills, creativity, decision-making and problem solving.

Conclusions after applying the customized intervention program on children.

Present life exigencies, the need to cope with complex problems and changes in various activity sectors have made adaptability a priority issue.

This social background supposes education preparing children and adolescents to face their limits and with the condition of satisfying personal needs in the context of reciprocal social relations.

Children do not learn through abstract concepts and pure reasoning but through feelings and involvement. Thus, affection becomes the channel for cognition.

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IMPACT OF QUALITY MANAGEMENT ON EDUCATION: PERSPECTIVES

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Abstract: *The alteration of the modern world's principles, the relativization of values, the vanishing of references, the invasion of the new and of the unpredictable, the hallucinating promotion of quantity and appearances to the detriment of quality and core values, the indeterminism and uncertainty – are only a few of the traits that characterize the contemporary world and that hold an impact on the human condition. In this context, the very status of pedagogy, as a science and art of education has modified, whereas the perspective of enlightenment over the paideic action has come to an end. Within the managerial type of school, learning becomes a mere transfer of useful data for the final purpose of graduating and not a process in which actors enjoy the process itself. The paradigm of the managerial type of school transforms the relationship educator – educated, from a deeply human relationship into a contract-based relationship. The application of European quality standards in the field of education imposes the surpassing of mimesis, amateurism and improvisation and, not the least, a change of mentality in all those concerned about the quality of education.*

Keywords: quality management, contract-based school, education paradigm, humanist psychology

The alteration of the modern world's principles, the relativization of values, the vanishing of references, the invasion of the new and of the unpredictable, the hallucinating promotion of quantity and appearances to the detriment of quality and core values, the indeterminism and uncertainty – are only a few of the traits that characterize the contemporary world and that hold an impact on the human condition. In this context, the very status of pedagogy, as a science and art of education has modified, whereas the perspective of enlightenment over the paideic action has come to an end. There are voices claiming that we are now witnessing the death of pedagogy and the increasingly emphasized tendency, on behalf of the academic community, to make the move from "education, perceived as pedagogy, to education regarded as management". (Michael R. Allen "The Death of Pedagogy").

Following the same trend, Pascal Brukner states: "The more pertinent is the hierarchy of schooling institutions, based on their results, the more they become nothing else but factories producing customers and not free human beings, which finally equal the destruction of schools".

The perils are also noticed by the French thinker, Jean_ François Lyotard, who realizes that the spiritual formation of a human being (Bildung) falls under desuetude and the process of knowledge is excessively pragmatic. Within the managerial type of school, learning becomes a mere transfer of useful data for the final purpose of graduating and not a process in which actors enjoy the process itself. The paradigm of the managerial type of school transforms the relationship educator – educated, from a deeply human relationship into a contract-based relationship. In this scenario, the professor or educator becomes and administrator of data-goods and concentrates his or her attention toward three directions:

1. teaching identifies with "goods- delivery", which needs to be "wrapped", to the extent in which data and its belonging abilities need to be well organized and delivered to be consumed (passively) in measured doses;
2. the "delivery" process has to be well planned and organized;
3. the information organization and the institutional organization hold the same objective, clearly defined and quantifiable: passing of exams.

The topic of quality and the formative meaning of education are omitted.

The allocation of such a "role" to an educator has overwhelming effects on medium and long terms. On the one side, there occurs a de-professionalization of educators, and, on the other side, individualized education makes room for routine and external limitations imposed by passing exams, which becomes a priority, and a target in itself.

In this context, the role of the student is reduced to a buyer's role that has to be seduced by means of "nicely looking merchandise". The same contract- based relationship is to be met in between school and society: the school provides society with individuals well equipped with the necessary competences for its reproduction and maintenance. School thus becomes a "manufacturer whose product is the very graduate that stands for a person who passed pre-established exams, under optimal conditions". The very examination tools fall under standardization. Predominant are examinations of "factual" type, the education "market" being invaded by books and other materials containing multiple-choice tests and quizzes. The educator turns into a "troubleshooter" of shortcomings, he or she supervises the successful passage of his/her clients through the bed of Procrustes: "An <<odd>> student who does not match typologies benefits from a special <<treatment>>, as if he raised a quality issue. His adjustment is experimented, whereas correction is looked for, and, should all efforts be useless, the student is abandoned and the process of education is continued" (Michael R. Allen "The Death of Pedagogy"). "Deficient products" are often concealed, in order to preserve the image of the institution on the market. The institution's promotion takes over the trend of commercial advertisements, meant to attract financial resources and gaining of popularity by means of specialized personnel in public relations, but who are unaware of the area of education.

Pascal Brukner warns about: "Although school constitutes the place where certain useful preparations occur, which later on will be commercialized, it has to continue to facilitate the learning of some disciplines, free of cost, and which are related to one's very personal accomplishment" ("Misery of Prosperity").

The famous American philosopher and pedagogist, John Dewey, criticized the redundant, erudite and disconnected from reality school, and promoted the idea of progressive education, seen as reconstruction and continuing reorganization of experience, excluding any prescription of determining, external model. In "Democracy and Education", a reference work for the twentieth century pedagogy, Dewey perceives democracy as "shared experience". Starting form this assertion, education itself, in the spirit of democracy, implies an individual's self-improvement, and more than that, his participation. This is the weak point of the entrepreneurial school that, ignoring pedagogy, ends up ignoring the very core of democracy.

The contemporary education takes over the tensions and dysfunctions of society in its whole. Analysts discover the status of confusion, hyper-bureaucratization, depersonalization, demoralization of personnel, emotional weariness, fall of infrastructure, curricular stagnation and violence as being characteristics of the education system, which represent, at the same time, the mirror image of the contemporary world.

In a society based on money, placed under the tyranny of economy, all activities are filtered through the cost-profit ration, including education. Nigel Blake criticizes the approach to education as "market economy", which distorts the specificity of education, reducing its chances to oppose deviations and dangerous tendencies of society (technicism, consumerism etc.).

The economic perspective and management applied to education result in the aggressive reduction of the teaching action and educational relationship's depth and complexity, of school's culture and ethos. The industrial type of management cannot become a paradigm for the educational reality administration, without ignoring the human infinite diversity and the human excellence.

The antidote could not have come but from the field of humanities. Thus, an ample process of establishing a new educational paradigm has begun, and it was designed so as to diminish the radicalization of consequences of modernity, while improving the human condition, paradoxically subdued to hardships.

The post-modern paradigm of education belongs to the interpretative movement of humanities and education sciences and it consists of the existential-humanist paradigm and the interactional one.

The existential-humanist paradigm reflects the society's effort to recover the human side ("homo-humanus" – Karl Jaspers) by promoting the education centered on people and based on the humanist psychology.

At the core of the humanist psychology lies the human being, considered to be a free being that possesses a growing and development potential in need to be valued through education. An emphasis is laid on the uniqueness and the infinite diversity of the human beings, on their freedom to choose and to build their own existential path.

In this context, the abusive use of scientific, statistical, exclusively quantitative methods is considered to be inadequate for the study of the human being.

The role of psychology and, implicitly, of education is to help people to maximize their potential of psychological growth and to support them in reaching their psychic and social maturity. Moreover, the humanist psychology offers an optimistic perspective on human beings and their becoming, and is able to increase their pedagogical optimism, whose efficiency has already been proven in the educational action.

Nevertheless, knowledge and understanding of the human being, together with his entire personal and relational life, of his subjective and conscientious experience, do not represent a purpose in itself. They are but the premises for the drawing of action methods for the purpose of surpassing internal or external obstacles, and appreciating personal potential.

Starting from the humanist psychology, new models of psycho-pedagogical action have been designed, and their common trait is the individual-centered approach, an individual found in a double status: object of formation but also subject of his/her self-formation.

To the opposite pole are the supporters of standards application and of recommendation for quality assurance in education. They appreciate that any rejection act reflects isolation, lack of realism or lucidity. Denial of criteria is not justified so long as these criteria hold only an orientation character and are perfectible.

Although "quality" in the industrial era is approached exclusively in relation with the technical field, (something that may be controlled, incorporated within a product as the result of manufacturing), after the Second World War, through voices of E. W. Deming and J.M. Juran, we witness an expansion of the term, a new interpretation, outside the manufacturing process. Going beyond this utilitarian meaning of the term, quality aims at activities, processes, organizations etc., giving them some attributes capable to satisfy specific requirements. Thus, the term is used in reference to the quality of a university, consisting of the quality of education activities taking place within the university.

Even though the idea of evaluating organizational performances of universities is European, it came to be used on the American continent as well. At the middle of the twentieth century, Sir Arthur Norrington, Chairman of the Trinity College of Oxford proposed a classification of universities into three categories, based on their value standards (quality of educational processes), proposal that led to numerous oppositions. Still, the idea is accepted in the USA, where an agency is founded – "College Connections" and fifty publications take care of rating the best American universities. Only in 1998 are debated reconsidered in England, and in 1999, sixteen indicators of performance are applied to universities.

Education quality standards need to be clearly formulated, they should be clear and concise, but realist, that is, they must be applied to the school realities at a specific time. These standards constitute an important instrument for the education institution management, but also for the teaching staff and students engaged in the educational process. Their teleological value lies in the clear formulation of objectives to be reached. *Where do I want to reach? How do I reach there? How do I know that I reached there?* They are an extrapolation of any teaching action, irrespective of the nature of the contents transmitted. Following the same manner, the rule of 3Ms (methods, means, materials) can be applied so as to identify the necessary resources for the accomplishment of the objectives proposed.

The closest to the "core" of education are the standards regarding the personal dimension (human), including behavior and attitude within the educational endeavor of those involved in it. These aspects, harder to be quantified, are finally reflected in the quality of education. One's personal set of values, philosophy of life, attitude toward the human being, toward self, own profession etc. are dimensions belonging to the human nature and which have an impact on the quality of the actions performed.

The harmonization of the education actors' expectations (teachers-students) is also an important aspect holding major consequences in the quality field. Accomplished expectations lead to satisfaction, whereas unaccomplished ones become source for frustration and disappointment. Even though these standards are the result of the economic and managerial thinking application within the field of education – an activity profoundly spiritual – the heart of the issue remains connected with the human psychology. Those who design and apply into practice their projected ideas are the people. In the absence of an anthropological approach, there is the risk that the issues of quality in education remain a mere slogan, an abstract requirement, an extra load of bureaucracy, with no effect on the real world.

The basic principle of the quality management is "Describe what you do and do what you describe!" Therefore, any significant change in the quality of education starts with the teachers. These are the ones to apply what they do. We belong to the former stage: describe what you do, which results in emitting some impressive quantities of documents that nobody has the time to apply into practice. We are caught in this whirlpool of documents like in a trap, our own trap that consumes our powers.

Maybe the system in itself is not a bad one, yet, the manner in which it is applied is wrong. The mechanical application, lacking criticism, of some models and their implementation within the Romanian space reveals not only incompatibilities but also weaknesses of the Romanian people, which Constantin Radulescu Motru spotted. The Romanian thinker identifies the *lack of perseverance* as a characterisitic of the Romanian soul, which becomes visible in the nineteenth century, once with the reorganization of the Romanian state. At that time, the "professional improvisations epoch" started, through imitations from other foreign nations.

The application of European quality standards in the field of education imposes the surpassing of mimesis, amateurism and improvisation and, not the least, a change of mentality in all those concerned about the quality of education.

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TRAINING PROGRAMS APPROACHES IN THE CONTEXT OF ADULT EDUCATION. CASE STUDY ON A TRAINING PROGRAM IN DEVELOPING ENTREPRENEURIAL COMPETENCES

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***Abstract**: The European strategies in education focus on key competences as autonomous elements of personal and professional development to be supported by specific learning activities and patterns. One of these key competences at European level is represented by the entrepreneurial competences. From this perspective, the need for communication and collaboration, for exchange ideas and experiences in order to harmonize the training programs approaches is obvious. This paper is aimed to present the lesson learnt after implementation of professional development training program on entrepreneurial competences and the benefits for all involved, in the context of adult education. This training program was developed throughout a European project, coordinated by the University Politehnica of Bucharest and represents a suitable solution to transfer good practice in training field and to support mutual learning, as specific practices in adult education and professional development, particularly. During 3 years of implementing this European project, among other specific activities aimed to promote the entrepreneurial culture and increase the awareness, a training program in entrepreneurial field was designed, authorized and implemented, as a key element of sustainability. The training program has benefited of comprehensive curricula, in terms of knowledge and skills, and consists of 10 modules focusing on development of entrepreneurial skills and competences and is addressed to employers, employees and persons who want to start an independent activity, in order for them to get support in term of counseling and expertise in entrepreneurial field.*

Keywords: *adult education, training program, entrepreneurial competences.*

1. THE ROLE OF TRAINING PROGRAMS IN ADULT EDUCATION

From an organizational perspective, professional development has to ensure that the performance improvement needs are met, generating, in this way, some adaptation and compromise of the main adult education principles. The application of these principles requires practitioners to experience and manage effectively the tension created between adult learning characteristics and organization's performance principles. For this reason, any initiative in designing and implementing professional development training programs has to take into consideration the key assumptions about adult learners, defined by the Eduard Lindeman (1926), statements which focus on the following aspects, commented by M.S. Knowles [4]:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities (i.e.

professional development training programs).

- Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
- Experience is the richest source for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
- Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
- Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning.

Moreover, defining adult education as the process of adults gaining knowledge and expertise based on theirs goals, we need to take into consideration the phases of the adult learning planning process. The four phases set up by the R. Swanson in 1996 [4] are referring to:

- *Need* in order to determine what learning is needed to achieve goals.
- *Create* strategy and resources to achieve the learning goals.
- *Implement* the learning strategy and use the specific resources.
- *Evaluate* the attainment of the learning goals and the whole process of reaching them.

From another perspective, one of the main objectives the European policy in education and training set out in the strategic framework for European cooperation in education and training – ET 2020 [2] is focused on improving the quality and efficiency of education and training by enabling all learners to acquire the basic skills and competences needed for their employability by encouraging cooperation between all sectors of education, training and the world of work. This specific important objective, emphasized at the European level, might be achieved even using professional development training programs and European educational projects focused on human resources development as useful and adapted implementation tools.

2. EDUCATIONAL PROJECTS AND THE PROFESSIONAL TRAINING PROGRAMS

In line with the social and educational policies promoted at the European level, one of them already mentioned above, there is an important direction in educational projects dedicated to the human resources development, particularly Sectorial Operational Programme Human Resources Development (SOP HRD), to emphasize, among other objectives, the role and benefits of professional development training programs. One example is represented by the professional development training program in entrepreneurial competences field, designed and implemented through the European project "Development of the entrepreneurial competences - an efficient alternative for adaptation to the labour market in the information society (SOP HRD/92/3.1/S/62353)". This is a project financed by the European Community through the Sectorial Operational Programme Human Resources Development (SOP HRD) 2007 – 2013, Priority Axis 3: „The adaptability's growth for employers and IMMs", Key Area of Intervention 3.1: „Promotion of entrepreneurial culture".

During 3 years of implementing this European project, among other specific activities aimed to promote the entrepreneurial culture and increase the awareness, a profesional training program in entrepreneurial field has been developed, authorized and implemented, as an important argument in ensuring sustainability of the project's activities.

The specific project objectives, correlated to the main activities, were aimed to: (a) increase the awareness and promotion of the entrepreneurial mind through public information campaign, networking between different categories of beneficiary as well as the development of a study which refers to entrepreneurial opportunities correlated with the new occupations on the labor market; (b) support and provide counseling and expertise in entrepreneurial field by carrying out the specific activities of Entrepreneurial Assistance Center; (c) develop the entrepreneurial skills and competencies in order for a number of 500 persons to start business by specific activities and training programs; (d) certify 95% participants of the professional training programs in entrepreneurial field; (e) ensure the appropriate conditions, study facilities and educational resources for all participants of training program by using the dedicated e-Learning platform.

3. CASE STUDY ON TRAINING PROGRAM IN ENTREPRENEURIAL FIELD

As we already mentioned, a professional training program has been developed throughout the project, based on the main findings and results of the empiric study *Entrepreneurship – opportunity, ability, innovation, and future*, focusing on entrepreneurial opportunities development, with specific reference to the new occupational domains on market labor and to the dimension of entrepreneurship in Romania.

The training program has benefited of comprehensive curricula, in terms of knowledge and skills, in an attempt to cover the major areas of interest in order to provide support and assistance to someone interested to start a business/independent activity.

For this reason the training program includes ten modules with different perspectives, as follows: *1. Entrepreneurial culture; 2. The business and the legal framework; 3. Business plan; 4. Innovation in business; 5. Strategic Management; 6. Marketing; 7. ICT supporting your business; 8. Project Management; 9. Human Resources Management in start-up business; 10. What an entrepreneur must know about finance?*

The training program, as the listed modules suggest by names, is aimed to familiarize participants to main contents and information needed for setting up an overview on the entrepreneurial field in order for them to develop and practice entrepreneurial skills and competences. In line with these ideas, the increasing ability of participants to put in practice various, creative and practical business ideas became one key issue of the training program, focusing on practical applicability of the modules in the real life contexts and situations.

The training program was based in its design on the key aspects of a general framework outlined in the financial proposal of the project, basically referring to the principles of entrepreneurship in information society; ABC in business and the development of a business plan; culture, motivation and entrepreneurial attitude; strategic management and marketing; risk management; ethics in entrepreneurship and competences' development; creating social networks; labor market's trends and opportunities of development; relevant legislation supporting the business competition.

For each module of the training program was developed a specific manual, which was distributed to the participants and uploaded to the dedicated e-learning platform of the project. The study materials and the complementary educational resources have been designed by the experts according to the specific features of the adult learning – accessible content and a friendly format, which facilitate individual study, but also stimulate the dialog and debates during the face to face interactions in training sessions. All these materials and resources are still available on the project e-learning platform, having a user-name and password for access.

The training program has been accredited by the National Authority for Qualifications and implemented during the period March, 2013 – June, 2013, involving 20 trainers and 153 participants who completed the program out of 168 selected to start the courses. The attendants have been organized in six groups – G1-G4, persons who want to start an independent activity and G5-G6, employers and employees, distributed in two locations.

Each group has covered 105 training hours, as follows: 20 hours for theory concepts and 85 hours for applications, including individual study. Moreover, 50 hours (20 hours -

teaching activities and 30 hours practical activities) out of those 105 training hours of the program, have been designed as face to face activities, during of 8 training days (i.e. 3 alternative weekends spread out on 5 weeks). The rest of the training hours, according to the accredited technical proposal, worked out in individual study sessions and applications facilitated by the e-learning platform, dedicated to the training program.

The training program ended in June 2013 with a graduation exam, and all those promoted have been received a certificate, recognized by the Ministry of National Education and the Ministry of Labor, Family, and Social Protection.

Moreover, after the completion of the training program, the participants benefited of two counselling /coaching sessions for each group.

4. IMPACT STUDY AND RESULTS

In order to evaluate the effect of the implemented activities, a project's impact study has been developed. Based on the data collected by questionnaire and focus-group instruments and analyzed on different topics with relevance for the main activities implemented (i.e. networking, information campaign, Entrepreneurial Assistance Center, training program), conclusions have been drawn and shared with all the beneficiaries during the closing project conference.

The specific objectives of the impact analysis imply the correlation between the results and proposed objectives for the main activities, and the identification of the next directions for action, in terms of project sustainability. The good lessons learnt from the project experience will become the starting points for planning the next steps in action plans.

As far as the training program is concerned, the main findings emphasize high levels of **beneficiaries' satisfaction** and, respectively, **appreciation of the program quality**, as the following diagrams show, taking into consideration the two locations involved for the six groups of trainees.

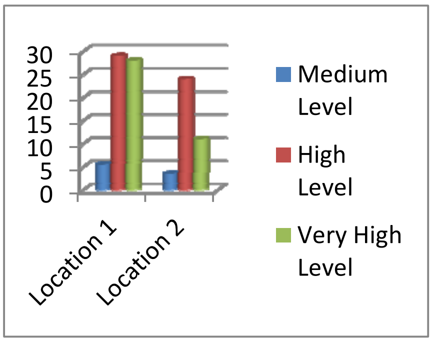

Figure 1 - Level of beneficiaries' satisfaction

In the above diagram it is significant that the "low level" receive no answers from all those 143 respondents to the questionnaire and participants to the training program, and the last two options of the answers, "high level" and "very high level" registered 91,61% of the total appreciations.

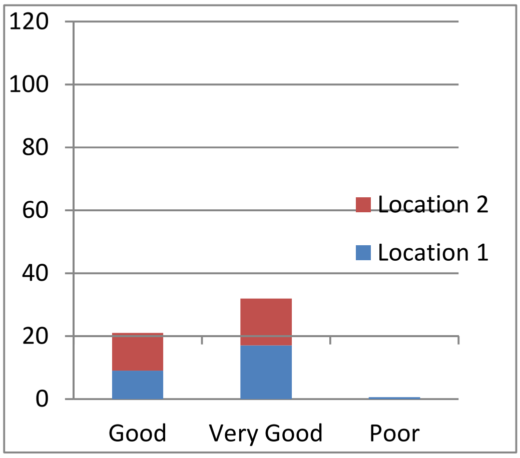

Figure 2 – Training program's quality

Referring to the other findings of the impact study, the quality of training program, in terms of contents/modules (the Figure 2), the number of beneficiaries who answered according to the descriptors "good" (30,7%) and "very good quality" (68,53%), cumulative, leads to an impressive percent of 99,3%. Majority of these respondents have declared that they started courses with high expectations, which have been met after the training program completion (59,5%) or they had different initial expectations, but the quality and accuracy of information, the examples used and the educational resources provided and accessible on the e-Learning platform, have convinced them to appreciate the training program content's quality as very good (9%).

These arguments are only a part from those which recommend the training program in developing entrepreneurial competences as an important element of project's sustainability.

5. CONCLUSIONS

The project impact study focused mainly on levels of objectives' attainment, but not forgetting the entrepreneurial opportunities development, with specific reference to the new occupational domains on market labor. Many respondents considered the project as "very applied", "a challenging experience", "open mind experience which stimulated learning of entrepreneurship fundamentals", "an experience which motivated participants in their will to become entrepreneur" etc.

Moreover, in their opinion, the professional training program in developing entrepreneurial competencies has contributed substantially to provide participants better opportunities for an active, adapted participation on the actual labour market, flexible and inclusive.

Overall, "no educational institution teaches just through its courses or workshops; no corporation teaches just through its in-service training programs (…). They all teach by everything they do (…) and this argument leads us to place increasing emphasis on the importance of building an educative environment in all institutions and organizations that undertake to help people learn" [4].

This line of reasoning has led to the conclusion that beyond the training program implementation, in terms of courses and modules taught, the real profit for everyone, trainer or trainee, is the innovative approach put in practice, with a flexible structure, in a warm atmosphere, stimulating communication and feeling expression, emphasizing on developing and using resources, based on a functional collaboration.

Summarizing, the professional training program the paper presented, is the main benefit for all those persons who promoted it and its replication is also a key issue for all those are willing to learn about entrepreneurship and business plans, or to improve their entrepreneurial competences.

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THE EDUCATIONAL PARTNERSHIP

THE PARENT-STUDENT-TEACHER RELATIONSHIP

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Abstract: *The present study has its roots in the desire to find solutions for a better teacher-student-parent relationship. When we bring the subject of education into discussion, we find ourselves in a potential space, the one of our development and of our all possibilities to fully round our inner selves. This space develops and increases through the mediation of the meeting we all have, as students, with the one being our teacher. But this world, this space is not complete if the process of our completion as individuals is not attended by our parents, involved in an educational partnership relation. Thus, the child-parent-teacher team traverses phase after phase, building a relationship within which the child manages to develop and complete his inner self. The present study brings forward issues which are quite common during puberty and adolescence – increased aggressiveness and faulty relationships. The objectives of the present study are to reduce the level of aggressiveness at a class level, as well as between students and teachers, and to attract parents into being educational partners alongside their children's teachers. The sample used for the research was formed by a class of eight graders and their parents, observed during an intervention done at the level of both groups.*

Keywords: *education, educational partnership, student, parent*

THE TEXT OF THE PAPER

In a broad meaning "any type of education derives from an implicit or explicit conception about the child, his psychology and about learning methods" [1]. (Radu, 2001, page 317). In a narrow meaning, education means a magical encounter lasting for several years, with the potential space of our development and with the one being the modeller of this space- the teacher. Seen from this point of view, the teacher is a being who wants to transmit, who has knowledge to share, who insists in seeing beyond appearances and what the student decides to show at a given moment. Precisely because of this, the teacher has such a huge responsibility and his aim is so high and difficult to attain. The kindergarten and the schooling years are a period of discovery, first of the exterior, physical reality, then of the human one and finally of the student's own reality. This endeavour is facilitated by an authentic communication and individual understanding of the real meaning of development and growth, all these having their basis in the student-teacher relationship. The child passes from an imaginary world ("we are playing mother and father, at the doctor's, at school, etc.") into the actual reality, he begins to understand its way of functioning and the rules which have to be obeyed; he starts learning how to adjust to various difficulties and how to replace fictional and strictly subjective attitudes with others, which are objective and realistic. On this route, the child will be supported by his/her parents, teachers and the peer groups – each having a different share of influence, in accordance with the child's age.

These sequences of personal growth are rounded through education and through interaction with others. On the temporal axis of our development, most of this process unfolds having as a central space the family, closely seconded by school, where we spend on an average ten, twelve or even seventeen years. "The child builds his own image by reference to others, through the mirroring and assigning effect, followed by the awareness and understanding that certain traits, attitudes and values are of his own. The interiorised and personalised information is used to understand and assimilate his own identity as a result of the reactions which other people have towards him" [2]. (Mitrofan, 2004, page 32).

The development of each person from childhood to adulthood passes through the educational system as a training institution. The teacher has the responsibility to guide the student on a route that is at the same time suitable and progressive for him/her. Thus, the teacher's great task is to discover what is suitable for the student.

As a teacher, one is responsible for assisting the student and in his/her turn, the student is responsible for the way in which he/she walks along the shown route, where he discovers, seeks and finds what he needs. But nowadays, this route is passed in high speed, with almost absent parents, with dedicated and enthusiastic teachers or on the contrary with engrossed or even sad educators, living without paying attention to emotions, without accessing them and without having a genuine communicative act. Thus, it is even more important for education to regain its real sense of determining the growth, development and formation of valuable individuals. Thus, it is of utmost importance for the parent to be asked to make a team with the teacher for the child's sake. Everything starts from simple habits of a healthy lifestyle, which gradually turn into growth, development and wise choices for a life as fulfilled as possible, when the child turns into a fully grown individual.

Puberty and adolescence are difficult periods into our development. According to Zlate the teenager faces a series of new needs or the needs described in the previous periods undergo an important change: the need to know, to be affectionate, to belong to a certain group, to be independent and the need to have models to look up to. The need to know is present starting with the early school age; this is joined during puberty by the need to create which turns during adolescence in the need to create with a social value. The kindergarten and primary school pupil's need to imitate turns into the desire to be unique during the first phases of adolescence, followed by the teenager's need to express himself/herself as a personality [3]. (Zlate, 1994, page 158).

The present study makes reference to the 13-14 year old age group and its issues- unequal development between boys and girls, increased aggressiveness, increased personal vulnerability, self-image formation, etc. and all the situations triggered by these issues- learning, relationship, communication difficulties, good or less fortunate decisions.

The research was approached by taking into consideration two dimensions:

- Of building a secure space in a class of students overwhelmed by aggressiveness; of decreasing the class' level of aggressiveness and of improving the relationship that the students had with their teachers.
- Of attracting parents as educational partners through parenting activities.

The expected results of the present research are the genuine expression of feelings, difficulties, of the relating methods at a group level and of wishes to change; all of them being doubled by socializing at a class level and by the parents' involvement in the whole process.

Objectives:

- Identification of start indices in order to construct and reconstruct the class reality (with reference made to the children's reality doubled by the teachers' reality).
- Highlighting the aspects that can be improved, as well as the indices that need to be kept under observation in order to make the change (decrease of the aggressiveness level, a better relationship with the class teachers, and a better relationship with the classmates).
- Attracting parents in establishing a closer relationship with the school.

The hypotheses of the study:

- The class' aggressiveness level decreases as a result of the intervention
- The dimensions of the class relationships are changed after the personal development classes (through relationship we understand the teachers-students relation and the students-students relation)
- There are important differences in the class relationships after the parents' involvement in parenting activities.

Sample Description

- The sample of the present study consisted of a class of eight graders from an elementary school located in the capital city and their parents.

Research Tools

- The tools used during the study were provocative tools used in personal development and a questionnaire which targeted the personal expectations deriving from the research meetings.

Results and Discussions

The first part of the research had two phases: the first phase consisted in administering a questionnaire to parents and the second phase consisted in the initial assessment of the group. The questionnaire that was applied to the parents targeted a few of the child's interests and also the parents' expectations from the meetings that I was going to have with the class. The initial assessment of the class revealed the following malfunctions:

- increased aggressiveness
- dysfunctional relationships among students and between students and their teachers
- absenteeism
- non-participation in group activities (in general, not in those that were conducted by me)
- faulty communication- difficulties in following the rules of the group, difficulties in expressing their real thoughts (the students refused to express their opinion on various problems of their class, even when they were told that their written answers were to be kept anonymous)
- low levels of responsibility

The questionnaire administered to the parents highlighted through its results that these had great difficulties in believing into a positive change and that their expectations were scarce.

"By communicating with others the child manages to get a distance from the actual reality, and his experience enriches gradually, as his rapports with reality are increasing in number (…). As the child's communication processes are developing and are becoming more and more complex, in all their components, there arouses the possibility to describe and analyse the surrounding reality" [4]. (Golu, Ioniță, 2009, page 18).

The exercises proposed for the following phases of the research allowed the children to explore the space of their own image and of the role which each had within the class, as well as to discover their personal resources. A few examples of the exercises used during the research, include: ”I am you”- the exercise targets the student’s ability to focus on details, the ability to reproduce a message as exact as possible, the ability to select those messages which are relevant for his/her own description; “My qualities and I”- the exercise targets the student’s ability to connect with his/her own qualities, the ability to make the difference between his/her own image and the one reflected by the others, the differentiation capacity when choosing the qualities that represent him/her; “The Squigle” drawing exercise which targets the students’ ability to understand the difficulty of establishing a relationship in the absence of words, the student’s ability to decipher a message with the help of a drawing; whether or not there is a difficulty in letting yourself being led by somebody else’s message; “Modelling the Group” – the exercise targets the students’ ability to model their class and to discover the elements that make it a functional or a dysfunctional one, as well as their ability to choose the change that would be the most suitable for them, for the given moment; “The Labels”- the exercise targets how labels are build up, their number, which of them are more adherent than the others and ways to remove them.

The results obtained during the present research were mostly related with the group’s dynamics- a better communication among students, the boys tried and even succeeded in being less verbally aggressive and the ones who were considered as being “the bullies” of the class managed to behave differently. After the first progress at a class level and after certain students’ and the whole class’ accountability on several tasks (and not only on tasks but also on carrying out the task and the change), it was observed a first change in the class image at the level of the relationship with the teachers- after meeting the students for three times, the first progress was highlighted by the class teachers.

The next step was to give this change a permanent aspect. This step was only partially carried out because after eight weeks of meetings with the class, the parents decided to interrupt this endeavour temporarily.

An aspect that frequently appeared in all students’ “stories” was the time spent with their parents- the results point out the amount of time they spend with their “nanny” or even by themselves. Another aspect which was noted by the students themselves was that they lacked “self-control”, “common sense”, “desire to change” and “responsibility”. Having these results, those from the questionnaire administrated to the students (which had the same questions as the ones addressed to the parents and thus, the comparison of the given answers pointed out how well the parents knew their own children), as well as the results from the exercises applied during the meetings, the class tutor and I convened the parents for a meeting. After the analysis of the questionnaires and the results obtained during the exercises done with the whole class, parenting meetings were proposed. The topics addressed were: understanding the specific features of early adolescence and the difficulties that might arise due to this process, positive discipline “what fixed tasks does your child have at home”, “which are the family rituals and which is their purpose”, “which is your child’s role within your family”, “what does quality time mean”, etc.

The class meetings led to an improvement into the class’ behaviour, to a better group dynamics, to more productive communication and to a partial improvement of the students’ academic results. The meetings with the parents led to a better communication between these and their children, to a better relationship with the school and to the parents’ involvement in their children’s activities.

“Any authentic educational process is committed in the perspective of a spiritual meeting between people and it implies a certain dynamics, a succession of quests and findings of two beings who have a surplus or a request, who have something to give or to receive [5]. (Cucoş, 2008, page 15). Thus, I am convinced that within this educational system, which seems to have lost its meaning, one can still identify the desire of certain teachers to offer answers to those who seek them and to attract as many educational partners as possible, in order to round their students' education and training.

CONCLUSIONS & ACKNOWLEDGMENT

The parents' involvement as educational partners has led to significant improvements in the students' behaviour at both class and school level. Starting from a situation, in which the parents and the teachers were present side by side into the students' life only during the parents' meetings, we have managed to involve the parents into their children's school life. This resulted into a series of common extra-curricular activities unfolded both within and outside the school perimeter. Within this space, especially created for education, the target is on gradual growth, development and discovery of the abilities, resources and strategies through which the student becomes a complete adult and the teacher ascertains that the chosen occupation is in fact a calling, a completion done as each generation passes by. This process is more efficient if the parent succeeds in following it continuously. It is precisely for this reason that my research on creating abilities for the students and their parents targeted the making of parent-student-teacher educational partnership.

LIMITATIONS OF THE STUDY

The present study started from the premise that the student-parent-teacher team has a greater efficiency than the student-teacher team. Thus, the first limitations of our study appeared- the parents' availability to work and their time in general is limited and because of these aspects their presence at the proposed activities was most of times insufficient. Because of the absence of some parents or to be more precise, due to their sporadic presence the results and the pursued objectives lacked a certain consistency. However, I believe that the greatest shortcoming of the class activity was the limited presence. Although, the results were positive and they were recorded quite fast, thus showing the students' and their parents' availability to work, change in a certain environment is not enough. What counts more is to give this change a permanent character. If we consider that the intervention usually has three levels: the strategic one (which targets the correct choice of the goal), the tactic one (which implies the correct choice of the method needed to solve the problem) and the internalization of the change, we may state that in the case of the present study, the class activities covered only the first two levels.

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PRIMARY SCHOOL EDUCATION- A PREMISE FOR A HARMONIOUS EDUCATIONAL DEVELOPMENT

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Abstract: *The aim of the present study is to be a brief insight into the world of primary school children, (grades I-IV) through the stories created and invented by them. The research is based on the assumption that the development process of any child can be facilitated through creative methods and the first step to achieve this goal is to gain access to the child's world. In order to obtain the necessary data for our study, we proposed art-therapeutic group meetings, which had the purpose to activate the children's resources and inner potential, to improve the student-school relation, the parents-children relation, as well as the parents-children-teacher (primary school teacher) relation. By applying the principle of social-constructivism, according to which "reality is built through conversation", we initiated a process of building and rebuilding the children's reality,* so as to turn it into an individual space of knowledge, self-knowledge and personal development.
Keywords: *story, child, personal resources, school, self-knowledge*

1. INTRODUCTION

The present study has as its starting point the numerous transformations undergone by the primary school student throughout the school adjustment process and during his/her change from an ordinary child to a responsible and involved student.

There are numerous experimental proofs which demonstrate the crucial role of inhibition in any activity subjected to interference. The inhibition is a general label applied to a group of mechanisms which have the purpose to deactivate or partially eliminate the answer or the metal content and to reduce or eliminate the interference of the current load which contains irrelevant information (Miclea, 1999).

A deliberate implementation or removal triggers the processes of cognitive inhibition. Any deliberate mental control is inherently associated with a process that determines the diminishing of one's attention and the elimination from a person's conscience of any informational flow which might interfere and endanger the achievement of our intention. The starting point for the two complementary processes is our intention to get engaged in a mental control: one process aims to implement attention, while the other aims to inhibit any collateral informational flow (from external stimuli to thoughts) (Miclea, 1999).

The counter-intentional effect is the opposite effect initiated by an intention to control a state or a behavior;

"The situation in which, the more we strive to obtain something, the more determined we are to succeed, not only do we fail, but the higher the chances are to obtain the exact opposite effect." [1]

According to Miclea, the implementation of an intentional state involves three different types of processes:

a) An activation or executive mechanism, which has the purpose to activate the mental contents which are congruent with the desired mental states.
b) An inhibitive mechanism aimed towards the deactivation of irrelevant information and of additional processing flows.
c) A metacognitive mechanism which assesses the functioning of the other two mechanism as well as the subject's own efficiency.

This model "predicts" that the counter-intentional effect is more powerful in those characterized by low levels of self-efficacy and by deficient inhibitory mechanisms.

The primary school period is marked by numerous changes like, the adjustment to another working rhythm, a sequence of the work and relaxation periods totally different form the one in nursery schools, a different relationship with the classmates and with the class teacher and a higher workload than in nursery schools. Thus, the children need to internalize the related rules, to have their behavior more strictly controlled and to understand in a different way the human relations.

We use to say that in most cases our thinking is oriented towards achieving a goal like: problem solving, behavioral control or the updating of some information. There are also moments (when we do not have a precise purpose) of relation, boredom when a certain mental content is scanned semantically. When there is no precise purpose, a random trait of the content (an image, a thought, a desire, an emotion) is exemplified and a rapid search of the relevant information connected to the trait is performed. Thus, one can extract from his/her memory a thought connected to this and the process is repeated until one realizes that the thought has a specific purpose; this is the moment in which the subroutine of the purpose achievement is activated. When the intended mental control, competes with processes that need less resources, the probability to succeed is considerably higher when compared with tensed, stressed, time-pressed situations. The additional mental tasks will increase the possibility of having counter-intentional errors. Thus, in order to go through this age period (primary school) in an appropriate manner, it is more than welcomed any support which facilitates the child's understanding of all changes which he/she has to face and handle.

The available cognitive resources are always limited and insufficient. Any mental process, intentional control included, has to compete with other processes which need resources. Thus, it is advisable for the primary school student to have the best possible contact with his/her own resources. The metacognitive process refers to the cognitive representations and to the propositional attitudes which humans have about their capacity to implement an intention to control and about the efficiency of the respective control. It also includes the conscious and the unconscious feedbacks, which humans receive while or after the implementation of an intentional mental control. All the received information is included in a general scheme about the ability to succeed in general or when in a similar situation (Miclea, 1999).

A series of theories emphasize the inhibitory inefficiency of children in the context of an incomplete cognitive development, characterized by susceptibility towards inefficiency. Thus, Dempster claims that the resistance to interference represents a basic cognitive function which affects performance in various types of tasks. Among the experimental tasks which demonstrate sensitivity to interference one can include the ones that imply the switching of attention or of the type of given answer, the competition between stimuli or answers, respectively the changing of conditions necessary to administer reinforcement.

The optimal functioning at the level of the prefrontal cortex is done during early adolescence, the child's difficulty to resist interference being caused by the immature development of the prefrontal cortex. Thus, the resistance to interference represents a basal cognitive process, which is extremely important for the understanding of individual differences and development. The time span between six and ten years old or the end of the childhood age is in fact the period of early/primary schooling. The first four schooling years, even if they follow immediately after the nursery school years, bring major changes in a child's daily routine and in the events that govern his/her life (Bonchis, Secui, 2004). In spite of these changes, the child does not have the necessary robustness. The child is sensible, instable and gets tired quickly (Schiopu, 1997).

A reason is the main cause of a certain behavior. However, not any cause is a reason. The child's development towards the formation of his/her personality is mirrored by a series of reactions and manifestations occurring in the behavior he/she displays. The child might have the proper attitude, he/she might display diligence or he/she might express a greater or a lesser desire to learn. In other circumstances, the child might display nervousness or laziness (Oance Ursu, 1998). It is of utmost importance to understand the factors which influence the changes in a child's behavior (Cretu, 2003). At the basis of the child's attitude are various reasons, through which we understand the representations or the ideas which determine the action necessary to fulfill a certain need or an interest. "The individuals of a society are trained to enter an organization, an activity branch and eventually the labor market"[2]. Some psychologists claim that the pre-school student will manage to assimilate a content of knowledge or to assimilate a certain way of behaving, on condition that he/she unfolds a pleasant, attractive and accessible activity (Bonchiş, Secui, 2004).

The reasons behind an activity are not always evident to the child. "Family life is in fact the first school of emotions and feelings for any child" [3].

Towards the end of the pre-schooling period, the child learns under the influence of the impulses given by the adults around him, due to his desire to comply with his/her status of future student, which attracts him/her and also because of the desire not to upset his/her parents (Simon, 2004). Gradually, the child's motivation is increased by the nursery school teacher and then by the primary school teacher. Their psychological place and role is well defined for the children. The requirement to learn in order to satisfy a sort of family or personal identity feeling and to keep the parents' affection and the other's respects, remains a basic motivational structure for children and it is in general more tensional than motivational learning triggered by other types of motives (Şchiopu, 1997). During the nursery school period the child finds himself/herself at the intersection of three types of environment: family, nursery school and the social one, this last one being observationally crossed (the street, the shops, the means of transport, etc.). When the child reaches the primary school age, the dynamics of these environments changes and so does the child's reaction to them. Although, integrated in the same social life, the three components of the environment ask the child not only to adjust his/her behavior to systems which have different requirements under different tutelage, protection and affection conditions, but they also create a more profound apprehension of the diversity of the world and life in general, a more dense and complex decision making process, deep emotions, curiosity and a profound desire to learn in unusual circumstances (Cosma, 2001). During the schooling period, the child will switch from being a simple observer of the social life, to being actively involved in it. If in the beginning he/she is a mere spectator of the surrounding world, through the diversification of his/her house chores and not only, he/she is involved in various processes which take place every day. By going through these processes, the child learns the skills that are necessary for various tasks, becoming more and more prepared for a complete, independent adult life.

Starting from these theoretical aspects, the following general objective of the study was established: the picturing of primary school education through its essential dimensions- school adjustment, the conversational and relational space.

Work Objectives:

1. Identifying the differences in perceiving reality according to the subjects' age.
2. The enrichment of the relational and conversational space with the help of stories and exercises leading to the child's understanding of his/her position within the class, his/her relation with the end product-the story, the conscious reporting to others, a better relations with himself/herself and a more efficient group dynamics.

Work Hypothesis:

1. Enrichment of the experience of reality is different according to the subjects' age.
2. Enrichment of the conversational and relational space by means of group intervention.

Sample Description

The study was done on students from four primary school classes in Arad, as follows: one first grade with a students' average age of 6,89, one second grade with a students' average age of 7,65, one third grade with a students' average age of 8,04 and one fourth grade with a students' average age of 9,34. The number of students in each class was as follows: first grade (12 girls and 13 boys, 25 students in total), second grade (11 girls and 12 boys, 23 students in total) third grade (13 girls and 10 boys, 23 students in total) and the fourth grade (11 girls and 10 boys, 22 students in total).

Study Tools

The tools used during the study were: Early Schemes Inventory (scale for insufficient self-control), taken after Bouvard (2002), "The story with a given beginning" and "The six-step story". The story with a given beginning is a tool that aims to help the child discover and be aware of the relationships extant in his/her family of origin and of his/her role in that family. The six-step story is a tool that aims to help a child deepen his/her self-knowledge, starting from building up a character and following his/her adventures, the way he/she relates to dangerous situations, supportive characters, the way he/she fulfills the given tasks and the way in which he/she finds positive solutions to various situations.

RESULTS AND DISCUSSIONS

Hypothesis number 1. Starting the study from applying to each class the Early Schemes Inventory, the results point out the significant differences extant between classes, concerning the insufficient control, as it was expected (F=13,215 to p=001). By identifying the differences extant between classes, we proceeded towards establishing the objective for optimizing the control for both task achievement and the relational space.

"The story with a given beginning". This exercise allows the children to explore the space of their own families and the role they have within them. If during the first grade, it is more obvious the dependence a child has towards one of his/her parents, the children become more independent as their age increases. The building of the story pointed out the differences extant in the relationship between children and parents from the point of view of both the distance (greater in the case of older children) and closeness towards one of the parents. An element that appeared frequently in all the stories was the one referring to the time that the parents used to spend with their children. The results pointed out the amount of time that the children spent with their "nanny" or even by themselves.

These results can be related to the number of times the support character occurs in the "six-step story". Thus, in the case of children who display dependence on one of the parental figures, the support characters were either the mother or the father. However, in the case of children who spent most of their time with another person (grandmother, nanny or a family friend) the support characters were usually the embodiment of their friends. The discussions that followed the building up of the story clearly highlighted the differences in family life, ways of spending leisure time and the time spent working, playing or just having a talk. A problem that was observed at the level of all classes was the little amount of time that the children spent with their parents and the numerous hours spent in front of the computer or being "connected to various modern gadgets". When it came to leisure time, the results pointed out that most children were practicing a sport (basketball, football, dancing, etc.) but beside this activity, none of them was involved in any other type of outdoor activity.

"The six-step story". The first step of this technique is to ask the child to describe the main character of the story. The first graders were asked to draw the character because they did not know how to read and write. The results pointed out that the children perceived their body scheme, and in most cases the gender assignment was done correctly. The second, third and fourth grade students made up more elaborated descriptions and it was possible to observe a transition from physical descriptions typical for lower grade students, to a description that included the character's feelings and affective traits. The story continues with the building up of a mission in which the main character needs support and he/she needs to use his/her own resources so as to end the mission with a happy ending. Most personal resources were grouped around a few characteristics, such as: well-behaved, industrious, good. There were other characters having characteristics, such as: ambitious, strong, kind, clever, etc. At the first grade students, one can observe the existence of a more restricted list of qualities which evolves and ramifies as the children grow older. This is a normal thing due to the child's subsequent development and the guiding lines he/she receives in the school relationships concerning the desirable behavior. During the group sessions, we constantly pointed out the positive characteristics, as well as the possibility to make a change if the children found out that a certain aspect was not functional or did not meet their expectations.

Hypothesis number 2. When it came to the relational and conversational reality, the exercises focused on highlighting the reality of the class and the role and the place each student had within it. It was observed that the description of actions, characters and scenes in the story became more elaborate as children's age increased. That could be partially explained through the acquisition of new words, which enriched the children's vocabulary but also to the fact that most of the children read and some of them were literary gifted and even had an inclination towards presenting the world in a metaphoric way. However, the differences that appeared from one week to another were due to the working methods having been used. Thus, it was observed an evolution of the children's creativity; in the beginning the stories were short and had few details but as the time passed by and the children attended more story workshops, their stories became longer and contained plenty of interesting details. This evolution can be explained through the formation and development of skills, and acquirements during the workshops. The children learnt how to present real life objects and notions, and how to render the deepness of human relations (the discussions that followed each story offered additional data about how each student perceived reality). The workshops also favored a continuous work of creation. The exercises proposed during the research, facilitate the children's access towards their feelings, self-knowledge and the exercising of their analysis and auto-analysis abilities. The story analysis makes the difference between how the personal resources are structured as years pass by, and also points out how these resources are used. A very interesting aspect was related to the children becoming conscious of the resources they had. The results of the present study were discusses during parents meetings held at the level of each class. When working with the parents we focused on methods necessary to be applied in order to offer the child the quality time he/she needs and on ways to support the child overcome the difficulties encountered at school. The parents were invited to parents-children workshops, during which we focused on helping the parents discover their children's leisure activities and how the children perceived the parents' presence at the respective activities.

CONCLUSIONS & ACKNOWLEDGMENT

The challenge of a story creates a working space that facilitates the access to the inner-self, to the discovery of a group relation model, to the understanding of the role, which the children perceive and actually have within their peer group and in the relations with the adults around them. The feelings experienced during the exercises proposed by the researchers, were also explored. The working methods were chosen on the basis of the children's age and thus, they were easy to be applied. The discussions which took place throughout the research pointed out the children's possibility to make their own constructions and to be responsible for their own change. They also pointed out that it is necessary for the parents to be involved in the class and extra-curricular activities alongside the class teacher.

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THE EFFECTIVE TRIAD: IMPACT, DIGITAL CONTENT AND ADULT EDUCATION. A CASE STUDY APPROACH

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Abstract: *Lifelong learning, continuous learning, accessibility and quality of education and training systems in Europe play a decisive role in attaining the development of knowledge-based society. The paradigm of e-learning is expansively growing in adult education. The purpose of this paper is to assess the impact of e-learning and digital technologies in adult education. To achieve this goal a research study was conducted. The study proposed in this paper aims to point out the answers to the following questions: Does the digital content bring significant changes in adult learners? Is this type of educational content valuable for adult training? What are the contexts and conditions to produce effective learning by using digital content and technologies? The paper consists of four parts. The introduction is focused on the state of the art regarding e-learning, digital technologies and adult education. The second section describes the research design: research problem and questions, research goal and hypotheses, research methodology, research instruments and data analysis procedures. Furthermore, the third section discusses the research results. The fourth part reveals the conclusions of the study.*

Keywords: *adult learning, digital educational content, impact assessment*

1. INTRODUCTION AND CONTEXT

The European society crosses a period of profound social, economic and educational changes, whose main goal is the transformation into the most competitive and dynamic knowledge-based economy worldwide [3, 5].

Knowledge and innovation are its most important strengths comparing to other economies. Lifelong learning, continuous learning, accessibility and quality of education and training systems in Europe play a decisive role in attaining the development of knowledge-based society. The process of lifelong learning requires the ability to follow, continue learning and to organize one's own learning process. The key competences such as linguistic skills, mathematical abilities and digital technologies' (ICT) use are necessary to acquire processes and assimilate new knowledge and skills. European citizens are facing new barriers: linguistic and multicultural skills are becoming increasingly important on the European labor market and in European societies developed on a wide variety of traditions and cultures. New technologies change work processes requiring additional skills, stimulating the advance of knowledge-based economy [3]. The complexity of work responsibilities generates the need for updating and restructuring professional or technical competences, but also cross competences, so-called life skills.

In this context, adult education is an element of support and necessity for professionals who need to integrate and to practice efficiently in different professional and organizational environments. From the perspective of learning organizations, the investment in people is one of the effective ways of increasing the productivity, competitiveness and efficiency of the employees. Trilling and Fadel [5] reinforce this thesis by arguing the 21st century brought remarkable changes to professional environments. As the authors note, there are four powerful forces leading instructional designers to create new learning contexts, namely knowledge work, thinking tools, digital lifestyles and learning research. These four forces act in a double direction: they create the need and supply the tools and learning contexts to support new ways of producing learning. E-learning expresses best tools, environments and opportunities to respond to the professional needs.

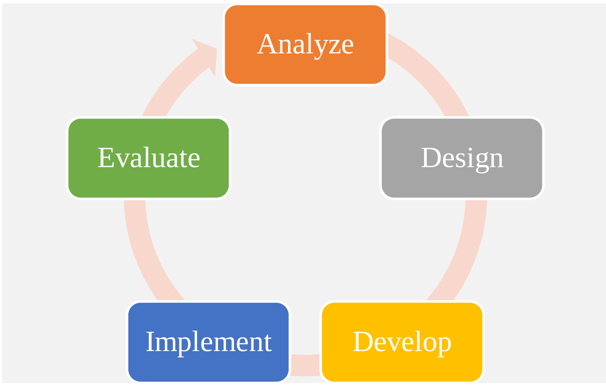
The paradigm of e-learning is expansively growing in adult education. However, the lack of clear and reliable evaluations limits the appropriate use of this innovative approach [4]. The answers the scholars have to formulate are not only related to the cost-effectiveness of e-learning.

The study proposed in this paper aims to point out clearly the answers to the following questions: Is e-learning effective? For what groups of learners? How do different learners respond?

Thus, the study translates in concrete results the impact of e-learning, namely digital educational content hosted by a learning management system (LMS) in adults' training. To support and clarify the research goal and methodology, the paper states the following definition of impact in the field of adult training: *the measurable results arising from the existence of an e-learning strategy that demonstrate a change in the learning activity for which the resource is intended*. In addition, the term ICT or digital technologies refer to a collection of computer-based technologies to support teaching and learning, communication and collaboration [1].

In order to assess the impact of e-learning in adult education, a research study was conducted. The context supporting this study refers to a number of public employees using a LMS and digital educational content (multimedia resources) to train their selves. The content was designed by following the phases and processes stated by the ADDIE (Analyze, Design, Develop, Implement, Evaluate) instructional design model [1]. Fig. 1 presents the chain processes of the mentioned model.

Fig. 1 ADDIE model



The following section describes the research methodology and focuses on training sessions.

2. DESIGN OF THE STUDY

2.1 Research problem and questions. The design of this research study was guided by the need of answering two main questions:

A. Does the digital content change something in adults' learning activity?

B. Is this type of educational content valuable for adult training?

In other words, the study will answer the question: *Which is the impact of digital content in adult learning activity?*

The research problem gathers two important aspects, operationalized as research variables: digital content, on one hand, and impact, on the other hand. As argued before, the impact is operationalized through a set of indicators measured during the implementation of the research project.

2.2 Research goal and hypotheses. The goal of this research is to investigate the impact of digital content on adult learning activity, focusing on motivation, performance, attitudes, and interests.

To achieve this goal, objectives and targets are linked to this goal. The usefulness of specific objectives is to guide, at a practical level, the research implementation. In the context of the study, the following general hypothesis (Hg) can be formulated:

Hg: Use of the digital educational content in the training process leads to a higher degree of efficiency in training. Research hypotheses operationalize Hg by referring dependent variables, namely motivation, performance, attitudes, interests, and learning outcomes, in relation to the digital content.

2.3 Research methodology. The research *sample* included 242 professionals working in the public sector participating in a training program based on the use of learning management system and educational digital content. The sampling design followed a theoretical and realistic approach based on the criterion of relevance [2]. All the public servants were purposefully selected based on their job's profile.

Fig. 1 and Fig. 2 describe subjects' gender and age distribution. Most of the investigated subjects are females, with a relative balanced age distribution.

Fig. 2 Subjects' gender distribution (*N* = 242)

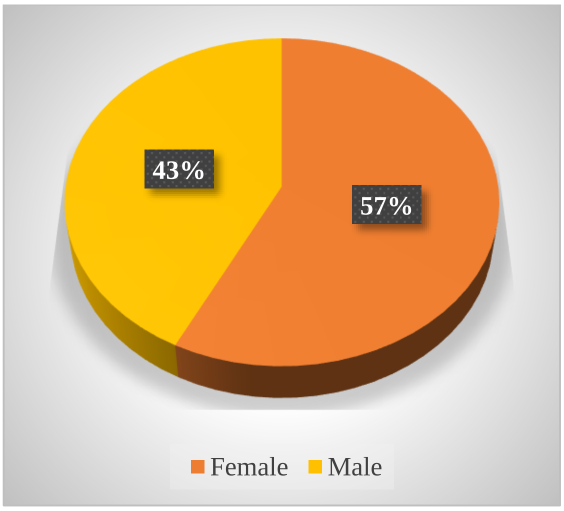
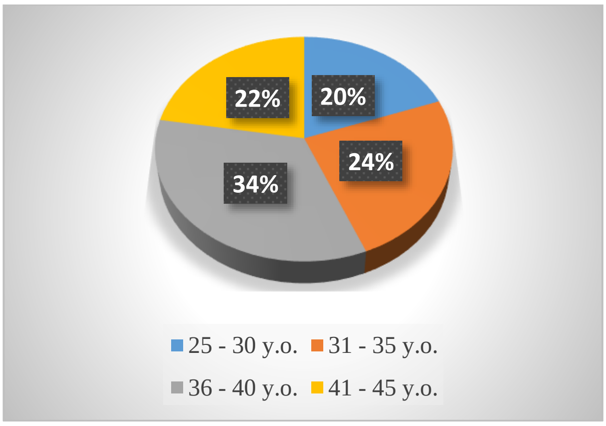


Fig. 3 Subjects' age distribution (*N* = 242)



Data collection procedures. The study followed a correlational design implemented in three phases: a) phase 1 consisted in profiling the participants; b) phase 2 refers to training's delivery; c) after the training session, the participants were re-tested. In the following, we briefly describe the three phases of the project.

The profiling phase consisted in applying different instruments to assess knowledge, motivation, attitudes and interests on learning, and expected outcomes. Before entering the formation program, the participants were tested to identify their level of ICT skills. All the subjects benefited of a training session regarding the use and features of the LMS. Thus, it can be assumed that participants had a comparable level of LMS usage skills. The participants completed a self-administrated knowledge test regarding their technical competencies. Learning, motivation, attitudes and interests were assessed by using dedicated questionnaires and interview protocols. The collected data was an input to design the digital educational content.

The second phase focused on training delivery. The training comprised both asynchronous and synchronous instruction strategies [1]. The total duration of the training was 120 hours of instructional time, from which

40 were dedicated to synchronous learning. The participants benefited of a virtual classroom LMS module, where an instructor guided them to solve general and specific tasks, where they could ask questions and discuss the previous topics.

The training goal was to improve both cross and technical competences. This goal was refined after conducting the needs analysis [6] as the first part of the ADDIE instructional design model. The needs analysis process revealed the participants were willing to improve their ICT skills (such as using text processors, data mining tools, internet searching), but also communication and negotiation skills. Communication in foreign languages represented a significant needs area. Regarding technical skills, the participants attended courses on quality management, financial management, European funds, performance management and project management. According to their level of information on these topics, the participants followed the modules either for beginners or for advanced learners.

The courses addressing cross competences proposed the same level of difficulty for all the participants, excepting the foreign language courses (designed based on the European language framework).

During training sessions, the participants were able to share with their fellows by using the forum module or with their instructor by accessing the email or chat services. To facilitate self-paced learning, the training courses by the following structure. A course comprises several learning sessions. One learning session equals an hour of learning time divided into learning objects (LO) with a duration of 5-15 minutes each.

The training covered 8 months. Traffic reports revealed that participants were logged in for at least 2 to 3 hours per week.

After conducting the training, the subjects were re-tested in order to evaluate the impact of the program. A hybrid research methodology, blending traditional quantitative and qualitative research methods (questionnaires and interviews) was preferred to support the correlational design.

2.4. Research instruments. Many different methods and tools can assess the impact of digital technologies on adult learning. As argued before, learning motivation, attitudes, interests and performance operationalized the impact of ICT. A qualitative and quantitative mix of research methods and tools instrumented both testing moments (before and after the training program).

Firstly, knowledge tests were applied through the LMS platform. To understand better motivation, attitudes and interests on learning, two research instruments were designed: the LIMA questionnaire and an in-depth interview protocol. LIMA questionnaire comprised two scales [7], namely motivation scale (MS) and attitudes scale (AS). The MS scale [7] focused on both intrinsic and extrinsic motivation, comprising items guided by previous qualitative research [7]. The AS scale encompasses other five subscales: enjoyment of learning, self-confidence, control of the learning process, self-concept as a cognitive subject and relevance of learning. The 50 items of LIMA questionnaire were Likert rated, having a good internal consistency of each scale (MS *Chronbach's alpha* = .89, AS *Chronbach's alpha* = .87).

The in-depth interviews aimed to explore deeper the participants' opinions on learning motivation and attitudes. The interviews were conducted after applying the knowledge tests and LIMA questionnaire.

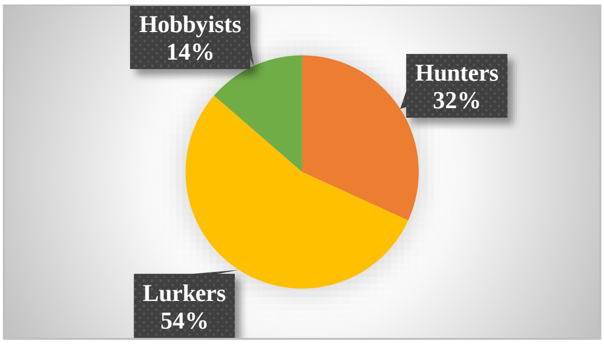
After the training program delivery, the participants were re-tested by using the same instruments. In addition, the interview protocol included a section dedicated to learning the experience in digital environments.

2.5. Data analysis procedures. To analyze narrative data collected through in-depth interviews, content analysis was performed. Content analysis supposed a systematic coding operation.

Statistical analyses were conducted to analyze quantitative data. The psychographic segmentation (based on K-Means cluster analysis and factorial analysis) reveals three segments of learners, according to their learning motivation and attitudes: a) the Hunters; b) the Lurkers and c) the Hobbyists (**Error! Reference source not found.**.

The Hunters have low intrinsic motivation, looking to achieve future career aspirations, to gain qualifications or to satisfy employer's requirements. Financial support or incentives are a powerful method to motivate Hunter employees.

Fig. 4 Clusters' distribution (N = 242)



The Lurkers are extremely low motivated to improve their personal or professional skills. If needed, they will involve in a training program just to earn some instant gratification (such as promotions or bonuses). The Hobbyists are intrinsic motivated, willing to participate in training programs in order to share with their fellows, to develop technical capacities or become more competitive. In addition, the Hobbyist think financial incentives are an appropriate way to acknowledge their personal efforts.

The following section of the paper discusses other clusters' characteristics.

3. DISCUSSIONS OF THE RESEARCH RESULTS

The frequency analysis revealed that an impressive majority of subjects (96%) low motivated lo learn and increase professional capabilities. Depicting the composite score of learning motivation showed relevant differences among the structural elements of motivation. Table 1 synthesizes values of statistical indicators relevant in conducting a diagnosis of subjects' level of learning motivation. The means calculated for all the structural elements of learning motivation indicate a gap between intrinsic and extrinsic motivation. There is a statistically significant difference between them, p = .002. The subjects respond better to financial or material rewards than they do to personal gain, which is not a productive behavior for learning efficiency.

Table 1 Learning motivation before training (N=242)

Learning motivation	*Mean 1*	*St. dev.*	*Min.*	*Max.*
Learning motivation	2.57	.27	1.75	3.25
To achieve future career aspirations	3.49	1.13	2.00	5.00
To gain qualifications	3.45	1.14	2.00	5.00
For personal development	1.96	0.82	1.00	3.00
To develop skills, experience and knowledge	2.58	1.11	1.00	4.00
By receiving professional support, information, advice and guidance	2.05	0.85	1.00	3.00
By receiving support from peers	2.01	0.80	1.00	3.00
By a style of learning or learning environment	2.00	0.80	1.00	3.00
For entertainment and interest	1.93	0.79	1,00	3.00
As an employer requirement	2.93	1.38	1.00	5.00
As a productive use of time	2.06	0.81	1.00	3.00
By financial support and incentives	3.99	0.81	3.00	5.00
To widen options and increase opportunities	2.48	1.12	1.00	4.00

Learning attitudes are consistent with subjects' low learning motivation (Table 2).

Table 2 Learning attitudes before training (*N=242)*

Learning attitudes	*Mean*	*St. dev.*	*Min.*	*Max.*
Enjoyment of learning	3.32	0.76	1.50	5.00
Self-confidence	3.27	0.77	1.50	5.00
Control of the learning process	3.25	0.82	1.67	5.00
Self-concept as a cognitive subject	3.19	0.73	1.33	4.83
Relevance of learning	3.17	0.84	1.33	5.00

The means calculated for all the five subscales regarding learning attitudes indicate a relatively positive attitude, but not strong, enough to support self-regulated and effective learning.

Consistent with quantitative data gathered through LIMA questionnaire, qualitative data point out relevant behaviors to sustain the need to change the strategy in adult learning. As argued in a previous section, the three psychographic segments of teachers, Eraser teachers, Wood teachers and Sharp teachers, will guide the discussion of the empirical results.

Learning attitudes and motivation vary among the three psychographic segments.

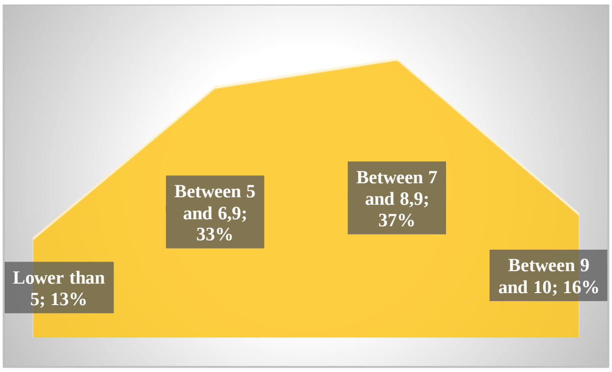
The Hunters do not have a clear career path, and they are always looking for better opportunities. They agree to learn is relevant if it increases the opportunities for promotion or other types of career advantages. The Hunters are young professionals, aged 25-35, both females and males. They do not enjoy learning but have a well-defined self-concept as cognitive subjects. In their opinion, learning is relevant if widens options, increases opportunities or is an employer's requirement. In addition, the Hunters focus on improving their qualifications' portfolio. Otherwise, they do believe adults can learn and adapt to new employment contexts.

Unlike Hunters, Lurkers are low motivated persons, who do not believe adults are able to learn. Learning is not a specific activity for mature professionals as they identify their selves. Thus, Lurkers have a negative perception on their selves as cognitive subjects. Most, they feel learning is a requirement, a will of the employer and they cannot control this process. Financial gains and material incentives act as strong extrinsic motives to support learning. Comparing to other two segments of subjects, the Lurkers hardly initiate the learning process as an intrinsic need. Unlike Hunters, Lurkers have a clear career path, feeling they do not need to change anything or to look for greater opportunities. The Lurkers are mature professionals, aged 35-45 (most of them are 40-45 years old), mostly females. In the context of the study, it was expected this category would show the greatest resistance in adopting the digital technologies in training.

The Hobbyists are the smallest segment in the investigated sample. They perceive learning and training as an intrinsic need, in order to increase personal and professional capabilities. The Hobbyists are highly self-confident. They affirm learning and training are powerful tools to become more competitive in the work field. However, learning is not an organizational need only, but an individual one. This category of subjects manifests interest in learning for personal development too. In their opinion, collaborative learning is as useful as individual learning. Hobbyists are intrinsic motivated; their training activity non-related to job requirements sustains this fact. Outside of the work environment, most of the Hobbyist attended at least one course for personal development in the last three years. The Hobbyists are mostly young males, aged 25-35.

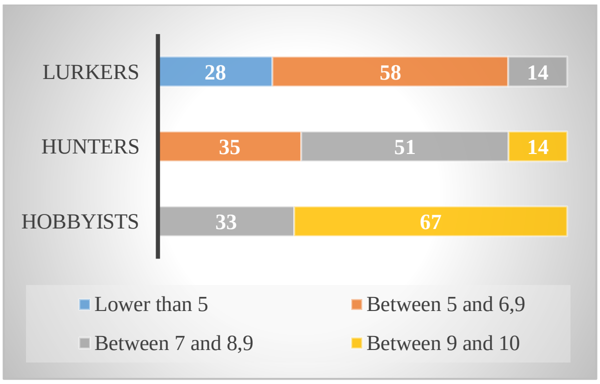
The results in the knowledge tests are consistent with the data collected through the LIMA questionnaire and interviews. Fig. 5 and Fig. 6 describe subjects' results according to their results on knowledge tests.

Fig. 5 Subjects' distribution according to knowledge tests results (*N = 242)*



The most of the respondents (70%) have average performance on knowledge tests. They obtained grades between 5 and 8.9.

Fig. 6 Psychographic segments distribution according to knowledge tests results (*N* = 242)



As expected, The Lurkers are the subjects with the lowest performance. Most of them (58%) have grades between 5 and 6,9.

The Hobbyists and the Hunters have good performance: 67% of Hobbyist are between 9 and 10 while 14% of Hunters obtained the same performance.

The training program addressed both technical and transversal competences. At the end of the program, subjects were re-tested. Statistical analysis reveals there a significant difference between the two measured moments. Table 3 and Table 4 present the values of learning motivation and attitudes variables after the training program.

The training program improved participants' learning motivation (*Mean 2 > Mean 1).* Unlike the variables regarding the extrinsic motivation for learning, statistical analysis flag significant differences between the components referring to intrinsic motivation.

Table 3 Learning motivation after the training (*N = 242)*

Learning motivation	*Mean 2*	*St. dev.*	*Min.*	*Max.*
Learning motivation	3.20	0.36	3.20	0.36
To achieve future career aspirations	3.93	0.84	3.93	0.84
To gain qualifications	3.51	1.09	3.51	1.09
For personal development	2.95	1.41	2,95	1.41
To develop skills, experience and knowledge	3.50	1.07	3.50	1.07
By receiving professional support, information, advice and guidance	2.99	1.43	2.99	1.43
By receiving support from peers	2.98	1.43	2.98	1.43
By a style of learning or learning environment	2.57	1.16	2.57	1.16
For entertainment and interest	3.07	1.35	3.07	1.35
As an employer requirement	3.01	1.42	3.01	1.42
As a productive use of time	3.12	1.35	3.12	1.35
By financial support and incentives	4.06	0.82	4.06	0.82
To widen options and increase opportunities	2.67	1.30	2.67	1.30

For instance, before the training program, learning for personal development was not an important motive to support learning (*Mean1* = 1.96). The training program changed participants perceptions in a positive direction, and they declared that they could improve their personal capabilities by learning (*Mean2* = 2.95; *Mean2* > *Mean1*, *p* = .000). Other improvements point the entertainment and interest as motives for learning. Before the training, most of the subjects did not agree that learning in adult age could be enjoyable (*Mean1* = 1.93). By using digital technologies and appropriate digital educational content, they changed their opinions (*Mean2* = 3.07, *p* = .000). The *t*-test is significant for the pair learning motivation before and learning motivation after the training (*t* = 22.153, *p* = .000). Expressing the results of the study in terms of the size effect, confirms the hypothesis that ICT has a positive impact on adult learners motivation. Cohen's *d* value (*d* = 2.09) indicates that the training program had a very large effect on participants' learning motivation. Lurkers and Hunters are the subjects who improved best their learning motivation. In addition, the use of ICT had a positive impact on attitudes on learning. All the means calculated for the five subscales of learning attitudes are greater than those before starting the program are. Self-confidence raised after using digital technologies for learning (*Mean2* = 4.42, *Mean1* < *Mean2).*

Table 4 Learning attitudes after the training program (*N* = 242)

Learning attitudes	*Mean*	*St. dev.*	*Min.*	*Max.*
Enjoyment of learning	4.31	0.50	2.27	5.00
Self-confidence	4.42	0.45	3.17	5.00
Controlling the learning process	4.35	0.40	3.32	5.00
Self-concept as a cognitive subject	4.39	0.47	3.17	5.00
Relevance of learning	4.36	0.53	2.27	5.00

Great changes of the self-confidence variable were measured especially for Lurkers, the category of subjects characterized by the lowest values of this indicator.

The *t*-test is significant (p = .000) for all the five pairs referring to the scale of attitudes on learning. Table 5 summarizes the size effect of the training program on learning attitudes.

Table 5 Size effect indicators

Pairs	*t*- test	*Cohen's d*	*Size effect*
Pair 1 Enjoyment of learning	21.433	1.54	Large
Pair 2 Self-confidence	25.557	1.84	Large
Pair 3 Control of the learning process	22.294	1.64	Large
Pair 4 Self-concept as a cognitive subject	23.294	2.67	Large
Pair 5 Relevance of learning	22.000	1.72	Large

As argued in the first section of this paper, the impact encompasses also the learning performance (learning results). If before the training program most of the participants registered average performances, the training program best improved Lurkers and Hunters' technical performances. The Hobbyists scored better in courses addressing cross competences.

4. CONCLUSIONS

The research confirmed the general hypothesis (Hg) that the use of ICT in adult learning has a positive impact. The results are visible for all the psychographic segments we were able to identify, namely Lurkers, Hunters and Hobbyists. However, to give an answer to the research question asking on whom ICT has a greater impact, it is possible to conclude that Lurkers and Hunters had the most visible changes in their learning behavior. They increased intrinsic motivation for learning, discovering that learning is enjoyable and can be more effective in collaborative contexts. The fact the training program blended both asynchronous and synchronous learning sustained the development of self-confidence and self-perception as a learner. At the beginning, the Lurkers expressed that they are not able to learn and their work environment is not so demanding. However, the training altered their perceptions in a positive way. Lurkers and Hunters discovered ICT supports them to ask questions and receive a piece of advice without being uncomfortable in such a situation. For the Hobbyist, the training was an opportunity to change their perceptions on the work environment. Pre-test results revealed the Hobbyist believe the work environment was not so learning supporting. Collaborative tools offered the contexts to share with their fellows and discuss issues and options. In this way, new opportunities were created.

To conclude this research results, the digital technologies have the potential to support adult learning, but further research is needed.

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IMPLICATION OF PARENTAL AGGRESSION IN CHILDREN PERSONALITY DEVELOPMENT

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Motto. „Human being need love. Life without tenderness and without love is nothing but a dry mechanism, creaking and heartbreaking". (Victor Hugo)

***Summary**. The researches made in psychotherapy field have proved the importance of child's relathionship with his group affiliation and with his family, as a prereqiusite for balanced development of child's personality and his social optimal integration. Based on this researches, we have found that the best predictor for a harmonic child's development is given by the relationship seted between child and his family members and the effective communication within family. For the investigation we aimed to specifically evaluate how the child relates to other family members using structured psychological interviw and observation, we have continued the investigation of the personality using clinical evaluation instruments and for the personality's restructuring we used individual and family psychotherapy. Our desire was not only to determine and to investigate the causes of the disorder but also to implement psychological activities in order to improve child behaviour. We have considered that the relathionship that they have and effective communication can lead to personality rebalancing and to a good intergration both in the family and in the psycho-social area (school).*

***Keywods**: aggresion, children, parents, psychotherapy, personality, behaviour.*

1. Introduction

In psychology is especially used the concept of aggression while in sociology it is used the concept of violence .

The aggression is related to the bellicose nature of a person. This concept characterize the dynamism of a subject that does not run because of difficulties or fight. (Psychology Dictionary, 2000). For many psychologist the agression is closely related to frustration: a child who is not free to play, clamp because his anger or offend people around him . Aggressiveness in children is manifested also when he has profond dissatisfaction or when the affection is missing him, he is not valuated or he does not sleep enough. When parents assess to the children certain standards on learning or discipline and the child cant reach them the parents extremely punish them, these can lead to revolt or breaking -up the child 's personality. Learning this aggressive role is another issue in child and adolescent aggression manifestation. When talking about adolescents the aggression have a central place. Certain questions appear every time we talk about aggression: does it develop individually or in group? Does it have common causes for all ages and some specific causes for teen-agers ? The researches show that the aggression is not specific only for adolescents, since Antiquity the aggression is described as a particular disposition of this period of time. In this stage of life, there are psysical, psychic and internal disturbances leading to that distinctive effervescence regarded as normal for adolescents. The aggressivness is felt by the adolescents even when it is not active as a psysical or verbal behaviour (Clerget Stephane, 2008). The adolescent feel the aggression even outside him when he attache his own aggression to the others. Thus, Ariana belive that her teachers have somenthing against her, in fact is about internal elements who projects to other people. External elements are family and school environment. The children and teen-agers are extremely sensitive to family and school violence. The violence of the adolescents has economical and political causes, this causes resonate with other factors. Another reason lies in the models offered by mass media, by movies and materials realized by television and journalism. The family environment has an important role in explaning the existence of aggressive behaviour in pre-school and school age children. We are loved and we love as a child in our strong relathionship with our parents, brothers and sisters. This love confirm the idea that we are appreciated and important. The opposite of love is hate, the rejection. The person who does not feel loved is frustrated, has a state of anxiety. Who can live without love, appreciation, understanding and respect? For the child, love is a requirement for growing and for an healthy and harmonious development. Love is the nurture for the soul of which human being need to exist. The child will hardly survive and he will feel troubled and lonely without love. The smile, appreciation, attention can be as effective as money or sweets (Bandura, 1969).

Any kind of abuse on children lead to serious behaviour disorders, to delay in psysical and emotional development and occurrence of psysical and verbally aggression in relationships with others. The child absorb the emotions with all his senses and if senses „tell" him that he is wanted, loved and important the child know who he is and what he represents in this life, avoiding to always look for love proofs from those around him.

The abnormal behaviour and poor communication are rooted in issues related to poor communication. For the range of the child we must observe the context and the moment of its occurrence, consequences of behaviour. An action is maintained by its consequences, therefore it is necessary to change the attitude to promote and mantain a new behaviour.

2. Parental behavioral training

Most family therapist have as a working hypothesis that the family not the individual is the problem, so that the whole family is convinced to solve the problem (Michael P. Nichols 2005). On the other hand, it is also accepted the parent's point of view that the child is the problem and the therapists meet in sessions with only one parent and the child. Guess who's missing? We assert that a child has a problem but not the child is the problem.

Working hypothesis: the root of the children's problems consist in providing inconsistent or innapropriate consequences for behavior problem (Patterson & Brodsky, 1966) and the failure to support positive behaviour (Patterson & Forgatch, 1995).

The training consist in strengthen the change in small steps. Family management involves the agreement between parents to make some changes due to the changes made by their children. Giving and taking rewards and punishments based on children's behaviour (sending them in their room, sitting in the corner).

3. Nonviolent communication

Is a powerfull process that inspire human connections and compassionate actions. Known as „Giraffe Language" nonviolent communication can help prevent and resolve conflicts and to improve communication and needs satisfaction. It provide practical instruments that can be applied in educational institutions in bussiness area and in industry, psychosocial industry, politics and family (Marshall B. Rosenberg, 2005).

Nonviolent communication teach us empathy and honesty language, thereby increasing goodwill, it is also described like „the language of the soul". It help us to avoid an aggressive language which may hurt souls awakening human being resentments and reducing confidence with decreased self-esteem. We learn throughout our life experineces that we are responsible for our choices, for the content of our language, the way we speak must have as a reason the symapthy rather than fear, the guilt or shame.

4. The effects of non-violent communication

- strenghthening the capacity to build relationships based on compassion, appreciation and respect;
- the power to cleary hear the feelings and the needs of others;
- developing the ability to clearly formulate requests that can enhance the chance to get what we want;
- prevention and resolution of conflicts;
- shorting the thinking pattern that lead to anger and depression.

5. Educational measures to reduce aggressive behavior

- valorization of desirable behavoiur in terms of social and moral values;
- providing a healthy environment in which the child can receive care, support and affection;
- the parental couple, family have to be a model;
- child and family counseling.

6. Goals of psychotherapy

- dismantling symptoms and improve behaviour;
- unlocking the resources and awaking latent potential with their effect of individual development;
- developing alternatives;
- reduce aversive behavior;
- increasing family hapiness by forwarding positive behaviors;
- effective, authentic communication skills;
- learning the art of negociation;
- learning to solve problems in a constructive way;
- develop new interests, interest for each other, increase family cohesion.

7. Case study: Andrew

Anamnesis: Andrew is a 9 years old child with superiour intelligence. His parents are intellectuals, busy all day with their jobs having performance in their career. Andrew has two smaller brothers who were bred by grandparents and nanny, the parents were coming home late in evening. Andrew's mother has supervised his homeworks in the evening when she was available. The father does not communicate enough with Andrew because he comes late in the evening and tired and he go in his office to perform certain activities such as the documentation for his profession or reading. Father is paying attention to how the child is fed and he impose certain requirements on food choices and body weight. Andrew is bored during the class, he is playing like a clown, he aggress his classmates and he hurt his grandparents talking bad with them. Grandmother and the nanny informed his father about his acts of indiscipline and he was punnished for his behavior with critics and beating. Recently Andrew has beaten his grandmother and the nanny. He is taking medication prescribed by the psychiatrist but the violent behavior was not changed. When father come at the office with Andrew, the child keeps a certain psysical and emotional distance, he seems to not be attached by his father.

Psychosocial factors thet caused child aggression

- lack of affection and time of the parents;
- the high requests of the school and family for learning and behavior;
- the frustration because of the diet imposed by his father;
- the criticism, nagging and depreciation of the child by grandparents and parents;
- conflict of parents in the presence of the child;
- psysical and emotiobal abuse of the father.

Clinical and psychotherapeutic strategies

- psychological evaluation by the family test, tree test, raven test;
- therapeutic scenarios, stories and metaphors;
- modeling, drawing;
- therapy centered on goals and solutions;
- family therapy with parents and grandparents.

The effects of psychotherapy

- rebalancing the personality and its restructuring;
- redefinition of certain labels and behaviors;
- spending quality time with parents;
- effective communication with the family;
- reduce the conflicts between parents and avoiding this in the presence of child;
- improvement child's behavior and his integration in the classroom.

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THE TEENAGERS AND YOUNG BEHAVIOUR, DETERMINATION AND SELF-ADJUSTING VALUES

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Abstract: *The values and their organization during teenage years represent an impotant acquirement for personality and their impact have importance both short and long terms regarding person's behaviour during the life. We consider the determination an essential element in choosing certain values for teenage years. Organization of the character who constantly express in different contexts of life depends on how human values organize in this sensitive period of life of each person, even if this values remain at a subconscious level, they represent reactions that preced and direct human behaviour. The motivation for choosing the theme and performing the research is expressed by the interest that we have for this age and for the proper organization of the values. We started from the premise that the values constitute a "capital", perhaps the most valuable of the human being and according this, the human can be shown in good advantage; in this way, he adjust to social contexts in a suitable, flexible and realistic way, he create successful socio-professional and interpersonal relathioships and live in harmony with the other people. Hoping that this study reveals in an authentic way the essence of the psycho-moral values internalisation, we wish we can contribute to socio-psychological education of teenagers. They represent the basis of future society and certainly they will bring their contribution in maintaining and creating positive attitudes for the values promoted by romanian society. The purpose of research is to identify and to orientate personal and interpersonal values.*

Key words: *teenager, behavior, determination, values, character, self-adjusting, personality.*

1. INTODUCTION

This work can be considered as a possible reflexive and critical-constructive exercise about the problems of adolescence, the teenagers being a category/sample of youth, most explosive, most researched and interdisciplinary approached.

The adolescence crosses everywhere today a non-values, challenges and incertitude troubled world.

Romanian teenagers quickly follow the adolescence's crisis.

The reversal of values in transition society disturb the creation of personal system of values with consequences for practical behavior of each person and for choosing the way of self-achievement.

The work that we have developed attempted to approach this world in a psychological and pedagogical perspective without neglecting axiological, sociological and anthropological perspective.

2.DEFINITION OF CONCEPTS

The origin of the **adolescence** is in the latin verb ”adolesco-ere”, which means „to grow up”, „to develop”, „to become strong” and it emphasize the biological maturation and psychological development specific to this age. **The adolescence** is a transition stage that connects the child phase with the adult phase, the self and its elements: psysical, sexual, vocational, moral – spiritual are now defined. The moral-spiritual identity, refers to ethical dimensions of each person, to the principles that will guide him during the life, to all that means spirituality. It is the stage when moral development reaches self acceptance level, from voluntary compliance to ethic, it force preconventional stage – the acceptance of decisions to avoid the punishment and conventional conformity with the role- the acceptance of decisions in order to maintain the relathionships. (L. Kohlberg).

The adolescence is between 14 and 20 years, and it is followed by post-adolescence untill 25 years old (Crețu,T., 2003, p. 297); it is characterized by many changes and transformations, and for this reason it was considered by de J.J. Rousseau ”a second birth” or ”an essential moment in human psychic developmet” according to N. Lehalle.

The behaviour is a term introduced in scientific psychology by Pierre Janet, and it means ”the acvity and the action, internal-subjective and external-motive and always considering the unity between psychic and behaviour.” (as cited in P. Neveanu, 1978). Janet introduced in psychology the concept of behaviour, this meaning all visible manifestations oriented to „ outside”, and also meaning all invisible processes for organize and control it. More precisely, the behaviour represent all the acts of an individual from the simplest(movements) to the most complex (reasoning), goal oriented and full of meanings. According to the french psychologist, the behaviour unifies and synchronizes as an unity the behaviour and the subjective innner life.

The determination is a superior form of psychological adjustment, it represent one of „the highest levels” of mental determination. (Zlate, 2000, p. 215). We consider very appropriate to put the determination in the system of *adjustment/selfadjustment forms and mechanisms*, whose main role is to optimize the behaviours in order to achieve a particular objective with adaptative value.

Voluntary action is ”an action in the present which synthesize the archeology of the system and its reflexive capabilities (so it is complex and it is singular and personal) for action in a rational and present reality and to initiate beyond reason itself” (Beauvois, J.L., Ghiglione, R., cited Zlate, 2000 ,p. 215).

The character is a self-regulating system of values, attitudes and traits, it appears as a relatively stable element, also having an adaptative value. For Klages, the character is nothing but “the determination morally organized”. Other authors define the character as “the characteristic of personality enlightened by intellect, supported by feeling and directed by determination to take an attitude toward reality” (Zisulescu, S., Caracterul, 1978).

The values are „explicit or implicit conceptions about what is desirable” (Vlăsceanu, L.,). They are not direct observable, it involve cognitive, evaluative, social, cultural, spiritual, emotional elements, and are relatively stable over time. They can determine behaviors and attitudes, they are determined and also determine the features of socio-cultural milieu, are interconnected with other values. The changes in romanian society had an impact in the structure and the functions of the family and in fixing the values at teenagers and young people (Moraru, A., 2006). The values are existential milestones of a person that help us to make choices raported to certain standards.

Personality constitute ” a dynamic organization of psychopsysical system, which determine a characteristic way of thinking and behavior” (Allport, G., 1991).

3. RESEARCH METHODOLOGY

3.1. RESEARCH OBJECTIVES

(1.) Identifying the main personal values that are currently accepted by the teenagers;

(2.) Setting the dynamic of personal and interpersonal values as subjects get older and acquire another professional status;

(3.) Identifying the personal and interpersonal values specific to boys and girl.

3.2. RESEARCH HYPOTHESIS

(1.) **Main hypothesys: It is a ssumed that there are cores o f specific values at adolescence and these are influenced by gender.**

(2.) **Secondary hypothesis: It is presumed that the age of teenagers is a differentiator/modulator factor in terms o f values orientation.**

3.3. RESEARCH SUBJECTS

The study was conducted on a total **of 97 subjects,** high school students from Bucharest and Constanta, we also explored in a realistic way the values of youth. In terms of biological gender, a total of 31 subjects are males (32%) and 66 girls (68%). The sample contains more girls than boys due to the humanist characteristic of high schools and universities where we applied the instruments.

3.4. RESEARCH TOOLS

Quantitative

3.4.1. Inventory of interpersonal values, SIV Questionnaire. The research was centered on a questionnaire pre-tested and validated by the Center of Applied Psychology in Paris.

This tool tries to provide measurements for a category of values, interpersonal values:

- Dependence (S);
- Conformity (C);
- Social Consideration (R);
- Independence (I);
- Benevolence (B);
- Order/Management (L)

3.4.2. Adolescent's significant values list: We built an instrument that includes a number of 40 values that subjects must prioritize according to the importance they attach to the value. The hierarchy is made according grade 10 to the most important value, grade 9 to the value on the second place and so on until grade 1 considered as the less important value for the subject.

Only 10 of the 40 values presented will be noted, according to their importance, the scale could be assimilated to those ordinary

Qualitative

3.4.3. Focus group

3.4.4. Case study

3.4.5. Descriptive dimension

All qualitative tools emphasize personal biography and social side.

3.5. RESEARCH RESULTS

Table no.1 – Subjects distribution according to their gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masculin	31	32,0	32,0	32,0
	Feminin	66	68,0	68,0	100,0
	Total	97	100,0	100,0	

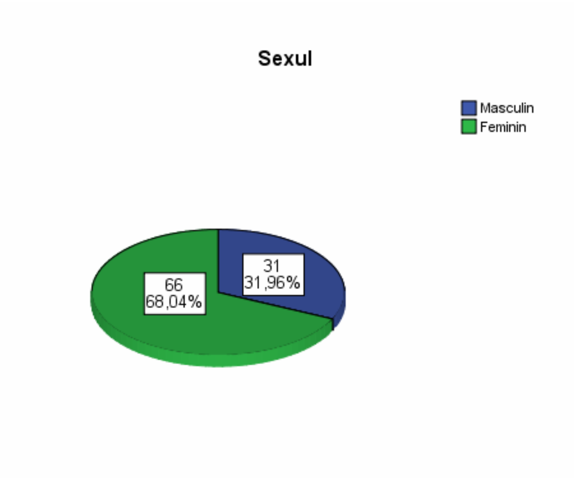

Figure no.1 – Structure chart of subjects distribution according to their gender

Regarding the age, the 97 studied subjects are betweeen 13 and 26 years old, average age is 18,5 years, median is 18 years and modul is 18 years. The amplitude of this distribution is 13 years, and standard deviation is 2,53 years.

Table no.2 – Subjects distribution according the age

Statistics

Subjects age

N	Valid	97
	Missing	0
Mean		18,57
Median		18,00
Mode		18
Std. Deviation		2,533
Skewness		,882
Std. Error of Skewness		,245
Kurtosis		1,445
Std. Error of Kurtosis		,485
Range		13
Minimum		13
Maximum		26
Percentiles	33,33333333	18,00
	66,66666667	19,00

The distribution is asymmetrical positive (Skewness=0,88; Standard Error Skewness=0,24) subjects with small age are prevalent and leptocurtica (Kurtosis=1,44; Standard Error Kurtosis=0,48) distribution have a large uniformity age around central tendency. Subjects age is not a normally distributed variable.

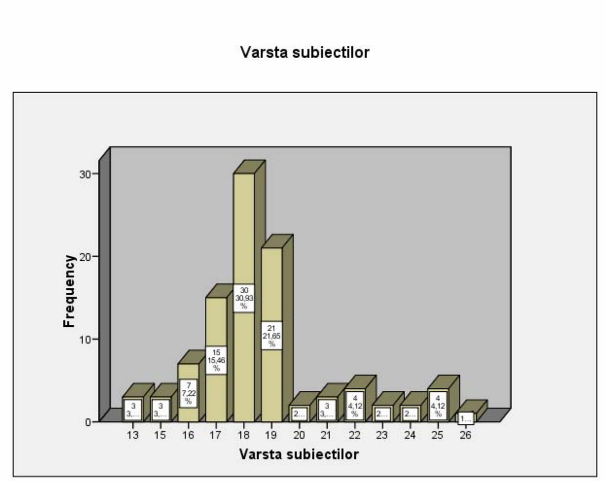

Figure no.2 – Bar chart of subjects distribution according the age

<u>Main hypothesys</u> : It is assumed that there are cores o f specific values at adolescence and these are influenced by gender.

Meaningful values list for teenagers indicates us the orientation of subjects in terms of personal values that they choose.

Table no.3 – The choices and rank average for values list

Statistics

		Adaptability	Truth	Affection	Ambition	Self-Control	Good leade	Good self-image	Good Communication abilities	Successful Career	Marriage and family
N	Valid	11	29	16	26	19	9	11	11	31	35
	Missing	86	68	81	71	78	88	86	86	66	62
Mean		5,82	4,55	5,81	3,92	6,00	5,33	4,64	7,27	4,90	3,54

Statistics

		Money Earnings	Moral behavior	Conscien	Courage	Dignity	Open to new	Discretion	Balance	Empathy	Generosity
N	Valid	32	11	8	40	18	13	2	13	1	21
	Missing	65	86	89	57	79	84	95	84	96	76
Mean		5,41	5,36	5,50	5,08	5,06	4,77	7,00	6,92	5,00	5,10

Statistics

		Indulgen	Impartation	Confident	Initiative	Education	Freedom	Mediator o conflicts	Problem solv oriented	Patriotism	Persuasiv
N	Valid	18	1	8	8	19	30	5	5	2	2
	Missing	79	96	89	89	78	67	92	92	95	95
Mean		6,00	5,00	7,25	4,63	6,74	5,60	6,60	7,00	5,00	7,50

Statistics

		Amiability	Power to influence	Patience	Respect	Help for person in need	Delicacy	Humility	Solicitude	Tolerance	Vigilance
N	Valid	38	7	20	35	10	10	3	1	7	14
	Missing	59	90	77	62	87	87	94	96	90	83
Mean		5,84	7,14	6,85	6,00	6,90	5,40	5,00	8,00	2,14	7,29

Meaningful values list for teenagers indicates us the orientation of subjects in terms of personal values that they embrace.

Using a simple frequency analysis we found according to the tables and graphs that the size of "courage" has the largest number of choices, 40. Next is "friendship" with 38 choices, the "respect", the "marriage" and the "family" each with 35 choices, "money earnings" with 32 choices, "successful career" with 31 choices and "freedom" with 30 choices.

Significant personal values choosen by the subjects of research, in order of the importance, are:

1. *Courage*
2. *Friendship*
3. *Respect*
4. *Marriage and family*
5. *Money earnings*
6. *Successful career*
7. *Freedom*

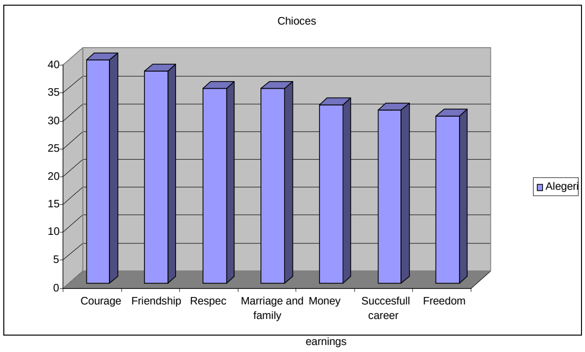

Figure no.3 – Bar chart for the most frequent values.

Insignificant values located opposite, chosen by the research's subjects are:

1. Problem solving orientation
2. Mediation of disputes
3. Humility
4. Discretion, patriotism and persuasion
5. Empathy, communion and solicitude.

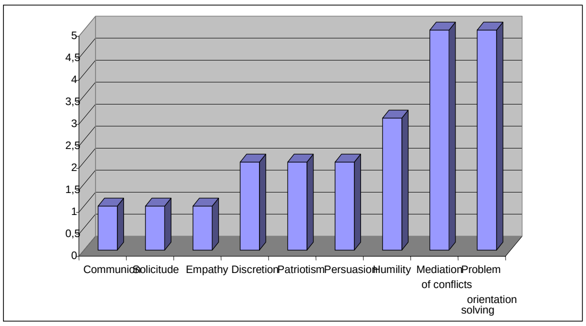

Figure no.4 – Bar chart fo the less frequent values

We used test „t" Student for compare the average of the population with the average of a sample to analyse whether the rank average of a value is significantly different from 5,5. Apart from the cases when the choices had extremely low values, we could observe a number of three values where the average of ranks is significantly different from the theoretical average.

Table no.4 – Significant differences depending on the theoretical average.

One-Sample Test

	Test Value = 5.5					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Ambitie	-2,830	25	,009	-1,577	-2,72	-,43
Casatoria si familia	-3,818	34	,001	-1,957	-3,00	-,92
Vigilenta	2,210	13	,046	1,786	,04	3,53
Rabdare	2,736	19	,013	1,350	,32	2,38

Although „Ambition" and „Marriage and family", are in the system of values of the subjects (because of the number of choices), they are significantly moved to lower places, the average of ranks is significantly different from the theoretical average ($t_{(25)}$=2,83; p<0,01 for Ambition and $t_{(34)}$=3,81; p<0,01 for Marriage). „Vigilence" and „Patience" are significantly different values from the theoretical average, this time they are strongly valued ($t_{(25)}$=2,21; p<0,05 for Vigilence şi $t_{(19)}$=2,73; p<0,05 for Patience).

Therefore, among all the values that have met a number of choices to become representative, it is shaped a pole of strongly rated values (with significant scores over 5,5) in the sense of Vigilance and Patience and a pole of marginalized values (with significant scores under 5,5) in sense of Ambition and of Marriage and family.

For all other significant chosen values, the subjects are oriented in the area of theoretical average and they are not directed to a certain value pole.

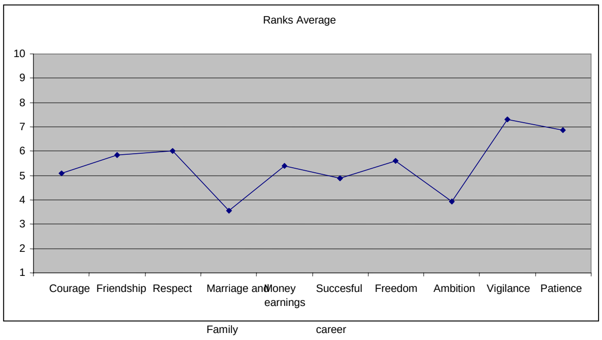

Figure no.5 – Significant differences depending on the theoretical average

According to the first hypothesis we have shown the existence of a values center for teenagers. To see how these values are sensitive to biological gender of the subjects we used the "t" Students test for independent samples where we compared the averages of ranks obtained by boys with those obtained by girls.

In the table above we note the existence of three values that differentiate between boys and girls, as follows:

- Self-control is significantly better valued by girls than it is for boys ($t_{(17)}$=2,39; p<0,05);
- Marriage and family significantly better valued by boys than it is by girls ($t_{(33)}$=2,64; p<0,05);
- Vigilance is better valued by girls that it is by boys ($t_{(12)}$=2,86; p<0,05);

The choice of values depending on subject's biological gender

According to the first hypothesis we have shown the existence of a values center for teenagers. To see how these values are sensitive to biological gender of the subjects we used the "t" Students test for independent samples where we compared the averages of ranks obtained by boys with those obtained by girls.

Table no.5 – Significant diferences between boys and girls in terms of value orientation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Self-control	Equal variances assumed	,018	,894	-2,397	17	,028
	Equal variances not assumed			-2,550	7,988	,034
Marriage and family	Equal variances assumed	3,633	,065	2,644	33	,012
	Equal variances not assumed			2,205	10,748	,050
Vigilance	Equal variances assumed	4,031	,068	-2,865	12	,014
	Equal variances not assumed			-2,865	8,547	,020

We can declare that the first hypothesis is confirmed. Indeed we find the existance of some values centers oriented to positively valuate and negatively valuate some values and some of these values can help to distinguish the subject's gender.

<u>Secondary hypothesis</u> It is presumed that the age of teenagers is a differentiator/modulator factor in terms o f values orientation.

Because the subjects age is a continuous variable with the median placed at 18 years old, we can consider all subjects under 18 years old small age and all subject after 18 years old big age. The result is a new categorial variable that distinguish between two category of subjects and with which we can study the effect that age group determine over the values system.

Of the 97 investigated subjects a total of 58 subjects are small age subjects (59,8%) and 39 subjects are big age (40,2%).

Table no.6 – Subjects distribution according the age group

Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small age	58	59,8	59,8	59,8
	Big age	39	40,2	40,2	100,0
	Total	97	100,0	100,0	

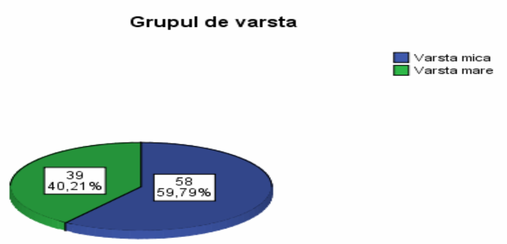

Figure no.6 – Subjects distribution according the age group

<u>**The age of subjects**</u> is an important factor influencing the value orientation. To show this, we used „t" Student test independent samples.

Table no.6 –Age differences in valuing successful career

		Casatoria si familia	Curaj
Dependence	Pearson Correlation	**-,366**	**,575**
	Sig. (2-tailed)	**,031**	**,000**
	N	35	40
Conformity	Pearson Correlation	,315	**-,646**
	Sig. (2-tailed)	,065	**,000**
	N	35	40
Social consideration	Pearson Correlation	-,331	**,679**
	Sig. (2-tailed)	,052	**,000**
	N	35	40
Independence	Pearson Correlation	-,281	**,610**
	Sig. (2-tailed)	,102	**,000**
	N	35	40
Benevolence	Pearson Correlation	-,322	**,597**
	Sig. (2-tailed)	,059	**,000**
	N	35	40
Management	Pearson Correlation	**-,340**	**,581**
	Sig. (2-tailed)	**,045**	**,000**
	N	35	40

We noticed the existence of one single value which make a significantly difference between the subjects with samll age and the subjects with big age ($t_{(29)}$=3,24; p<0,05).

It is about **successful career,** where the subjects with **big age** valuate it significantly stronger compared to small age subjects.

Therefore, we can say that the second hypothesis of the study was confirmed.

Table no.7 – Corelations between personal values and interpersonal values

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Successful career	Equal variances assumed	,182	,672	-3,248	29	,003
	Equal variances not assumed			-3,155	21,335	,005

To verify the relation between personal and interpersonal values of the subjects we used Pearson bivaried correlation coefficinet.

We note that there is a significant correlation between interpersonal values and two personal values Marriage and family, and Courage.

There are significant correlations, mild and negative between marriage and dependence (r=-0,36; p<0,05), and between marriage and management (r=-0,34; p<0,05). The persons for who marriage and family represent an important value obtained lower scores at dependence (oriented to dependence pole) and also low scores to management (this value is not dominant in interpersonal relathionships).

The courage, as individual values is significantly correlated, positive and strong with all interpersonal values. Thus the correlation between courage and dependence is r=0,57; p<0,01, between courage and conformity r=-0,64; p<0,01, between courage and social consideration r=0,67; p<0,01, between courage and independence r=0,61; p<0,01, between courage and benevolence r=0,59; p<0,01 and between courage and management r=0,58; p<0,01.

The subjects which strongly valorize the courage they appreciate the independence in interpersonal relationship, are non-conformist (the only negative correlation), they valorize the social consideration, they are independent, kind and they tend to manage.

There are not significant differences regarding the interpersonal values between boys and girls or between two age groups.

Because the relations between courage as personal value and interpersonal values are very strong, we propose to predict the value of the courage based on the scores obtained at interpersonal values. For this purpose we used linear regression as a statistical method where we built a number of six hierarchical models, corresponding to six predictors determined by the inventory variables of interpersonal values, by which we will study the multiply relation between them and criterion, represented by courage

.

Table no.8 – The validity of six hierarchical regression models

ANOVA[g]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96,897	1	96,897	18,798	,000[a]
	Residual	195,878	38	5,155		
	Total	292,775	39			
2	Regression	124,023	2	62,011	13,596	,000[b]
	Residual	168,752	37	4,561		
	Total	292,775	39			
3	Regression	148,932	3	49,644	12,424	,000[c]
	Residual	143,843	36	3,996		
	Total	292,775	39			
4	Regression	157,835	4	39,459	10,235	,000[d]
	Residual	134,940	35	3,855		
	Total	292,775	39			
5	Regression	157,853	5	31,571	7,956	,000[e]
	Residual	134,922	34	3,968		
	Total	292,775	39			
6	Regression	159,963	6	26,660	6,624	,000[f]
	Residual	132,812	33	4,025		
	Total	292,775	39			

a. Predictors: (Constant), Dependence

b. Predictors: (Constant), Dependence, Conformism

c. Predictors: (Constant), Dependence, Conformism, Social Consideration

d. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence

e. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence Benevolence

f. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence Benevolence Management

g. Dependent Variable: Courage

After the analysis of the variance, we find in the table number 8 that all six models significantly explain the variance of criterion. The most powerfull model is the model with six predictors. Of the 292,77 variance of criterion (sum of squares), the regresiv model explain 159,96, and 132,81 are not explained. This model is significant ($F_{(6,33)}$=6,62; p<0,01), this determine us to study it to exactly identify its predictive power.

Table no.9 – The summary of six regression models

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,575[a]	,331	,313	2,270	,331	18,798	1	38	,000
2	,651[b]	,424	,392	2,136	,093	5,947	1	37	,020
3	,713[c]	,509	,468	1,999	,085	6,234	1	36	,017
4	,734[d]	,539	,486	1,964	,030	2,309	1	35	,138
5	,734[e]	,539	,471	1,992	,000	,004	1	34	,948
6	,739[f]	,546	,464	2,006	,007	,524	1	33	,474

a. Predictors: (Constant), Dependence

b. Predictors: (Constant), Dependence, Conformism

c. Predictors: (Constant), Dependence, Conformism,Social Consideration

d. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence

e. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence, Benevolance

f. Predictors: (Constant),), Dependence, Conformism, Social Consideration, Independence, Benevolance, Management

Analysing the summary of models, we see that the best model is the fourth (with four predictors), able to explain 48,6% of creiterion variance (R^2 ajustat=0,48). The inclusion of the fifth predictor determine the decrease of the predictive power to 47,1% and the sixth predictor disturb the model, this having a prediction power of only 46,4%.

Only the first three independent variable significantly contribute to the prediction power of the model, as the hierarchical statistics indicate. Thus, the first predictor, dependence, explains 33,1% of Courage criterion (R^2 changed=0,33) and this predictive power is significant ($t_{(1,38)}$=18,79; p<0,01). The second predictor brings an information of 9,3% which explain the criterion, information is also significant (R^2 changed=0,09; $t_{(1,37)}$=5,94; p<0,05). The third predictor has also a significant role, bringing 8,5% information (R^2 changed=0,08; $t_{(1,36)}$=6,23; p<0,05).

The information brought by the fourth predictor, are not significant and don't improve the predictive power of the model.

Knowing this we decided to use, to write the regression equation, the fourth model, the model with the highest prediction strenght.

Table no.10 –Regression model coefficients

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
4	(Constant)	-8,749	7,236		-1,209	,235
	Dependence	-,056	,083	-,279	-,675	,504
	Conformism	,160	,135	,748	1,182	,245
	Social consideration	,627	,217	2,554	2,890	,007
	Independence	-,198	,130	-,903	-1,520	,138

a. Dependent Variable: Courage

In this model, the most important predictor of courage is social consideration, (β=2,55; t=2,89; p<0.01), followed by independence (β=-0,90; t=1,52; p>0,01), conformism (β=0,74; t=1,18; p>0,01) and dependence (β=-0,27; t=0,67; p>0,01).

Regression equation is expressed in gross notes:

$$Courage=-8,74 \quad -0,05\times Dependence + 0,16\times Conformism + 0,62\times Consideration - 0,19\times Independence$$

Or, expressed in standardized notes „z":

$$Courage= \quad -0,27\times Dependence + 0,74\times Conformism + 2,55\times Consideration - 0,90\times Independence$$

4. CONCLUSIONS

- The adolescence is able to appropriate values and to be guided by values;
- At adolescence age values centers are crystallized. The teenagers have choosen for certain significant values, such as: courage, friendship, respect, marriage and family, money earnings, successfull career and freedom. They placed other values at opposite: settlement of disputes, humility, discretion, persuasion, empathy, communion and solicitude;
- There are some differences in their structure in girls than boys;
- Self-control is significantly better valued by girls than it is for boys;
- Marriage and family significantly better valued by boys than it is by girls;
- Vigilance is better valued by girls that it is by boys;
- Age is an important variable in creating the teenagers values determining the orientation to differentiated values; teenagers over 18 years old are more interested about career than are the teenagers under the age 18;
- The values are continuously structured and restructured at the age of adolescence, they represent a continuum, this process is flexible and complex;
- The interactions between educational models of family, school, group of friends, society, are very complex in human personality edification and in values selection and creation.
- The study of psycho-socio-pedagogical and personal factors involved in values creation is extremely complex;
- This study suggest as way of psycho-socio-pedagogical intervention the identification and promotion of those significant aspects that have a direct impact in

human personality creation from birth to adolescence and even after this;

- We also propose educational, training and deviant correction on values psycho-socio-pedagogical problems;
- At adolescence age the individual begins to assert his own identity in relation with the others, seeking to become original, they don't agree the uniformity;
- The teenagers filter the way to relate with the values and through will they self-adjust their behavior, compared with previous ages when the family had the essential role in values orientation.

5. RECOMMENDATIONS

(1.) Setting the educational process by which children learn since childhood to distinguish between good and bad, the family and the school have the essential role;

(2.) Restoring the Romanian cultural values;

(3.) Recreating the morality base;

(4.) Promoting Romanian perennial values through various cultural and educational programs, both in schools and in media;

(5.) Exposure to positive models which have an impact in human personality shaping;

(6.) Psychosocial intervention by organizing conferences and workshops with topics focused on values;

(7.) Consistency in education;

(8.) The young people must be educated in order to understand that they have to socialize in groups that promote desirable social values and awareness the influence that the group exert on the individual;

(9.) Reducing the exposure to negative behavior models and to the television shows which promote the violence and non-values;

(10.) Media have a very important role in the direction of positive information and modeling of human personality through publication and broadcasts content.

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INSTANCES OF FEMINITY IN THE NOVEL "VOICA", BY DE HENRIETTE YVONNE STAHL

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Abstract: *Feminism and femininity have often been confused in relation with literary works. The confusion consisted of attributing feminine characteristics to writings belonging to female writers. Literary criticism has managed to clarify these two distinct concepts, and even to identify elements of masculine writing in female authors. The novel under scrutiny, "Voica", by Henriette Yvonne Stahl displays a range of facets of femininity; nevertheless, the manner of writing is purely masculine, the author appealing to the psychological observation, using a masculine-like language for the novel's dialogues and preserving an external realism. Apart from the gender differences, absorbed by the supreme power of creation, the literature written by women offers a new perspective, freed from constraints, an inner image of the topic of femininity, an autonomous space, populated by original and very interesting characters, who appear to have been taken out from the real world.*

Keywords: *feminism, feminity, feminine writing, masculine writing, literary feminism*

1. INTRODUCTION

Feminism and feminity are two distinct concepts disputing supremacy in the areas of ideology and literature, but which harmonize with each other due to their common concern to confer the woman a new identity and a visibly modified and improved status. Although feminity represents a social construct, it is made up of both social factors and biologically created ones. Based on the famous feminist manifesto, launched by Simone de Beauvoir, in 1949 - „Le Deuxième Sexe"[1], feminity has its origin in biology[2]. If feminism was a powerful movement and it advocated for vital rights, through appeal to numerous fields of activity, from mythology to psychoanalysis and sociology, feminity was accepted as a literary matter, capable of highlighting the colors of life and of providing women with their former charm and vitality. The vision of women was permanently influenced by ideologies and by the status that women held within the society of that time, so that feminist ideas also penetrated the literary field, but the aesthetic factor prevailed and the virulence of ideas was diminished to the point that they did no longer represented a purpose in itself. Literature that was written by women approaches feminity in a manner different from male writers' perspective. Subjectivity, sometimes excessive, turns into a negative

[1] Although Mrs. de Beauvoir's manifesto appeared 25 years after the novel under our scrutiny was published, the saying "One is not born a woman, but becomes one" will be used for analyzing various literary works written by women, both from a psychoanalytical perspective and from socio-psychological or linguistic-semiotic ones.

[2] "anatomy is destiny", in Sigmund Freud's acceptance

trait; the topic of feminity condition becomes a pursuit of happiness, in most of the cases, and this very instance leads to the replacement of the narrative by an array of sensations. The French feminist researcher, Hélène Cixous identified a "feminine writing" ("écriture féminine") or a feminine expression at the crossroads of poetry, magic, madness, in other words, outside the dominant masculine logocentrism.[3] Nevertheless, Cixous did not exclude the possibility, which was proved, through Joyce's works, among others, that men writers could write in this manner, too. As long as the woman's feelings are realistically rendered, the writers' gender is irrelevant; the only relevant issue will be the aesthetic reception of such literary works. From this perspective, although all feminist novels focus exclusively on women characters, not all of them manage to highlight psychological figures, capable of walking out of the pages of the book and entering their readers' minds, while remaining imprinted in their memory. And this happens because some of the writers struggle too much to catch the stream of consciousness of their female characters, to the detriment of the work of art, in itself.

In case of the Romanian literature from the beginning of the twentieth century, novels written by women writers did not enjoy an objective criticism. On the one side, this was due to that time's reticence of the male criticism toward the women writers' abilities to write "literature" (perceived as a male's talent); on the other side, the very absence of women critics had led to that reality, and not the least, the social, economic and political factors contributed to the false perception that writing was the men's job only. Nonetheless, women writers were tolerated within the world of letters, some of them were more intensely made public, whereas most of them got marginalized, then completely forgotten, even by the simple act of not republishing the works that had enjoyed a positive reception at the time of their first publishing.

The novel *Voica* by Henriette Yvonne Stahl, the author's debut work, was met with enthusiasm by Mihail Sadoveanu and Garabet Ibrăileanu, both writers sensing a promising artistic potential in the young woman writer. At the time of Stahl's issuing her second volume, of short stories, *Aunt Matilda*, Perpessicius joined the criticism of the epoch, in the manner of appreciating and confirming Henriette Yvonne Stahl's talent, while almost fifteen years after the publishing of her first novel, Eugen Lovinescu included the writer in the third volume of his *History of the Contemporary Romanian Literature*, in the chapter dedicated to "The stream of consciousness epics". Still, certain nuances of misogyny are present in the critical works of the above mentioned critics, not in the mode of a negative association of the writing with its author's gender, but, on the contrary, in the meaning of a recognition of the power of Stahl's pen, of her power of impartial, distanced observation, of her psychological introspection, yet, in a masculine manner. This approach is extremely interesting in relation with Stahl's perception among her male peers of the time. Sadoveanu, Ibrăileanu or Perpessicius never made any reference to feminity or feminism when writing about Henriette Yvonne Stahl; only Lovinescu did mention about a "feminine plot, in what femininity holds as its most specific trait, in its sexual pathology, with all of its wanderings and nervous shocks, with all the absurdity of opposite attitudes, yet, treated in a virile manner, without romance or sentimentalism", but his appreciation was in relation with Stahl's novel *The Star of the Slaves* (1934).

Even so, the novel *Voica* displays a broad range of instances of feminity, feminity perceived as a sum of feminine feelings and social behaviors in relation with the place, the time and the human interaction.

2. INSTANCES OF FEMINITY

Generally, in Henriette Yvonne Stahl's novels or short stories, feminine characters display a crisis of identity, namely the crisis of

[3] Hélène Cixous was the first to coin the phrase *feminine writing* in her essay "Laugh of the Medusa" (1976), in which she asserted: "A woman must to write her self: she has to write about women and to bring women back within the art of writing, from which they have been driven away as violently as from their bodies."

their feminine identity. The author's merit is to have managed to depict, in a very realistic and genuine manner, this crisis generated, in many instances, by the heroines' own figment, although most female characters possess a strong, sharp lucidity. On the other side, characters' crisis is related to their need to reach the depth of self. The lack of prejudice of the female characters in Henriette Yvonne Stahl's novels, their fragility in front of public judgment, confer them a certain feminine dignity. In relation with the masculine world, feminine characters possess a specific self-sufficiency, which stands for a quest for their own identity. In their relation with love, one cannot even affirm that these characters are disappointed. They manage to overcome the border of disappointment caused by random love that was offered to them. Suffering, sadness and disappointment are but various manners of profoundly searching for the self.

In *Voica*, Henriette Yvonne Stahl presents the instances of feminity both from a feminine perspective and a masculine one; still, the manner of her writing is doubtlessly masculine, characterized by objectivity, realism, psychological observation, emotional impartiality, and schematism. Thus, from the masculine viewpoint, we have identified the instances of the ordinary woman (mother, wife, sister-in-law, virgin), of the devil-woman (temperamental), those of the adulterous woman, the materialist woman; whereas from the feminine perspective we have recognized the instances of the fertile/ sterile woman, the impure/ victim, the woman victim of prejudices, the emancipated woman. Apart from these instances, and beyond gender-related appreciations, we could add an instance of the woman that behaves socially, in relation with her time, with the place and interaction with other human beings.

Hence, the *ordinary woman*, in her posture as a mother, represented in the novel by Ana and Stoiana, holds the role of satisfying the needs of the *other people* surrounding her: these needs manifest at the same time with this woman's power of self-sacrifice (for her children and husband). The wife satisfies the worldly craves of her husband, without any opposition, with a sense of resignation and consolation that "it is supposed to be like this", "for he may find some other woman, maybe a virgin". Voice, for example, is not concerned about the fact of being "used" (in fact, there is not explicit mentioning of this attitude), but she is worried that the mere fact of neglecting her husband and household may lead to "separation", and through this, to the loss of commonly acquired goods with her life partner. Her sister-in-law, the wife of Dumitru's brother, temporarily replaces the runaway wife, yet, it is not because she would like to consolidate family relationships, but out of mercantile interests, for the sake of obtaining something from the more affluent relative.

The *devil-woman* is not depicted by Henriette Yvonne Stahl in a romantic manner, but a very realistic one. This category also includes Voica and old Ioana. Voica is a temperamental woman, in her relationship with Dumitru she will not accept his refusal to give her those two acres of land in exchange for her taking care of his illegitimate child, whereas toward her sister-in-law, Floarea, Voica does not manifest any understanding, compassion or mercy at all, so long as the latter "aspires" to her social status and goods. Old Ioana is sold to money and for the money sake, she is ready to intervene in the destiny of marriage between Voica and Dumitru, although "indirectly, through a man she knows…". The instance of the *adulterous woman* is concisely presented by Anca, the little girl who looks after her step brother. This time, the young lady's intervention and supplementary questions come to render the cruel truth: the little girl has a step father and does not manage to understand why her natural dad died. From the perspective of her tragic experience, she speaks about her woman neighbor Floarea's runaway with Vasile, as about trivia, but still, she is influenced by the comment of the adults around her. Therefore, Anca perceives the fact that Floarea's cheated husband got crazy as something natural and a good reason for his running away, too. The *materialist woman* is portrayed against the severe life conditions, immediately after the First World War. Voica defends her possessions with an animalic obstinacy, sister-in-law, Floarea takes advantage of the domestic shortcomings of her brother-in-law, Dumitru and hopes to obtain something in exchange for some house chores, old Ioana keeps her money at her breast – for rainy days-, and even the doctor's wife does not refrain herself from taking away everything that comes to her hand, from the sick woman's house. The doctor's wife also displays a cheap careerism, she dresses herself without refinement, but she pretends to belong to the high class: a "lady".

The instances of the *fertile woman* or her opposite, the *sterile woman* are this time presented from a feminine perspective. Stoiana gives birth to a child every year, whereas Voica cannot give birth, just like her sister. Fecundity and sterility make victims of both two women, equally: Stoiana suffers from child delivery and she would like some advice not to remain pregnant again; Voica knows her handicap, she is aware of a woman's nature and the role she holds in her home, and, consequently, she has to accept her usband illegitimate child. The *impure woman*, victim of emotional blackmail and equally of the rural community's prejudices, the bride without a name, accept with resignation to be married to a widowed man, with two children. Mention should be made at this point that the bride is the only woman in the novel who is not given a name. it is possible for the author to have intended, by this, to generalize the sensual woman's victimization, through the prejudices of those people composing a patriarchic society, insensitive and loyal to some primitive mentalities.

The instance of the *emancipated woman* is proved by the manner of action of the young Lady, in relation with the other women of the village: detachment, superiority, education, belonging to a superior social class; but also by the presence, in the middle of peasants, of Maria, the young Lady's personal servant, a young woman, aspiring to a social status which she will never reach. Maria's superiority is reflected only by some items of "town-like" clothing; by wearing them Maria differentiates herself from the vestimentary kitsch of the local women peasants.

Henriette Yvonne Stahl manages to depict these facets of feminity through psychological observation, using a masculine language for the dialogues of the novel while preserving that external realism mentioned by the Garabet Ibraileanu. Inner introspection differs radically from the one used by Virginia Woolf, by appeal to the interior monologue, steady time-mobile space; Stahl rather uses relations between characters; she uses nature description to complete her feminine characters' feelings in the novel.

3. CONCLUSIONS

Beyond the gender differences absorbed by the stupendous power of creation, the literature written by women offers a new vision, freed from constraints, an inner image of the topic of feminity, an autonomous space, populated by original and interesting characters that appear to have been cut out of the real life.

Although Henriette Yvonne Stahl did not manage to be remarked within the Romanian literature of the interbellic period at the same value as Hortensia Papadat-Bengescu, maybe that the appreciation of her writings would have been different if she had been lucky enough to have her works republished. Some of her novels were only printed in the edition princeps, and her tumultuous private life, the influences and consequences of her cohabitation with her two husbands – Ion Vinea and Petru Dumitriu-contributed to the superposition of the author's public image over her image as a writer, which was to the detriment of the latter.

The novel *Voica* is not necessarily a work of art, yet, it holds the merit to have been among the first works created by the woman to whom the label of "literary feminism" was associated.

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A STUDY ON THE TRAINING AND FORMATION NEEDS OF TEACHING STAFF IN TECHNICAL UNIVERSITIES

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Abstract: *The role and importance of continuous teacher training and formation has become increasingly important within the context of present preoccupations for quality in higher education institutions. Teaching staff in universities is represented by professionals that need to be permanently preoccupied with their continuous formation and training, in order to develop both their scientific and their methodological and psycho-pedagogical competences. The present paper present the results of a study on the teaching staff in several higher education institutions with technical profile in Romania. The study aimed to identifying the continuous formation and training needs, including the interest in professional training, the domains where this is a must, the competences that need to be developed. Also the concrete means by which formation is identified. The results of the study demonstrated the necessity of a coherent system in professional development in technical higher education.*

Keywords: *technical higher education, professional training, professional skills, teaching*

1. INTRODUCTION

European policies regarding professional development in the case of teaching staff in technical and vocational institutions represent one of the domains of priority for the European cooperation by education [1]. Thus, there is particular concern at European level in order to develop professional skills required teaching staff from universities [2].

Within this context, the main condition for quality education is represented by continuous training and formation for the teaching staff in universities.

Teaching staff in universities have a particular profile, generated by the professional roles they have. Their profile and competences are complex, owing to the multitude of activities in which they are involved (teaching activities, research, guidance). Considering these aspects a university professor needs to be a very good specialist in his field, a good researcher, but also an innovator and a model from the didactic point of view. Besides the above-mentioned roles, he or she is - first and foremost - a teacher whose didactic competences are formed and permanently trained.

As a conclusion, alongside professional competences, a professor needs to have acquired general and specific teaching competences, either by completing the psycho-pedagogical program, or in an empirical manner, as a result of his experience in working with students.

On the other hand, as a result of the fact that knowledge becomes outdated very rapidly, and of the changes that occur in society and on the labour market, formation and training should become a continuous process, organised in higher education institutions as well. So, university teachers involvement in training programmes becomes a necessity.

It is a well-known fact that secondary education benefits from a coherent system by which teachers are continuously trained, whereas teacher training in higher education institutions is a matter of personal choice, and is completed, in most cases, by one's personal efforts.

Unlike secondary education, where there is a less rigorous selection of teachers, the selection criteria for teaching staff in higher education system are more restrictive, because the graduates with the highest grades and the best results in research are selected. As a result, the human resource is more valuable and better motivated. This is the reason why the involvement of this social and professional category in continuous education which demands the elaboration of specific learning programmes. It is necessary that these programmes must be adapted to the participants' particularities and focused on their specific needs.

The present paper presents the results of a study regarding the formation needs of teaching staff in technical universities.

2. RESULTS AND DISCUSSION

The study aims at giving a realistic picture of the involvement of teaching staff in Romanian universities in continuous formation and training activities. Also, the extent to which the teaching staff in technical universities are informed on the existent formation offer in Romania is presented. At the same time, in the paper the necessity of introducing a national formation system that addresses the needs of university teaching staff is identified.

The research can be included in the category of quantitative studies ; as a research method, we have used the questionnaire-based inquiry. As a research instrument, it was used the questionnaire made up of 12 items, most of which are closed items. The questionnaire was applied online to the members of the target group.

Since the present paper does not constitute itself as an exploratory study, it should be mentioned that, due to the reduced number of respondents, its conclusions cannot be generalised.

In order to highlight the formation needs in technical universities, a non-probablistic sample was used, comprising 60 university teaching assistants, lecturers, associate professors and professors, all of them holding permanent positions in the universities where they teach: University Politehnica of Bucharest, Valahia University of Targoviste, University of Bacau, Politehnica University of Timisoara, Lucian Blaga University of Sibiu. The respondents teach mechanical, electrical, chemical and computing disciplines.

The target group presents a certain degree of heterogeneity, determined by age, scientific title and experience in teaching certain technical disciplines. The respondents' structure shows that they have various scientific titles, the distribution according to this criterion being as follows: 57% are lecturers, 20% are associate professors, 16 % are teaching assistants and 4% are professors (figure 1).

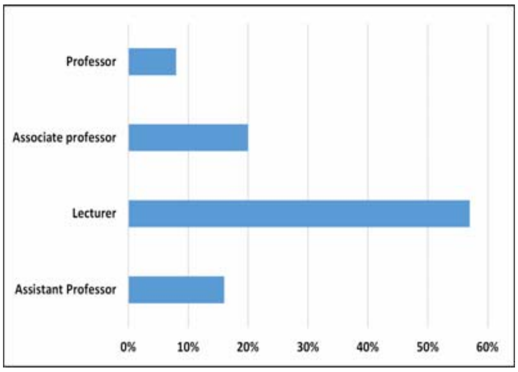

Figure.1 Scientific title

The great number of lecturers who participated in the study demonstrates that they are very much interested in their formation and training at this particular moment in their career. As regards experience, the sample consists of 41% respondents that have been teaching in university for 11-20 years, so they are still during the accumulation and formation period (figure 2).

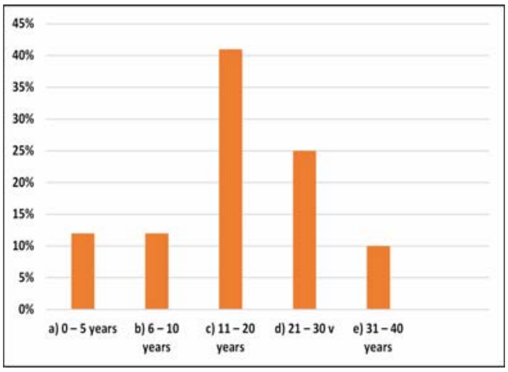

Figure 2.Experience

As regards the *taught disciplines*, most participants teach mechanical disciplines (41%), whereas 27% teach chemical disciplies and a mere 16 % teach electrical and computing disciplines (figure 3).

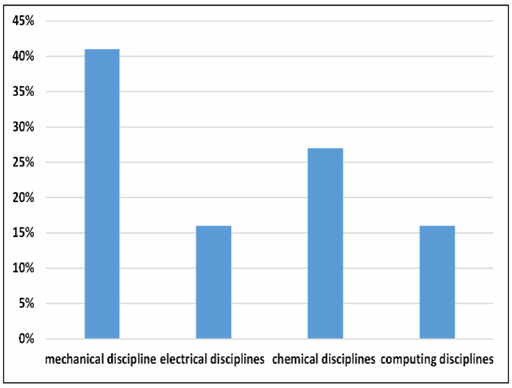

Figure 3. Specialty

A first issue that the study addresses is the *respondents' opinion on the importance of the formation and training* activity among teaching staff in technical universities. Almost all the respondents (98 %) considered it of utmost importance or important, whereas a mere 2% deny its importance.

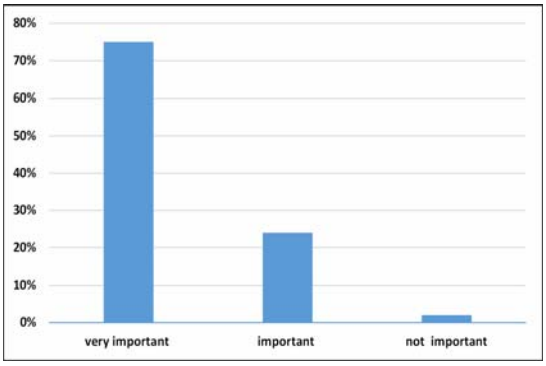

Figure 4. Importance of professional formation

The same percentage (98%) state their willingness to take part in formation programmes, whereas 2% are not interested in attending any formation programme.

When asked on *the reasons why they would like to attend formation courses*, the answers were diverse. Thus, 26% wish to acquire new teaching and specialty competences, 23% are interested in experience exchanges with other colleagues (which is perfectly natural, since we cannot find practice examples at higher education level, the teaching staff being isolated, both in their teaching activity and in research). We remarked the interest in professional development for 22% of the respondents. A mere 2% expressed their interest in obtaining professional credits as a result of their attending formation courses, or admitted that they were determined to participate by the recommendation of the head of the department. Thus, we can notice that the respondents are animated by intrinsic motivation, as, for them, professional formation is - to a great extent- a result of their wish for professional development and advancement, without being imposed by anyone.

Table1. Motivation for attending the formation programme

Motivation for attending the formation programme	%
Acquiring teaching and technical competences	26%
Interest in professional development	22%
Developing Personal portfolio	11%
Obtaining of professional credits	2%
Recommendations of department / faculty management	2%
Exchange of experience	23%
Curiosity	10%
Others	2%

Among the *sources of information on the formation and training programmes* we should mention friends, colleagues and collaborators (38%), the universities they belong to (28%), but also the internet (specialized sites) 17% or the conferences they participate in (16%) (figure 5).

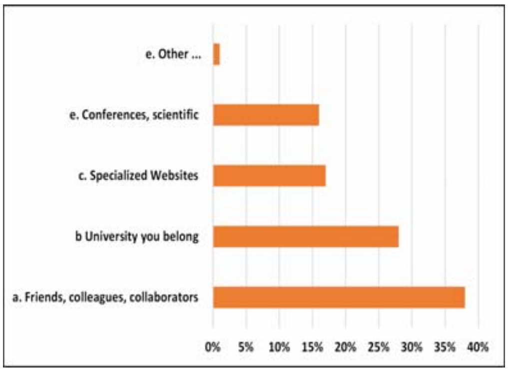

Figure 5. Information sources

Another item of the questionnaire referred *to identifying the most effective means of professional formation and training*. The answers were centralised in table 2.

Table 2. Training means

Training means	%
Training to improve teaching skills	18%
Training for specialized skills	18%
Self-study	12%
Participation in professional conferences	13%
Participation in seminars, themed events, workshops	18%
Exchanges with other professionals in the field	19%
Call a mentor	2%
Other	1%

We can conclude that the respondents are in favour of formation and training by their direct participation in formation courses, in order to improve their teaching and specialized skills, by participating in seminars, themed events or workshops and are less in favour of individual study and attending conferences. An interesting fact is that only 2% would call a mentor. We can notice the respondents' interest in their training in a formal environment, by acquiring information from their colleagues, rather than by individual study or personal research.

Regarding *the frequency of formation opportunities*, 61% appreciated they are rare, whereas a mere 2% appreciated these opportunities appear often; 6 % could not give any answer (figure 6).

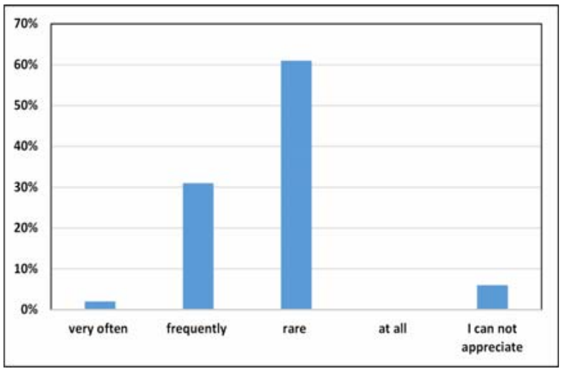

Figure 6. Frequency of formation opportunities

Another item referred to *the types of skils that should be developed by the respondents'* participation in formation courses.We could notice that the respondents are mostly interested in developing their specialised skills (75%), but also with improving their communication with students, using modern teaching techniques and approaches (61 %), and using equipment and multimedia products in teaching, learning and assessment. Certain aspects, such as communication in foreign languages and learning specific methods of scientific research should be improved by professional formation courses. More than 65% of the respondents are genuinely interested in project management, whereas a much smaller percentage are interested in entrepreneurial competence.

When asked about *the criteria they take into account when they choose the formation programmes*, 19% indicated the topic of the course, a second criterion being the costs that the formation implies (17%). Other important criteria are the formation period and the period of ongoing (17%). The answers are reflected in figure 7.

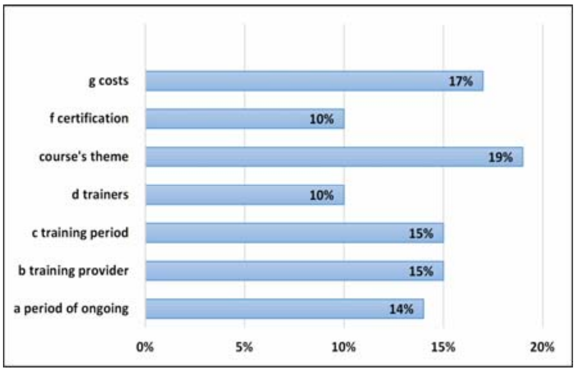

Figure7. Selection criteria for courses participation

When asked about the number of formation programmes they participated during the previous 5 years, 76% specified they had attended 1-2 programmes and 8 % had attended more than four programmes. An encouraging fact is that all respondents had attended at least one formation programme, owing to the fact that formation programmes have been organized with the support of European projects for the last 3 years.

For the question *To what extent does the professional formation/training offer at the level of the Romanian education system fulfill your needs for personal development?* the answers were ambiguous, as 39% answered "excellent", whereas an equal percentage answered "fairly satisfactory". 4% considered the present offer fulfills their formation needs only to a very small extent.

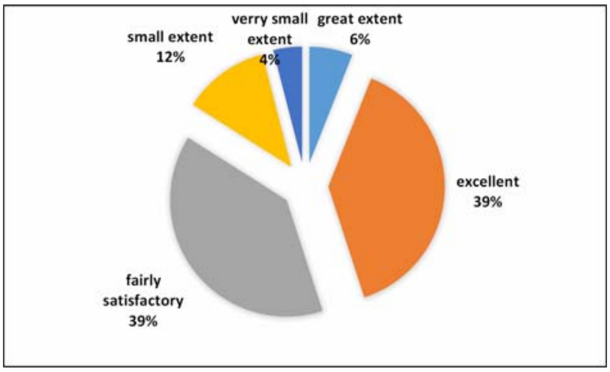

Figure 8.The extent to which the educational offer fulfills the formation needs

67% of the interviewed teaching staff appreciated the *necessity of a coherent system of continuous formation*, whereas a mere 2 % did not consider it necessary.

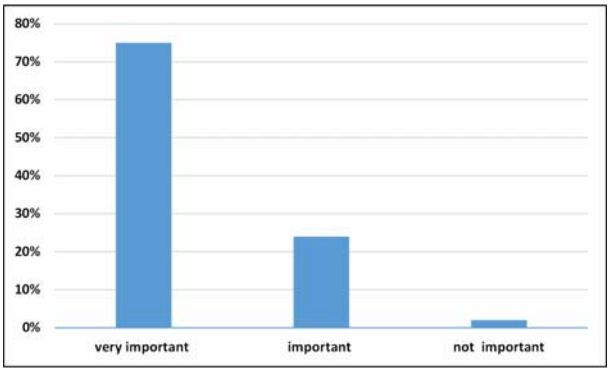

Figure 9. The necessity of a coherent continuous formation system for teaching staff in universities at national level

3. CONCLUSIONS

The following conclusions can be drawn, as a result of the present study:

- teaching staff in universities, irrespective of their scientific title, are aware of their needs for formation and professional development, both in their specialties and related to teaching;

- although their motivation is different and varies from professional development, experience exhange to the acquisition of specialised knowledge, most of them are intrinsically motivated, being aware of their formation needs and willing to evolve professionally;
- the information on the formation offer is rarely available; the main sources are colleagues, specialised web sites or communication sessions, conferences, seminars;
- the formation ways are mostly represented by meeting specialists in the same field or related fields, workshops, the respondents being less interested in professional formation by individual study;
- their formation needs include both communicating with students, and using equipment and multimedia products in teaching, learning and assessment ;
- they are particularly interested in acquiring project management skills , foreign languages and research methods, but they did not manifest much interest for entrepreneurial skills;
- the courses are selected by topic, but also by cost and the ongoing period.

We can conclude that there is an explicit necessity for the teaching practitioners' formation at university level, which requires the existence of a formation system, similar to the one at secondary level, in order to enable their professional evolution.

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THE IMPORTANCE OF NEUROPSYCHOLOGY IN CLINICAL PRACTICE

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Abstract: *Experimental neuropsychology is an approach which uses methods from experimental psychology to uncover the relationship between the nervous system and cognitive function. The paper work aims to emphasize the importance of neuropsihology in the clinical practice. Mental health practitioner's need working tools. Facilitates the clinicians work. In practice neuropsychologists tend to work in research settings (universities, laboratories or research institutions), clinical settings(involved in assessing or treating patients with neuropsychological problems), forensic settings or industry (often as consultants where neuropsychological knowledge is applied to product design or in the management of pharmaceutical clinical-trials research for drugs that might have a potential impact on CNS functioning).*

Keywords: *neuropsychology, central nervous system, brain, behavior, symptom*

1. INTRODUCTION

Neuropsychology, called by some authors Neurophysiology, terms that do not overlap completely, study the relation between the central nervous system structure and implementation of various functions, processes and mental activities. Neuropsychology arose from the necessity to understand the relationship between the structure of the nervous system and mental activity in order of deciphering physiological mechanisms of human and animal behavior. One must know the structure and physiology of the nervous system.

By function we mean the embodiment of the activity of various structures. So the structure is the material support of the function, and the function is the manifestation of the structure. Each structure belongs to a certain, or certain functions and determine the structure's changing function and vice versa, appropriate structural changes induced functional changes. Neuropsychology is a core discipline of psychology. However it is not a separate science in the traditional sense, but only in the field of research at the confluence of numerous biological sciences as neuroanatomy, neurophysiology, endocrinology, pharmacology, physiology, cell biochemistry, genetics.

2. THE TEXT OF THE PAPER

2.1 Methods and techniques of investigation in neuropsychology

To investigate the relationship between the psyche and brain, there are three major categories of methods: physiological, anatomical and psychological. In this context we are interested basically in psychological methods. Neuropsychological investigation should not be limited to neurological investigation methods, but must involve psychological ones.

The great complexity of human psychic system required the development of a wide variety of research methods and procedures. Among these, four appear to be essential for neuropsychological investigation: activity products analysis method, the method tests and laboratory experimental methods, genetic and comparative method.

Activity products analysis method is used for knowing the motivations, interests and creative availability of the person. The method has been introduced in neuropsychological to determine the general mental development, in order to distinguish between abnormality and normality and a more efficient professional and orientational selection. The test can be used both as a diagnostic tool and as a research tool . A problem with the tests is their huge number (estimated 10,000), which leads to difficulties in the selection and interpretation (eg, general intelligence test Binet-Simon test aperceptiv theme (TAT) Rorsarch, 16-PF (Cattell) Eysenck test, etc.). Laboratory and experimental method involves a rigorous control of the independent variable and the conditions for the experiment (method widely studied during experimental psychology).

Important is that the transition from one stage to another in terms of psycho-behavioral development is supported and linked to the transition from a lower to a higher level in the structural-functional organization of the brain (eg, myelination).

The logical-mathematical method, the logical-formal method and Cybernetics are used in situations where we intend to shape a particular psychological process.

We can say that it is well known that psychological determinism of diseases can reach up to a 50%. On the other hand, it is believed that about 65% of diseases have a purely psychosomatic basis.

It is also known that there is a close relationship between the immune system and mental health. The effect of positive or negative emotions on the body's resistance to disease is known from ancient times. In a different compartment of the hormone and neurotransmitter research brought new data regarding the role of these substances in behavioral adjustment. It is known that different brain regions deliver substances that annihilate pain, substances that are often more effective than morphine.

2.2 Cerebral hemispheres

Are directly involved in the construction of psychological mechanisms and processes.

The frontal lobe is involved directly in the mechanisms of affective behaviors. Affective disorders are known in frontal lobe lesions. Also in the same injury can occur irritability, drowsiness, lack of initiative, along discrete personality disorder. We are talking also of mood and character disorders consisting in increasing affective tone with euphoria and eroticism, alternating with phases of melancholy not least with psychopathic type reactions. Disorders relates activity the external physical activities and mental manifestations. There is a gap between the patient and the outside world, the poverty of relationships and the absence of reactions to external events. Add apathy, indifference to pain, akinetic mutism and can lead to coma and death. Intellectual Disorders relates, involving attention and memory. Can range from confusion, disorientation temporo-spatial state of perplexity to dementia.

The parietal lobe is in relation to the functions of proximity and gnosis, the body schema and language. In parietal lobe lesions appear three types of disorders: praxis disorders, ideomotor apraxia, dressing apraxia. Perception disorders of own body size and posture. Language disorders - leading to sensory aphasia.

The temporal lobe is in relation to memory, consciousness and emotional-affective life. Can be observed feelings of sadness, fear of death, feeling of loneliness, anger and violence, personality changes, somnolence, catalepsy, amnesia and partial breaking of reality.

The occipital lobe is in functional relationship with the perception of time and movements, the visual space, memory and mood disorders.

2.3 Adjusting emotionally affective behavior

It is known that physiological expression of emotion depends in part by the sympathetic and parasympathetic autonomic nervous system and that the hypothalamus is one of the main centers that integrates the peripheral autonomic system in the complex activity accompanying somatic emotional expression. Anger and fear is the most common behavioral disorders in adults and caused by various diseases of the hypothalamus. Anger is emotional-behavioral expression, caused by the damage of ventromedial hypothalamus. By contrast, the stimulation of the posterior region of the hypothalamus cause reactions of fear and horror. The hypothalamus adjusts the behavior in three ways: coordinates the autonomic and affects endocrine and motor behavior component, generate appropriate behavior to affective state the intensity of each behavioral act.

These conclusions were drawn from experiments on animals. Inhibitory mechanism of behavior is related to the frontal lobes cortex, but the exact pathways are not well established. It is assumed that the hippocampus integrates all motor and endocrine responses involved in emotional behavior, while the telencephalon suppressing emotional responses to inconsistent and insignificant stimuli .Telencephalon is the connection of the hypothalamus with the external world, which allows manipulation of autonomic and endocrine system and appearance of appropriate emotional expressions in response to external conditions.

Excessive or uncontrolled sexual behavior is a rare manifestation, which puts many questions and that may occur in relation to damage of the hypothalamus, limbic system, and the telencephalon. It appears that hypothalamic lesions produce hipersexual behavior associated with excessive anger and desire. Decreased libido is also a common symptom found in the hypothalamus diseases, especially in males. In conclusion, the hypothalamus is not only a core engine for autonomic nervous system, but is an important integration of various information necessary to ensure appropriate responses, consistent and well organized, both autonomous and somatic.

3. CONCLUSIONS & ACKNOWLEDGMENT

Test results will establish a baseline of current functioning that can be used as a marker to assess the progress of pharmacological, surgical, and rehabilitation efforts as well as determine the course of cerebral dysfunction and recovery.

Neuropsychological testing can help in planning and developing remedial education, rehabilitation and vocational programs for individuals with neurological or developmental problems.

A neuropsychological evaluation is essential for obtaining school-based services, testing accommodations for college entrance examinations and accommodations in one's place of employment.

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PSYCHOLOGICAL ANALYSIS OF PILOT ACTIVITY

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Abstract: *The hereby paper is part of the studies and research initiated to define, evaluate and analyze the concept of " the flight activity ", especially within those areas involving high-risk activities, during which errors may occur and lead to catastrophic consequences, such being the case of aviation, as well. We used a variety of documentary sources, the most relevant and up to date, and many of the issues are accompanied by examples and statements on real situations resulting from our experience gained both as an aviation psychologist and an associate instructor in the Department of aviation within "Aurel Vlaicu'' Air Force Training School, Boboc*

***Keywords**: flight activity ,abilities, satisfaction*

During 2009 we have conducted a study that would analyze the activity of pilots, not only from the psychic processes point of view during the actual flight, but also from the point of view of educational and organizational demands, that are to be controlled by the human factor. Our main purpose was to analyze the flight activity from the point of view of pilots, doctors and psychologists. Thus we have asked them to identify which are the psychological, physical and organizational demands they have to cope with. The first step was to apply a questionnaire aiming some points such as: planning the flight, the abilities and qualities required by the flight activity, the obstacles they have to outrun, the satisfactions of the flight activity, the dangers to which they are exposed, the unadvisable traits and the compensation factors, the means of professional development and the job they would like to reshape in case of medical unfitting.

I. When talking about educational demands, our participants have identified the following:

- solid theoretical and practical knowledge (general and occupational culture);
- high level of aeronautical knowledge (aerodynamics, meteorology, navigation, aeronautical medicine, aeronautical psychology);
- steady flight skills (in order to achieve this point, students must attend a sustained physical, theoretical and practical training);
- solid information about the recuperation techniques in case of tiredness;
- the ability to recognize the importance of some apparently secondary factors during flight missions (airplane specificity, the influences of flight ambience, the influences of personality traits of each crew member);
- information about healthy life style (these are extremely important in order to avoid accidents due to stress or tiredness);
- permanent professional training (specialization sessions, refreshment sessions);
- solid self-assessment techniques.

II. Steps of flight activity

- Receiving the mission
- Making a plan
- Prioritization
- Theoretical preparation of the flight
- Identifying the matrix of risks (acceptable risks)
- Mass-briefing
- Preparing the flight activity
- Performing the flight activity
- Following the prior plan
- Permanently assessing the present status;
- Permanently predicting the future status;
- Permanently assessing their own performance;
- Assessing acceptability of present and future status;
- Identifying small tasks which may amplify the level of acceptability (of present and future status);
- Assessing available resources;
- Assessing both their own actions and their effects;
- Identifying proper future actions and predicting their effects;
- Choosing a plan or an action;
- Following/applying the flight plan and assessing the effects of the actions;
- Reassuming this steps up to the end of flight session
- Solving particular situations
- Assessment of flight sessions/ debriefing

III. Required qualities

- Sensorial qualities

Highly rated:

✓ Good visual acuity;
✓ Good colour discrimination;
✓ Good peripheral acuity;
✓ Good visual accommodation to dark;
✓ Good visual accommodation to twilight conditions;
✓ Normal hearing acuity;
✓ Normal tactile, proprioceptive and kinesthetic acuities;
✓ Spatial representation and topographic ability.

Average rated:

✓ Space orientation (ability to determine the distance and direction to the target point);
✓ Ability to assess correctly the distance, the size and the shape of objects;
✓ Ability to assess correctly the speed;
✓ Ability to observe airfield (adequate inspecting-exploring strategies).

- Motor abilities

Highly rated:

✓ Motor coordination;
✓ Ability to control muscle exercise capacity;
✓ Reduced response time.

Average rated:

✓ Movements reliability;
✓ Automation skills;
✓ Rapid reorganization of motor skills;
✓ Rapid accommodation of motor skills to air traffic demands.

- Attention qualities

✓ Post voluntary attention (the skill of paying attention);
✓ Stability;
✓ Concentration (resistance to distractions);
✓ Distributive;
✓ Volume.

Intellectual qualities

Highly rated:

✓ general intelligence above average;
✓ ability to adapt to new situations;
✓ spatial and topographic memory;
✓ motor memory (needed for flight skills learning).

Average rated:

✓ ability to deliberate during

hazardous/crisis situations;
- ✓ ability to balance properly both their own resources and workload demands during working hours.

Motivational and emotional traits

- ✓ Being passionate about the flight;
- ✓ Emotional stability;
- ✓ Emotional maturity.

Will qualities

- ✓ Persistence;
- ✓ Strength;
- ✓ Independence;
- ✓ Timeliness – ability to deliberate quickly during a complex emergency situation;

Personality traits

Highly rated:

- ✓ Resistance to stress;
- ✓ Conscientiousness;
- ✓ Punctuality;
- ✓ Meticulousness;
- ✓ Team spirit;
- ✓ Flexibility.

Average rated:

- ✓ Sincerity;
- ✓ Responsibility;
- ✓ Reliability;
- ✓ Composure;
- ✓ Discipline;
- ✓ Self-assessing ability;
- ✓ Self-criticism;
- ✓ Empathy;
- ✓ Sense of humor;
- ✓ Persuasive.

IV. Difficulties or unpleasant aspects

- High organizational stress;
- Flight requires a lot of time spent away from family;
- Stress due to potential impairment (medical or psychological);
- Stress due to physical factors (noise, vibrations, accelerations, radiations, toxic substances);
- IMC flight missions.

V. Satisfactions

- The pleasure derived from the passion of flying
- Satisfaction of a well done job
- Professional fulfillment
- Appreciation from colleagues
- Special social status
- Recognition of the ability to be pilot
- Money
- The unique character of the work
- The noble character of the work
- Acquiring new information and skills
- Adrenaline
- Identifying with the job itself ("Job that characterizes me")

VI. Hazards

- Death
- Spondylosis
- General bone problems / fractures
- Decreased hearing
- Injuries, burning and cutting lesions
- Irradiation
- Intoxication
- Temporary or permanent disability
- Psychomotor disorders

VII. Teamwork Implications

- Management
- Collaboration
- Documents' preparation
- Goals setting
- Establishing execution details
- Tasks allocation in order to achieve the ultimate objective with minimum effort
- Crew coordination
- Co-pilot instruction
- Technical computing and navigation data
- Data collection
- Information sharing
- Survivors "Recovery"

Factors to be avoided:
- Fatigue
- Stress
- Professional frustrations
- Alcohol consumption
- Drugs consumption
- Medication
- Negative affective mood
- Psychological discomfort both at home and at work

VIII. Qualities and compensatory factors

- Experience
- Physical resistance
- Mental strength
- Regular activities / Physical exercises
- Intelligence
- Adaptability
- Time management
- Appropriate lifestyle
- Calmness
- Ability of detachment from problems ("A certain amount of detachment")
- Proper rest
- Avoiding alcohol
- Proper nutrition
- Understanding coming from third parties
- Creating a proper working climate
- Power of concentration
- Deficiencies that cannot be compensated

IX. Conversion professions

- Pilot in other institutions / companies
- Manager
- Air traffic controller
- Sports instructor
- Any profession related to aeronautics

X. Means of professional training

- Individual study
- Continuous practice
- Greater number of flight hours
- Systematic training on flight simulators
- Training qualification courses with pragmatic content
- Maintaining sobriety
- Training in various weather conditions
- Attending all types of training (training for instrument flight)
- Comprehension of new methods of training
- Conformity with flight training methodology
- Level courses
- Centrifuge training
- Bilateral exercises with experienced pilots

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A PREGNANT TEENAGER. ASSESSMENT, DIAGNOSIS, INTERVENTION 15 YEARS LATER

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Abstract: *This study focuses on the evolution of the life of a teenager mother. Her personality's assessment takes place 15 years after she gave birth to her first child and captures her history (data obtained through a semi-structured interview), psyco-diagnosis and items that require psychotherapeutic intervention .*

We consider important the personal assessments of a mother watching back on her teenage life as a longitudinal approach captures the causal elements of life experiences. The psychological evaluation was performed with NEO FFI, FFNPQ (personality test), DAS (test for relationships in a couple) and PAXonline for assessing anxiety.

The purpose of this qualitative research is part of the desire to find answers to the following questions: How does a teenage mother assess the decision she took 15 years ago? Does she regret it? What impact did this decision have on her life? How is her psychic now? What can be done now to optimize her life, from a psychological point of view? We hope this study brings more knowledge on these life situations, more and more frequent in Romania nowadays.

Keywords: *adolescent, mother, anxiety, neuroticism, case study*

1. INTRODUCTION

If the pregnant teenager has been studied in terms of case study, of counselling and prevention strategies, based on the fundamental theories on maternity stated by Freud, Bowbly, Lebovic, and Winnicott or on the online intervention (Simigiu, 2012, Simigiu, 2013), we now approach the same issue from another perspective - that of a teenage mother in a longitudinal approach.

Looking back to a teen mother, 15 years later, we ask ourselves the following questions: does she regret her decision to keep the baby? How did this decision affect her life? How would she advise her daughter, now a teenager, too, if history repeated itself? How vivid in her soul is the wound caused by the baby's father who abandoned her when she was most in need of help? To what extent does she believe that childhood influences have contributed to the state of pregnancy in adolescence? Does that experience turn her now into an overprotective mother with her teenage daughter? How did she resist familial and social pressures? What does she think that can be done to prevent accidental pregnancy during adolescence, now having a considerable life experience?

2. RESEARCH OBJECTIVES

Our research objectives were:

2.1. Identifying the consequences of early pregnancy;

2.2. Establishing a therapeutic intervention plan after the diagnosis.

3. RESEARCH METHODOLOGY

We used the case study method with a research design that uses the interview for data collection. The overall assessment of personality was achieved by using licenced NEO FFI, FFNPQ and DAS as well as anxiety screening tools (Paxonline, 2013).

The interview guide consisted of several sections, including: date of birth and data on the family of origin, traditions and cultural context in which she grew, identification of possible social factors that have marked her evolution, education, data on her teen love and pregnancy, life after she gave birth, and the impact of this event on her life scale.

The three tests were administered under license and score by Test Central which provided psychological profiles in PDF format. The first two are built on the Big Five personality model, one being a verbal personality test (Neo FFI) and the other, a nonverbal test (FFNPQ).

Both have 60 questions requiring an application time of approximately 20 minutes each. Neo FFI measures neuroticism, extraversion, openness to new experiences, agreeableness, conscientiousness, negative self-esteem, negative emotionality, socialization, activism, conscientiousness, mental flexibility, courtesy, productivity and organization factors. The test shows the evolution of these factors in the future and occupational clusters, too. FFNPQ, a nonverbal personality test, measures neuroticism, extraversion, agreeableness, conscientiousness and openness to new experiences factors.

Regarding DAS (Dyadic Adjustment Scale), it measures the quality of the adaptation of the partners in dyadic marital or consensual relationship. Its author is PhD. Graham B. Spanier and the scale was adapted to the Romanian population by Dragos Iliescu and Ligiana Petre in 2009.

DAS is a clinical assessment tool internationally recognized as one of the most widely used tools for evaluating satisfaction in couples. Although both partners are tested with it, if the goal is couple therapy or counselling, it can be applied only to one partner for purposes of diagnosing the quality of the dyadic relationship, which we did in the case study. Our goal was to identify the subject's degree of satisfaction in the couple, relationship that led to a pregnancy.

DAS is an assessment tool that consists of 23 items. Each item is rated by only one answer, chosen from a given list. DAS includes four subscales: consensus in couple, couple satisfaction, couple cohesion, and emotional expression.

We used paper and pencil version of the test. We used manual rapid scoring form, then transferred it to the profile sheet, where scores are represented visually and compared with the corresponding normative sample. Conversion to T-scores is automatically done using the scoring form.

Anxiety was tested with the screening tools created for PAX (Cognitrom - Cluj Napoca, Paxonline, 2013), based on diagnostic criteria from the DSM-IV -TR, also consulting ICD-10. Each criterion was included as a yes / no question and the specifications for each criterion (severity, specific symptoms, etc.) were recorded based on multiple answers. The report was automatically generated by fulfilling DSM-IV-TR criteria for each disorder, then adding a description of the specific symptoms reported by patients. The algorithm used to generate this report is similar to the protocol described in SCID.

4. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Data acquired through the semi-structured interview

R. A. is 34 years old, unmarried, she has two children, and is retired on medical reasons (stage II cervical cancer with a surgical intervention).

• Data on her family of origin

Her childhood was a normal one, in a family with three children, she and two younger brothers. R. A. was not a desired child, which can be seen throughout her life, as she has never been close to her mother.

Her coming into the world (through an unwanted pregnancy) ended her mother's career, who was professional handball player. As this happened during the communist dictatorship, when women could not decide on their own body, she had to keep the pregnancy and gave birth to the child. R. A. remembers her mother had always told her that she ruined her life and career.

Her father, instead, wanted the baby very much. He was an officer. A martinet, who beat her and but loved her at the same time. He died at 44 of internal bleeding. R. A. was in the tenth grade and she was pregnant at that time, but he didn't know it when he died.

The climate at home was not the best. Parents often quarrelled and got violent, but R.A. believes that the mother was the one who caused these conflicts and the beating she received was deserved.

• Traditions and cultural context

R. A. recalls the celebration of Christmas which was very important for her father, who used to buy a tall-to-ceiling tree every year. She is doing the same now. She remembers how he would take her to the puppet show, only her, as she was his favourite child and he would buy her toys. R. A. remembers that they were not a religious family as her father was sergeant major and he never attended church sermons so the children did not go, either.

• The influence of social factors

She remembers her mother watching TV and not being too interested in her children. Only her father loved her mother, although he often beat her, which the mother deserved as she was rude. She believes that the most traumatic childhood event was the day she found out about her step-brother. She knew that her father had been married before her mother, but she did not know that a child resulted from that relationship. When he rang at the door and she opened it, it was as if she saw her father. It was a striking resemblance that troubled her. R. A. was not happy for having a brother, she was afraid of losing the place of the favourite child in her father's heart.

Then another huge trauma was the birth of her first daughter. She had a relationship with a 14 year old boy from the neighbourhood. She wanted very much to be loved, so that she cleaned his house and did anything she could to be accepted by him and his family, but this did not happen.

She got pregnant at first intercourse. They did not know to protect themselves and she realized relatively hard that she was pregnant. Her boyfriend drove her away, his family disowned her, and she was alone and frightened but she wanted to keep the pregnancy. The hardest part was that they called her slutty and told the neighbourhood that is not that boy's child.

Her father never found out she was pregnant. She has mixed feelings now. On the one hand, she knows that she wouldn't have wanted to hurt him and embarrass him, but on the other hand she is sorry he did not get to live the joy of being a grandfather. He knows that after beating her soundly, he would have eventually forgiven her.

Her mother found out about the pregnancy only after she gave birth to her daughter. She insisted on giving the baby up for adoption but she did not want that. R.A.'s support came from an aunt who took her from the hospital and bought baby clothes.

From the hospital, she went home with the child. Her mother glared at her and the baby. She had to immediately get a job as a bartender at night and stayed at home for two months, then went to Austria and Switzerland for 2 years where she had the same profession. Longing for her daughter was overwhelming. She sent money home and bought her a lot of dolls, but her daughter called her "auntie" when they met. That made her stay with her, a decision she regrets now.

• Importance of education

She believes that education is very important in life, even more important than love, because it is the only one who can offer an independent living. She has been living with another man for the past 10 years, a man that reminds her of her father. He often beats her, but she says he loves her, too. She has no regrets on having decided to give birth to her eldest girl and she often scolds her for not learning enough.

She would have liked to follow her father's footsteps in career, but she said the pregnancy ended her dream, just like she ended her mother's dream by coming into this world. She thinks this is their fate. She says that if her mother had wanted her and loved her, maybe she would not have repeated the ninth grade, when he ran away from home for two days and she would not have fallen in love with the wrong boy so early in life. Her biggest regret is that she did not finish school and returned to Romania after two years of living in Switzerland.

• Love and work

She does not want to talk about love because she does not believe in it anymore. It was a negative experience for her that taught her that love comes together with pain. She has a low opinion of men. All her life was ruined because of them. She got cervical cancer also because of men. She says she is going to die because of them. He hates men.

• Major life themes

The decision to keep her first born child was a crucial decision, the hardest she ever took in her life. She proved to manage it and she did not regret what she had done. Her two girls are her only achievements. She regrets that she lied to her father and he died without knowing that he would be a grandfather. Her priority in life now is to stay healthy and to see her girls grow up.

• Vision of the future

She wants to get better and to leave the man she is in a relationship with at the moment, who is the father of the second girl, as he beats her badly, he is possessive, jealous, locks her inside the house, does not give her any money, terrorizes her and cheats on her.

She says that she had some happy moments in life, but few. She does not leave him because she has no income and the little girl needs a father. She wants to go back to Switzerland, to work and to take the girls with her. Only there she was happy.

Psychological assessment

The large amount of neuroticism (96), the negative self-esteem (99) and negative emotionality (99) induce a picture of a person showing intense emotional reactions with respect to stimuli that normally would not trigger such emotions.

She has an emotional state that fluctuates frequently, she is irritable, depressed, impulsive, anxious, nervous, vulnerable, unstable, agitated, introverted, submissive, confused, lonely and pessimistic, and she has the structure of a victim. It is possible that this grim picture to be emphasized on the background of the diagnosis of incurable disease she is struggling with.

R. A.'s mental flexibility is very low, with a share of 5 on a scale of 1-100. It is possible that for this reason she can poorly adapt, knowing that such people try to shape their behaviour according to the requirements of social and religious morals. Her teen pregnancy and trying to hide it created large intra-psychic conflicts, the effect being greater share of neuroticism and confusion.

By combining the high score on the neuroticism factor and the lower score in extraversion, there resulted a pronounced state of pessimism, which alters significantly her life quality.

Her maladaptive defence style is generating conflicts in relationships with others. She frequently uses dysfunctional defence mechanisms such as repression, denial or other reactive patterns. Such people generally do not analyse or think about their own problems, having difficulties in verbalizing their emotional states, even when they are of high intensity.

Combining the high neuroticism score with the high agreeableness score imprints a shy character anger management, sketching a victim's profile. This explains why although constantly assaulted by a partner, she prefers to forgive him every time.

She has difficulties in indicating discontents, confusion being a feature of her

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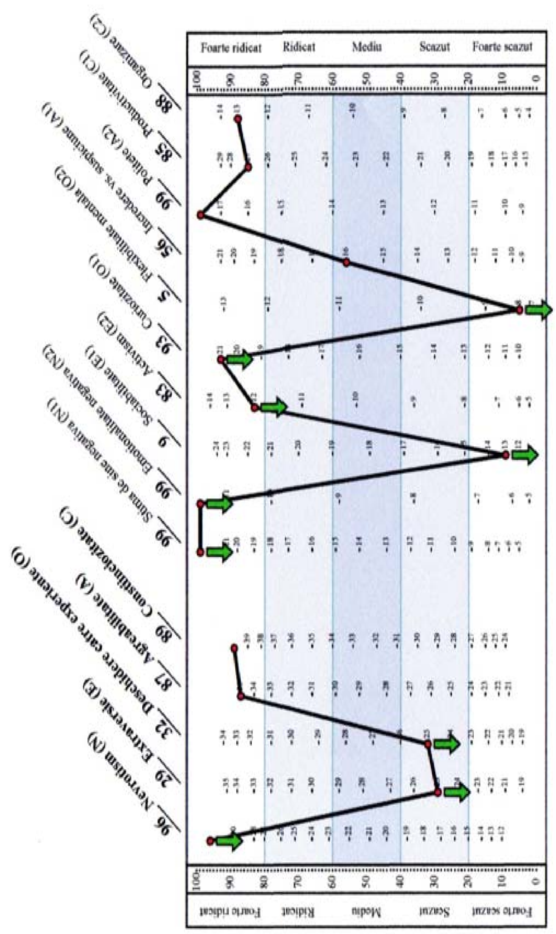
personality. She frequently directs anger inward, not knowing what to do with it.

The DAS questionnaire shows poor scores on all measured components. It seems that in the couple that resulted in this pregnancy there is a lack of consensus on the important factors for the relationship, a lack of sexual satisfaction as well as while a high level of frustration.

The anxiety test is positive for posttraumatic shock and generalized anxiety. The cancer diagnosis marked her profoundly because it came suddenly at a young age.

Graph 1 . Evolution of the personality traits



The chart above illustrates the evolutionary trend of personality traits measured by us. The high share of neuroticism seems to decrease. Most traits were measured on a downward trend, R.A.'s psychic energy being reduced possibly because of the daily struggle with an incurable disease.

5. CONCLUSIONS

At 34, still young, R. A. has to face the spectre of death, suffering from an incurable disease. Retired on medical reasons, with two girls from two different relationships, emotionally abused in childhood, she keeps the victim's behavioural pattern and accepts to be abused and financially supported by a man who reminds her of the father to whom she had ambivalent feelings.

She believes that life has passed by her, without knowing love, although she wanted fulfilment in love early, but her teenage pregnancy brought the most painful betrayal.

Her life was full of frustration, having to fight for acceptance of her child, and then to leave the country and the girl in order to earn money for raising the child. So she lost her daughter's early childhood, but also her affection, when she came home her daughter was closer to the grandmother who became like a mother to the girl.

The fact that in childhood love was at packaged with violence confused her as an adolescent, marking negatively her subsequent choices in love relationships. She repeated the parental model because it was the only model she knew. Being initially unwanted by her mother led her to seek adolescent love in an inappropriate way. The lack of information on sexual topics led to an unwanted pregnancy, without being at all ready to be a mother.

The psychological evaluation emphasizes neurotic tendencies, negative self-esteem, negative emotionality, generalized anxiety, which all make it difficult for R. A. to adapt to the status of mother, wife and patient.

The therapeutic intervention plan aimed at a cognitive-behavioural approach on the Paxonline platform, as follows:
˜Reducing neurophysiological hyper activation through autogenously training and physical exercise
˜Reducing distress associated with trauma recall through the "expressive writing" technique
˜Progressive mental exposure and desensitization
˜Optimizing the problem solving process
˜Correcting the dysfunctional conscious / unconscious thinking
˜Reducing the avoidance behaviour through the method of exposure
˜Increasing sleep quality
˜Developing positive emotions
˜Developing assertiveness
˜Developing time management skills
˜Reducing the symptoms of depression associated with anxiety (ICAR procedure)

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CHALLENGES OF IRAQI INTELLIGENCE IN POST-SADDAM ERA

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Abstract: *In the majority of post-war Middle Eastern countries, marked by authoritarianism, frozen political systems, constant destabilizing attempts and revolutions against official order, intelligence services have become pillars for power preservation, constantly transgressing their specific objectives in order to become control and repression instruments against both internal and external threatening elements. Ba'athist Iraq comes as a classic example, since the new elites led by Saddam Hussein develop and extend security and intelligence services (*Mukhabarat, Istikhbarat, al-Amn al-Amm, al-Amn al-Khas *etc.), transforming them into systems with multiple tentacles, modelled by interests at the level of tribes, clans, regions, sects, through which the regime controls an entire political and social structure, and diffuse information throughout the complicated Middle East and internationally. After the military campaign from 2003, all intelligence services are dissolved by new installed Iraqi government following an advice from US officials, in order to establish new structures. In the entire post-Saddam era however, the structures faced an infinitely complex system of threats to national security, deriving from terrorism, insurgency, organized crime and generalized violence, from competition and rivalry between them, and from representation of competing interests at political or confession level: Shi'a, Kurdish, Sunni actors, as well as the ones between US and Iran. Taking into account the increasing authority of Nuri al-Maliki and the projection of Iraq's destiny in a regional conflict with multiple actors, e.g. Iran, Saudi Arabia, US, Turkey, the new Iraqi intelligence services are permanently constrained to rethink their operational strategies and fidelity both at national and international scale.*

Keywords: *Iraq, intelligence, Saddam Hussein, Nuri al-Maliki, Mukhabarat, Istikhbarat, Sunni, Shi'a*

1. BETWEEN NATIONAL SECURITY AND DEFENDING THE REGIME: INTELLIGENCE SERVICES DURING SADDAM ERA

Development and extension of intelligence services and security structures are closely related to Iraq's specifics, as a country situated at the confluence of multiple internal (political, ethnic, sectarian, tribal) threats and external tensions, conflicts at regional and international levels. After modern Middle East's formation, First World War and then decolonization, the majority of newly created states faced serious problems in defining a stable political and security structure, confronting coups, revolutions, political instability, continuous interference from external powers, social and economic crises, and community challenges and so on. This entire collection of factors will determine the characteristics of an environment subjected to permanent insecurity, rivalry and conflict, imposing the development of a highly competent intelligence system capable to defend both national interests and ruling regimes. Similar to Ba'athist Syria, Iraq offers after 1968 a clear example of state in which security and intelligence services become a pillar supporting authoritarianism and repression as well as control of both government and society. Modern and contemporary Iraq inherits a history of fierce violence and in order to better understand its background and consequences on internal and external stability, one must consider the fundamental role that intelligence services played and will play in limiting or, on contrary, developing conflict and disequilibrium. Until its fall in 2003, Saddam regime built a complex security and intelligence services, whose main role was to defend the regime and its main leader especially [2]. Due to a continuous competition and mutual control, their tasks were overlapping considerably. Both, were led by members of president's family or clan and doubled by professionals chosen through rotation from elites, in order to balance interests around Saddam and to avoid an eventual excessive influence and power within mentioned services.

The first Iraqi intelligence service, General Security Service (*Mudiriyat al-Amn al-Amm*), was created in 1921 during British mandate. Since then, it permanently served as an institution dedicated to internal security control, an instrument used by different regimes to preserve order and prevent internal threats. After Ba'ath Party's rise in 1968, *al-Amn al-Amm* is quickly transformed into a repressing force used against inside and outside groups considered rivals (communist movement, Shi'a and Kurdish movements), as the party was incorporating factions yet not trusty to clan's president, Muhammad Ahmed al-Bakr or to Saddam Hussein. The second Iraqi intelligence service, *al-Istikhbarat al-'Askariyya* (Military Intelligence Directorate - MID), was created once Iraq released itself from British mandate and gained independence. Until the 8 th decade, it was coordinated by Defence Ministry in order to, later, enter under direct supervision of the president, like all other services. Main MID functions covered both internal affairs (monitoring military officers, protecting military objectives, counterinsurgency, infiltrating Shi'a and Kurdish movements, supporting terrorist or militant foreign movements) and external collecting intelligence and other operations (aiming Jordan, Gaza, Syria, Iran, Gulf States mainly).

After a failed coup in 1973, attempted by General Security Service chief, Nadhim Kazar, intelligence services are profoundly restructured; the event underlines Saddam's complete domination together with his trusty group [14]. Asking KGB's help, he starts modernizing *al-Amn al-Amm* and transfers some of its responsibilities to a new created general intelligence service, *Mukhabarat*. General Security Service remained under Defence Ministry until the 8 th decade, when it would be transformed into an autonomous agency reporting directly to Presidential council. Along with other services, *al-Amn al-Amm,* was led during Saddam by his clan members or trusted characters, recruited from Tikrit area or surrounding Sunni regions. Its last director, Rafi Latif Tilfah al-Takriti, was installed in 1997, and after regime's fall in 2003 remained free, being considered after 2004 an organizer of Iraqi resistance in the Sunni triangle.

In 1973, Saddam founded another new security and intelligence structure, the General Intelligence Department (GID) - *Da'irat al-Mukhabarat al-'Amma*. It represented the institutionalization of his personal security system dated back in 1964 (*al-Jihaz al-Khas* – The Special Apparatus, becoming in 1968, *al-Jihaz al-Hanin* – The Yearning Apparatus), inside Ba'ath Party [1]. Anchored both in political and president's private life, GID is the first service to defend his clan's interests and concomitantly coordinate foreign intelligence. Led by president's family members or elites from Tikrit, it coordinated internal action of other services (monitoring Ba'ath, population's surveillance, combating Shi'a and Kurdish opposition, monitoring foreign embassies and foreign visitors, counter-espionage) as well as external (collecting intelligence, sabotage and terrorist acts against neighbouring countries, supporting groups hostile to competing regimes).

The most influential agency was Special Security (*al-Amn al-Khas*) – officially denominated as Special Security Directorate (*Mudiriyyat al-Amn al-Khas*), Special Security Apparatus (*Jihaz al-Amn al-Khas*) or Presidential Intelligence Apparatus (*Jihaz Mukhabarat al-Ra'isa*). It was founded in 1982, due to war against Iran and a failed kill attempt against Saddam, firstly as an organisation securing the president and his group by selecting loyal members of General Security, *Mukhabarat* and *Istikhbarat*. After 1984 it extended, becoming an autonomous service; most of the members came from Tikrit, Huwayja, Samarra, as exclusive Sunni regions. Special Security was in its first years linked to Kamil brothers, president's cousins and sons-in-law: Hussein Kamil, back then Minister for Military Industrialisation as the official to recruit first forces from the other intelligence services and which together with Saddam Kamil managed the service until their getaway in 1995. After 1992 however, Saddam Hussein's son, Qussay [5], supervises the service. Special Security quickly became, directly or indirectly, a super-service meant to serve as superior intelligence processing centre, controlling other intelligence services and the two major para-military structures the Special Republican Guard (*al-Harras al-Jamhuri al-Khas*) and Saddam's Fedayeen [6: 44-52]. The fidelity of this praetorian security service was well reward d: according to time's records, the salary of a Special Security section chief was ten times higher than one's from Military Intelligence and five times higher than one's in a similar intelligence position at other services. Similarly, *al-Amn al-Khas* was directly involved in managing unconventional arming programs as well as complicated relations with UNSCOM inspection commissions, successfully camouflaging documents and objectives.

After the Gulf War, a new structure is formed, in 1992, incorporating elements from *Istikhbarat al-'Askariyya*, directly coordinated by the Presidential Palace and from Military Security (*al-Amn al-'Askari*). Its role consisted in supervising and controlling armed forces and officers' loyalty, especially under the circumstances created by coup attempts. It is the case of a tragic attempt, for example, initiated by CIA and supported by the exiled Iraqi general Mohammad Abdullah Shahwani as member of the opposition party National Alliance, and after 2003 director of the newest intelligence service. In June 1996, Mukhabarat discovered the coup d'Etat he initiated and comprised other 200 Iraqi officers: 80 officers are executed, among which two of Shahwani's sons.

The entire net of services not only shared tasks and competence areas, but competed and supervised themselves continuously, by cross-checking intelligence and constantly fuelling suspicion in order to eliminate any possible threat oriented against the regime. Every matter was consequently considered a surveillance and security issue, including not only the society but also its political, military, intelligence and security elites. The closer some persons were to Saddam and his clan, the more control was exerted upon them; regime's survival was ensured on Saddam's capacity to permanently keep key positions for his family or loyal clan members. Starting the 8th decade of last century, intelligence, and security services became personalized and tribalized; parallel, informal ones, under direct supervision of Saddam or his sons [3] double its official structures. Among them, one can mention: The Special Protection Apparatus (*al-Jihaz al-Himaya al-Khasa*) - designated to protect the president and his residence, the Special Republican Guard (*al-Haris al-Jamhuri al-Khas*) – incorporating 15.000 soldiers, the Special Security Committee (*al-Majlis al-Amn al-Khas*), Saddam's Fedayeen and so on. Totally, the entire system was counting over 150.000-200.000 members. Finally, the National Security Council (*al-Majlis al-Amn al-Qawmi*), also known as the National Security Bureau (*al-Maktab al-Amn al-Qawmi*), served as coordinating entity for the other intelligence and security structures. Far from representing a structure like the others, its role was to control and coordinate operations, complicating the puzzle, and stimulating competitiveness and rivalry. Led Saddam Hussein himself and sometimes delegated to Qussay as in charge for solving directly problems, the Council was formed by representatives of the five important intelligence services as well as members of Presidential Palace's Secretariat, like Abid Hamid Mahmud as Saddam's main collaborator and adviser, with an important coordination role.

2. NOWADAYS CHALLENGES FACED BY IRAQ'S INTELLIGENCE SYSTEM

Saddam's fall in April 2003 led to dissolution of the entire political and security system created by Saddam's old regime, as decided by the American governor of Iraq, Paul Bremen, and Coalition Provisional Authority, in their will to wipe out Ba'athist past and set the basis for a new institutional and political nation building. By CPA no. 2 Decision, dated May 23, 2003, all "entities" are abolished, meaning the entire defence and security system: army, intelligence services, Special Forces, paramilitary troops. Strongly argued afterwards, the decision worsened security conditions in Iraq, not only through abridging the state of its instruments, but by leaving 350.000 officers and soldiers without any professional perspective or earning means, in an increasing economic crisis [12]. A significant part of the intelligence services' members, especially Sunni, will form the resistance soon after, directed now against foreign forces and new political structures. In June 2003 already, insurgency will encompass a significant part of "Sunni Triangle" in terms of nationalist and Islamic ideology; it is doubled by the emergence of a challenging current from the Shi'a community, led by Muqtada al-Sadr. Consequently, the security perspective worsens rapidly in Iraq: on top of Sunni and Shi'a insurgency, increasing violence reaches social dimensions, determined by poorer living standard and deterioration of socio-economic conditions generally [11].

Multi-national Force troops from Iraq prove themselves insufficient and especially incapable to assume operations for ensuring population's daily security; reinstalling police and security forces is difficult to complete. Therefore, militias arise, grouped around political parties and movements, as well as ethnic and confessional groups (Shi'a, Sunni, Kurdish, and Turkmen) or tribal. Political and administrative live, institution rebuilding, are based on formalizing community logic, favouring the rise of Shi'a and Kurdish actors while bringing the role of Sunnis to periphery. All of these favoured a fast reinstatement of security and intelligence services, meant to limit Sunni and Shi'a insurgency and on larger scale to attenuate the development of Sunni jihadi movements. Finally, the new security and intelligence system had to stop massive foreign destabilizing tendencies exerted by regional powers like Iran, Syria, Saudi Arabia, which take advantage from the momentary lack of security structures and quickly start to seed influence networks, political clients, and militants [18].

The pressing need for a local intelligence structure, capable to support MNF-Iraq's efforts, determined CIA and MI 6 to gradually recruit members of the ex-structures, especially the ones covering anti-Iran and anti-Syria intelligence, whose professionalism was vital. This nucleus, comprising mainly Sunni officers, did not interfere initially with the temporary Iraqi government Iraqi Governing Council (IGC), dominated by Shi'a and Kurdish influences. It becomes official in April 2004, once the new integrated security and intelligence structure is operational: National Security Council (*Majlis al-Amn al-Watani*). The latter, led by Paul Bremen initially and then set under the authority of Iyad Allawi as Iraqi PM, rapidly became a confrontation reason between different political forces from IGC, as Allawi was confronting already Shi'a Islamic parties. Shi'a camp will support Mowaffak al-Rubaie as national security adviser. As an *al-Da'wa* member, in close relations with 2005 elected Iraqi Ibrahim al-Jaafari, al-Rubaie was suspected to pro-Iranian sympathies. In response, Iyad Allawi as secular Shi'a exhibiting pro-American opinions will form a new rival structure surrounding prime minister's institution: Ministry of State for National Security Affairs (*Wizarat al-Dawla li-Shuoun al-Amn al-Watani*). In the following period, especially under Nuri al-Maliki, it is to become the main interface and instrument situated between political power and intelligence services [15].

As first acknowledged intelligence service after Saddam's regime, in April 2004 it was denominated as Iraqi National Intelligence Service (*Jihaz al-Mukhabarat al-Watani*) – INIS, and placed under the supervision of Muhammad Abdallah al-Shahwani, the ex-leader of failed coup back in 1996. With Sunni and Turkmen roots, married to a Shi'a wife and elected as deputy on Kurdish lists, the CIA client al-Shahwani was in the eyes of his American protectors the perfect reflection of a system exhibiting national, trans-ethnic and trans-sectarian inclinations, meant to ensure a local intelligence interface, sustaining Coalition's efforts to pacify the country, stop insurgency and set the basis for a new, stable political and security order [7]. However, since its very beginnings, INIS did not enjoy a privileged position and had to successively face opposition exerted by interest groups coagulated around new political actors or Shi'a groups. As CIA creation, trained and financially sustained with over USD 1 billion until 2007, INIS followed two main directions: infiltrating jihad movements and limiting Iran's influence. It tried to overpass the logics of community partisans which affected the formation of new military forces and police and to keep a national dimension, massively recruiting members (from Sunni camp predominantly and ex-members of the Ba'ath services) that will be trained in Jordan and Egypt [13].

Situated under Interior Ministry, INIS does not the right to perform interrogation or arrest according to its status, the main task being par excellence intelligence collection. Its double role, e.g. counterinsurgency and blocking Iranian activities (Teheran's initiatives for supporting and training militias and Shi'a groups), exposed it quickly to retaliation. Starting 2004, INIS officers have become targets for Shi'a death squads. Furthermore, service's autonomy, US support, the relative increased number of Sunni members and anti-Iranian actions would raise anger among the new Iraqi political authorities, installed after January and December 2005. Along with his assignment as prime minister, Nuri al-Maliki tried to found parallel structures in order to completely control military, police and the entire ruling structures. Consequently, Al-Maliki will grant a large support to Ministry of State for National Security Affairs (MSNS) and its director, Sherwan al-Waili, in order to form his own parallel intelligence structure as an alternative to INIS and its influence. In fact, the tacit conflict between intelligence services is the expression of an Iranian-American battle, carried out on Iraqi soil between two systems serving as proxy for foreign interests. MSNS has built a service comprising more than 5000 officers, serving primarily al-Maliki's interests rather than national interests, being equivalent to Special Security Service (*al-Amn al-Khas*) under Saddam. Without a proper legal status, MSNS is dominated by Shi'a camp and serves as a surveillance instrument for internal politics, oriented towards al-Maliki's opponents and Sunni representatives.

As the reconstruction of Iraqi security and military forces was advancing, new intelligence services rises starting 2006. In the frame developed by Interior Ministry, National Information and Investigation Agency (*Wikalat al-Maalumat wa al-Tahqiqat al-Wataniyya*), as a structure similar to FBI, focused on domestic intelligence and empowered to operate arrests as well. Under Ministry of Defense, General Directorate for Intelligence and Security (*Al-Mudiriyat al-Aama lil-Istikhbarat wa al-Amn*) is founded, active both internally and externally. As if not sufficient, Joint Headquarters uniting the three services (Iraqi Army, Iraqi Air Force, Iraqi Navy) founded its own service, M2 - Military Intelligence Directorate (*Mudiriyat al-Istikhbarat al-Askariya*), following DIA model and responsible for collecting and processing military intelligence. Finally, in addition to MSNS, al-Maliki initiated the founding of another intelligence service, under prime-minister's direct authority and reporting only to him: the Office of Information and Security (*Maktab al-Maalumat wa al-Amn*). Led by Abu Ali al-Basri, loyal to al-Maliki, OIS's role and resources are not clearly defined; it serves as a supplementary instrument in facing his rivals [13].

The main disadvantage of all agencies is however the lack of coordination, while, on a larger scale, the rivalry between them reflects the divergent interests of political groups supporting them, both internal and external. Although two institutional structures are created for coordinating intelligence activities, (at inter-Ministry level: National Intelligence Council – *al-Hay'at al-Wataniya li al-Tansiq al-Istikhbari*, at operational level: National Intelligence Cell - *Khaliyat al-Istikhbarat al-Wataniya*), the intelligence proficiency remains low after Saddam era, severely affecting the capacity to limit security risks and threats, coming from both interior and exterior. Their division in factions and partisans eliminates any attempt to assume a coherent and unified strategy, in the context of increasing Sunni insurgency action and jihadi movements, starting with al-Qaeda in Iraq. Deficiencies arise at legislation level, as well as institutional and operational. There are no central data bases, as they are distributed at regional level, preventing the authorities from efficiently tracking terrorists' and militants' displacement across the territory. Each agency has its own intelligence network and sources, information sharing being limited; furthermore, processing is difficult since intelligence analysis capacity and prioritization according to urgency level is limited. Many terrorist act or violent actions are not blocked in time, although their happening is imminent, due to slow decision making and reaction mechanisms. A major cause is represented by lack of professionalism and recruiting based on corrupted criteria favoring ethnic and sectarian selection. If INIS took advantage of the experience ex-Saddam officers had, the intelligence structures created after 2006 comprise members without professional aptitudes or experience, vital for facing a very difficult nowadays Iraq.

The main obstacle in post-Saddam Iraq remains however a rivalry between the two main structures INIS and MSNS [10]. Led by CIA and US, INIS tried to limit the increasing influence Iran exerted upon Iraq, with direct negative consequences upon its officers. According to *Stratfor*, that quotes INIS officials, more than 500 of its officers have been assassinated, mostly by Iranian agents or intelligence forces while more than 700 have been imprisoned by al-Maliki regime [17]. MSNS is meanwhile accused by US and INIS to have served Iranian interests. After al-Waili's run from Iraq, in the '90s, he maintained close relations to Iranian and Syrian intelligence service, partially confirming the allegations. The profound disruption determined by sectarian motivation (INIS is mostly Sunni) and external interests was only partially covered with al-Shahwani's resignation in August 2009, as a protest against al-Maliki's increasing authority and usage of intelligence resources against his rivals. General Zuheir Fadel al-Ghirbawi was designated the new director of INIS but his relation with al-Maliki followed the same route marked by tension and limited collaboration. Iraqi prime-minister together with his loyal group, e.g. MSNS members especially, try to limit INIS' s anti- Iranian attitude and control the service from inside, by increasing the number of Shi'a officers in INIS and balance power controlled previously only by Sunnis [16]. Considering the election campaign from 2010 and the incipient revival of a Ba 'ath movement, al-Maliki led a strong action for eliminating many of political and sectarian rivals, along with other hundreds of politicians, intelligence officers, accusing them of membership in the old structures [8]. The action was obviously taken against Sunni rivals that might have ran for the elections or support other candidates. From intelligence services other than the ones led by prime-minister's regime (INIS, Defense Ministry, Interior Ministry, M2), 376 officers were dismissed in February 2010, from which 190 belonging to INIS. M2 director, Alaa al-Amiri, tried to resist and was dismissed as well. With no exception, all of them were experienced professionals but Sunni. They are replaced with inexperienced Shi'a officers, members of prime-minister's party *al-Da'wa*, some of them being even ex-refugees in Iran during Saddam regime, sustaining therefore Iran's influence [9].

The process had two major consequences. On one hand al-Maliki increased his personal domination on the entire intelligence field, military and security services, where he delegates own clients. He refuses to appoint ministers for Defense and Internal Ministries, taking over the two portfolios. Consequently, all intelligence services along with state's important institutions are dominated and politicized by al-Maliki, like in Saddam's era, but as Shi'a, not as Sunni any more. On the other hand, Iraqi intelligence and security services weaken and become incapable to approach increasing security issues the country faces for the past 3 years. Lack of coordination and professionalism, influences exerted by US and Iran, of ficers' politicization and sectarian division, constant political interference in decision making and corruption affect the entire Iraqi intelligence activities. Influenced by the Syrian crisis, Iraq faces after 2012 an increasing Sunni challenge addressed through radical jihadi movements, which united themselves and join the Syrian ones, leaguing new transnational structures like al-Qaeda in Iraq and Syria (ISIS). In front of these new insurgency movements and large scale terrorist attacks in Baghdad and against Shi'a objectives or official forces, meaning military troops, police, intelligence officers, Iraqi authorities can only admit their incapacity and lack of professional resources now, without any option for limiting negative effects of anterior decisions [4].

The actions presented previously have weakened the operational capacity of al-Maliki's intelligence services. Himself a discrete supporter of the Assad regime, through an almost recognized alliance with Iran, in a total opposition with regional Sunni countries and challenged not only by the Sunni population in his country but by a part of the Shi'a parties, al-Maliki still relies on the authoritarian power system built in the last 8 years, so well-known in Iraq's political culture. Unlike Saddam regime however, current regime's intelligence services are extremely unstable and fragile, fractured by internal fights and incapacity to handle a deteriorating security environment. As proven by the amplitude of last year terrorist attacks, the authorities were unable to control Sunni insurgency in al-Anbar province, al-Qaeda's fierce violence and its attacks in Baghdad (Abu Ghraib prison on July 22, 2013, and liberation of hundreds of jihadists). As a consequence of political power's failure to build a coherent and unified security system, Iraqi intelligence are bypassed and incapable to handle security related events.

3. CONCLUSIONS

The general chaos at both information and operational levels, within the military security and intelligence institutions, is extremely dangerous in a very tense national context and especially in a volatile regional one, marked by denominational fractures and by an exacerbated violence. In addition, 2014 is an election year, which can mark the disappearance of the power system built with so much attention by al-Maliki for eight years, or can reconfirm it. Both alternatives, contain a strong potential turning point, firstly, due to the lack of political unit that will drive the country toward a crisis, as in 2010, aggravated now by the fractures between Sunnites, Shi'ites, Kurds, and even among themselves as communities; secondly, by the fact that, while in power, al-Maliki will continue the same strategy towards exclusive domination of the field decision-making, thus intensifying the opposition's violence against him. In this complex environment, the role of intelligence services is vital. They have today, more than ever in the Iraq's history, a decisive role not only in facing security threats, using only their own resources in order to defeat any danger against the state, and especially towards population, but also in being attached sufficiently to the national interests in a such way that Iraq will not fall back into civil war, or even more, fracture.

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DEATH IN THE ROMANIAN CULTURE

CASE STUDY PRESENTATION/ ADLERIAN APPROACH

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Abstract: "*To live with death" can be considered a pun, but basically it constitues a starting point for reflections upon death. In time, people everywhere have been preoccupied with questions regarding death, loss, immortality. Thoughts about death affect life in various ways. Some are threatening and scary, others are useful and inspiring. The thoughts about our own death or that of close ones cause sadness, anxiety. Death threatens everything that we know and appreciate. The meanings that we attribute to death and the reactions to these meanings are different for each individual. The perception of death is socially determined, with significant differences in different cultural areas. These differences appear as a result of some religious, cultural convictions, of the environment in which the man lives, of the family atmosphere, of the emotional climate. Attachment lies at the basis of any connection.* A p*erson who does not know how to become attached, will never know to separate either. If the relationship of attachment has been uncertain, then the separation phases are lived improperly and the mourning labor is not solved. There are people who do not get attach at all, for fear of separation, there are people who get too much attached, they are very adhesive and they experience separation in a very difficult way. In any relationship, there are four phases: attachment, connection, separation and mourning. If the mourning process is not accomplished, the person will not be able to get involved in another relationship and will not connect in an authentic manner, it will be just a substitute for the lost bonding. If mourning and grieving are not accomplished, the person will stay mentally blocked in the past. This shows the person's inability to integrate the loss and to move on, to adapt to a life without the deceased one .In this paper I will present the case of a patient I have worked with in psychotherapy from an Adlerian perspective, assisting her in grieving the loss of her son, offering therapy and support psychological assistance to allow her to adapt to a life without her son.*

I. CASE STUDY PRESENTATION

Case description:

For ethical and professional reasons, the patient will be called VICTORIA, this being just a literary nickname. Victoria came to the office after being previously scheduled by phone by her best friend at the time. He asked me to see her telling me that Victoria really needed to talk to a psychologist, since her son brutally died in a traffic accident. The accident happened about a month before the meeting.

Socio-cultural aspects:

Victoria is a woman who raised her child on her own since he was six years old, forming together a single parent family. Her family was a modest family, living in the countryside, in a mountain area, accustomed to nature and destiny hardships. The family was Romanian, of Orthodox religion, with higher education. Now Victoria is living in a small town in the central part of Romania, she has established a business on her own, she has a medium- high socio-economical status, and she is 44.

Case conceptualization:

I received Victoria nervously. She came in awe, in true pain obvious from her whole being. She was not a person, but a source of tears and a pair of blue eyes around which a human being could be seen. I was shocked by her appearance, her speaking, the way she kept her son's photo and she was aking: „have you ever seen such a beautiful child?" ...

In an odd way, I felt, from her very first visit to my office, an extraordinary force which was hidden behind this huge pain. There was so m uch passion, so much real feeling, that I knew that together we would be able to redirect this vital force to the path of rediscovery and personal reconstruction.

Victoria spoke about her son, about the fact that he was the result of a failed marriage, that he meant her life, her reason for being, that all her efforts as a single mother were directed towards her son's shaping and development. Dan was an amazing cild. Talented, sportive, poet, a good student, a good friend, very loved by his colleagues, an exceptional child. Victoria was tormented by feelings of guilt. She was sorry that due to her continuous work and her special efforts, she could not spend enough time with Dan lately. I asked her to tell me about her son's results.

She proudly showed me some of his lyrics. I asked her who was responsible for the evolution of this child? Who contributed to his raising and becoming? Who made sure that this child became a beautiful, responsible character, with a social interest, generous and upright, appreciated and loved by all the people he met? Who supported him in his educational actions? Who ensured his participation in sport competitions? Who stood by him when he succeeded and when he failed?..... Victoria understands the idea. She knows that without her efforts, her maternal dedication, Dan could not have become what he was. For the first time she says, she manages to change perspective and the feeling of guilt is diminishing. I talk to her about the difference between being guilty and feeling guilty. But we are just starting the journey........I need to state the fact that Victoria has begun psychotherapy and we started together searching and descovering personal, internal resources, without using medication.

Slowly, Victoria starts to reveal herself, the therapeutic alliance is built and widens more and more. Personally, I think that a good therapeutic alliance brings about the success of every theraphy. From my chair, I gradually and deeply entered Victoria's life, and later on her lifestyle.

Thus, I found out that Victoira and her son fought Death long before this appeared. Six months before the accident, after some periodic control, Dan was under suspicion of leukemia. He was admitted to different hospitals, several meetings with well-known doctors, from the capital and even in the best medical centres, took place.

Blood tests were not conclusive, the medical approaches were confusing, they could not give a definite diagnosis. Victoria was struggling, searching, trying to find answers and she was praying. The last months of her existence, before the accident were tormeting and she kept running between hospitals, cities, churches. She was looking for solutions and she tried everything to save her son. Meanwhile, Dan got acquainted with the feeling of being caught in the claws of death....One way or the other, even before meeting actual Death.....Until one day, when a dedicated doctor, discovered that Dan's „illness" was in fact a lab mistake, given by a substance which was less used in medical labs.

Therefore, back to life. Until the fatal day, when „the dark character" dashed into her life when she was not even thinking about it. And now in the psychotherapy office, she was confused, angry, lacking faith, without any existential purpose.

Together we followed a long and difficult road, with ups and downs, blockings and decodings, with understanding and question marks, but never giving up. Together we underwent the specific stages of grieving, I dealt with denial, I assisted and helped to honour her fear, to manage her protest, we stepped together towards acceptance and understanding, then the fight, the rediscovery of the self and the creation of a new meaning in life.

Then I followed the step of knowing Victoria starting with early childhood, since every person creates her/his own personality, lifestyle, starting with her/his birth. From the interaction with the environment in which he is brought up, the child observes and draws some conclusions. He learns what to do, how to do it, to feel, to think. He establishes purposes to be fulfilled. All these landmarks are created unawares, and then they shape the way we operate every day. In fact, our lifestyle reflects our personality. To understand her better, for her to know herself better, I tried to discover her lifestyle. What the parental figures meant to her, or any other adult representative figures from her childhood, family atmosphere, family constellation, birth order, gender realtionship perceived as a child, convictions which were created at that time, but which intefered with her growth. All these aspects are lifestyle components, they speak about moving through life. Our conviction system represents the bone system for the body. That is support. Convictions help us be what we are, but some of them, shaped under the form of early experiences, tend to „be in our way" at some point in life. Then we do not get along anymore, we do not find ourselves, we cannot get back the way we were and we cannot choose a direction in life. This is why it is important to discover these convictions that intefered with our growth and which do not match the actual life situation. Then I did research on how my patient approached life tasks, like intimacy, family, friends and social network, work. I was interested in her memories of her accomplishments and last but not least in her early memories. Our memory is selective and it is full of meanings. Not by accident, during some moments of our life we think of some memories and not others. Remembering is just a metaphor of the actual situation of our life, it shows the emotion present at that moment, the way towards which we are turning or what we are running from, it shows our qualities, resources, our strenghts and sometimes even solutions to the problems we are facing. Victoria underwent a period during which she could not bring childhood memories into therapy. Her return to her own past was a very difficult task. A strong emotional blockage kept her still, not allowing her to go back in time. With the help of therapeutical stories, psychodramatic methods and „discussions with the inner child", I found out that when she was 12, she had been abused by a family member. Another rage, another rebellion, other torments of the child who, from an early age, dealt with loss, learnt to live in suffering, assimilating it and impregnating it within the coordinates of her life. For her joy, trust, other people's appreciation, other people's good will, were unknown. And unawares, we turn to those people and situations that confirm and validate our convictions. Victoria understood this aspect of her life, and she understood the choices she made throughout her life. This pattern of thinking with the unconscious purpose of suffering turned towards her ex-husband, that she separated from when Dan was 6. A man who validated her conviction about men and marriages which are „unhappy”. Then Victoria managed to unlock some memories, she spoke about meaningful dreams, all being entrance gates, access gates towards knowledge and self-understanding.

My intervention plan took into consideration:

1. *The acceptance of the loss reality.*
2. *Working with suffering: going through the stages of mourning, assisted management of anger, working with aggressive energy, working with the self, emotional expression.*
3. *Adapting to a world from where the deceased person is missing.*
4. *Emotional re-focusing (going on with life).*
5. *Rediscovery of personal resources, qualities, internal strenghts and their value.*
6. *Adjusting convictions which intefered with the person's growth and the understanding of mistaken purposes.*
7. *Lifestyle improvement and creating a new meaning in life.*
8. *Optimal approach of life tasks as a result of analysed lifestyle.*

In the psychotherapy approach of this case I had the following guidelines as principles of my interventions:

- *Pain is an individual process, each individual deals with loss in an original and unique way.*
- *Pain is an opportunity of inner development, as a result of limit-experiences we dicover the richest inner resources.*
- *Pain can be manifested in an environment which provides safety for the grieving person*
- *Pain cannot erase an unwritten natural law: we are genetically programmed for life*

I will futher present the summary of my patient's lifestyle, realised with the help of Adlerian methods and techniques. I used the lifestyle inventory, a working instrument that I used not only to collect data, but also as a possibility of psychotherapy intervention. What is the lifestyle of a person and how does it help to know it in an psychotherapy approach? I further present some clarifications meant to facilitate the comprehension of the process:

"The lifestyle of every individual is a singular matrix of thought, feeling and action, which is unique and represents the context (*Zusammenhang*) in which all the specific manifestations must be considered." (Shulman&Mosak, 1995). In time, Adler named it guideline, life plan and then lifestyle.

Lifestyle components:

1. about „what it is” (our individual self and the reality we deal with)

- The self:

It comprises: sense of the body (what „I” is), identity (who I am), self-image (what I am), self-esteem (what quality I have), the self as an object (what affects me).

- The image of the world or *Weltbild*:

It is a set of convictions about everything that is „external” to the self. It comprises:

- convictions about life in general;
- convictions about the social world – from culture and especially from personal convictions.

2. about the values and behaviours that we will follow to solve „what it is”

- The ideal self (guide):
  - It is the ultimate purpose of that person's life;
  - „orientation point” for guiding the"movement line";
  - the effort in this direction is endless;

- Moral judgments:
  - the ideals judge what is important or not, good or desirable;
  - basic ethic attitudes are considered more or less an individual psychological matter rather than a result of mass propaganda or social systems.

- Methods (how to be done)

- there are methods used consistently during that person's life, as behavioural techniques for the effort to reach the main purpose;
- every main purpose can have one or more methods, and similar methods can be found associated with different purposes;

3. Lifestyle influences: Lifestyle influences are biological, psychological and social.

THE SUMMARY OF FAMILY CONSTELLATION – VICTORIA

A second child in a family of two children and psychologically the second born, the daring, rebel, impulsive Victoria was raised in the family trying to do everything to get what she wanted. Unlike her brother,S. arrogant and proud, hidden rebel, superficial and withdrawn, Victoria found her special place by being self-confident, creative and humorous, the artist in the family during childhood.

The atmosphere in the family was tense, conflictual and intimidating, and the family values were education and religion.

The male model offered by the father, M., was that of the dominant, powerful, handsome, but very tough, violent man with a strong justice sense and a great will to impose power and supremacy and to have them acknowledged.

The female model offered by the mother, B., was that of the complex, evolved mother, a mixture of contrasts, „fire and rock", full of force, energy and though strong, very understanding and kind to the loved ones. She spread around much affection, was open to communication and her main concern was for her children to be well taken care of.

The female model was completed by the grandmother, a good and kind person who always had something put aside for Victoria. Later, a good and elegant teacher, charitable and understanding, she completes the feminine portrait in Victoria's life.

The gender relationship was a tense one, in which the man was violent, dominant, aggressive and hostile, provider and financial source for the family, and the woman took care of the house, children and did not allow to be criticised in society and give up an unhappy marriage. Her children were above all, and the woman puts up with everything for their sake.

THE SUMMARY of early recollections (interpretation)

I receive joy and silence in my life and special things come to me. The woman works, shares and brings peace and silence in my life. The woman works a lot, but not in vain.

I know that good things are kept somewhere, in a corner for me and I am happy to receive them in a special way..

Everything shines when I win, I know to be special and to reach the top and be above all.

THE MAIN PURPO SE (not aw are of) :

I try to be different and to do things in a special way; I know how to run when I identify danger.

The others are against me, they are aggressive towards me and they use me.

Life is tough and hostile, a battlefield, a maze through which the woman has to find a way out.

Therefore I try to push away those who come in my way, I have learnt to fight bare-handed, to run and to defend myself, to work a lot to earn my safe place in the world, somewhere „above the others".

IDEAS W HICH INTERFERE WITH GROWING:

1. V. thinks that the man must be proud of what the woman does.
2. V. thinks that men must be dominant to be strong.
3. V. thinks that the woman must be „petrified" to resist in life.
4. V. thinks that the woman must not give up when confronted with some difficulty, she is built and meant to fight.
5. V. thinks that you can measure your force by provoking fight or inviting to fight.
6. V. thinks that the others are unfair, use her and abuse her.
7. V. thinks that marriages are unhappy.
8. V. thinks that the woman is meant to work very much and at any cost, it is the only way to reap success and to enjoy it.
9. V. thinks that you must do everything to be above all, **only than you can be safe**.

THE M OST M EMORABLE OBSERVATION:

The family is a place in which the man is bad, tough, violent and he brings a lot of sadness and unhappiness.

QUALITIES AND STRENGHTS:

1. V. is brave and tenacious, she is a true fighter.
2. V. is intelligent and she has the right strategies at hand at all times, she finds the right solutions to the problems she deals with.
3. V. is not defeated by anything, she fights all the way, she is a warrior.
4. V. is a dreamer, creative and with a high aesthetic sense.
5. V. has leader qualities, she is a good organiser, she always knows what she has to do.
6. V. is ambitious, perseverent, tends to reach her aims.
7. V. has a sense of humour, is flexible and open to new horizons.
8. V. is feminine and beautiful, she knows how to glow in front of the others when she wants it.
9. V. is adventurous, willing to explore and to know.
10. V is generous and honest.
11. V. can create projections, making her own comfortable world and isolated from the hardships of the world.

The implications of the psychotherapy approach/ Conclusions

An important aspect for V. was to understand the mistaken position that she had adopted towards the world, through her experiences in early childhood. Giving up hostility, she learned to receive and not just to offer out of the fear of being rejected, she considerably improved her social relationships, she approaches the task of friendship in a more confident way, and she has built a real support network. Surprisingly, using her qualities and internal strenghts („no one saw me like this" she says with tears in her eyes), she re-balances her self-esteem and she has the courage to imprint a new direction to her professional life. Today she is studying psychology, a totally different field as compared to her professional activity, she is a second year student and she has very good results and she has passed all exams with flying colours. To commemorate her son, she chose to do something useful for the living ones. She organises and sponsors every year a sport championship for gifted children in the county teams, who play professional football, like Dan did. The sport championhip offers a honorary cup bearing her son's name, and thus, every year, Dan is present among those children, who play in his memory.The event is already well-established, filmed, awaited and every year Victoria manages to give happy moments, honour, trust and courage to the children participating in this competition. It is a method of true commemoration of the son beyond old rituals, customs or preconceptions, it is a method of much interest and social utility, that Victoria thought of when she discovered her resources and internal strenghts, creativity and generosity. Adjusting wrong convictions, self,life, world-conceptions helped her redefine her feminity, accepting her position towards the world and towards the man. This woman's evolution in life was governed by rebirth despite multiple losses. Of course, there are moments of breakdown, severe sadness, mourning, especially around important dates in the calendar, during the winter holidays, but these are her sacred, intimate, isolation and praying moments, that she manages today with trust and a lot of courage. Her choice is called LIFE and PRESENCE.

Adlerian psychotherapy is a psychotherapy of encouragement, of respecting the man's individuality and approaching it in a holistic way. Just like in medicine Hippocrates said that „there is no disease, there is a sick person", a concept of uniqueness is necessary in the psychotherapy approach. Individual suffering remains unique, the suffering of a mother who lost her child is comprised in a development of the unnatural. Everything that contradicts normality is difficult to understand, to accept, and I think that this idea is to be found irrespective of the culture, religious aspects, dogma and rituals of a community.

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COMMUNICATION AND EDUCATION, RECIPROCITY IN THE PARENT-CHILD RELATIONSHIP

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Abstract: *Throughout the parenthood, the priority is and shall remain at all times to ensure the physical, mental and emotional health of the child. The balanced development of the children is determined by adequately meeting the needs involved by different development stages of the children. Often the parents feel helpless in their capacity, being unable to identify the actual needs of their children or approaching them wrongly, thereby generating negative effects that can sometimes mark for good the behavior of the future adult.*

Ill-treatments applied to the minor are actions of the parents or of the person to whom the child is entrusted for raising and education, actions that seriously jeopardize the physical, intellectual or moral development of the child. Today's generation has a much faster development rhythm. Today's children are the future adults; the responsibility for their education lies with their parents and teachers, but the society is not relieved from such responsibility. For the parents to successfully accomplish this responsibility, support is required from the community, from the entire society. The parents represent the key-elements in ensuring the observance of child's rights, as the child spends the most of the time at home, and the parents or the adults fulfilling the role of parents have the most significant influence on shaping the child's psyche and personality, whether they are aware of this or not.

Keywords: *responsibility, influence, family climate.*

1. INTRODUCTION

Each family has its own place, but also its own role in the progress of the society. The family as the primary element the child takes contact with and remains the permanent and fundamental landmark in the condition of the individual, in manifesting civic, moral and behavioral attitudes. The human being is the being whose relationship depends essentially on communication and given this, its building, reliability and vocation cannot be explained outside the exchange of messages. Through communication the individual is humanized, forms and develops its personality in a continuous assimilation process of social experience in an unlimited variety of contents and forms. Understanding its position in different circumstances and providing appropriate answers, means catching the way to process the information provided by the environment.

2. THE PARENTS-CHILD RELATIONSHIP

2.1 Theoretical approach.

Communication is the binding element of any group and the essential link between its members. It has a number of vital functions on the group: it adjusts individual behaviors, allows the existence of influence and domination, it facilitates the delivery of performance by the groups in fulfilling their tasks, it ensures group cohesion, it values the group, it represents a socio-cultural unity element making the group to become a reference for the individual. The need for lifelong learning became evident and was structured amid concerns for adult education. Lifelong education triggers many institutions and means provided by the society. Thereby a permanent shaping of human personality is obtained, both through the various levels of the educational system and through the instructive-educative and cultural actions addressed to all age groups of the population, in particular to the adults.

The family is an educational factor that guides the human being for the longest of his/her life. The child lives most of its time in the family, where they learn the language, customs and civilized behavior, this is why we say that "good family upbringing in early childhood" has a decisive role on the subsequent building of its personality. The high educational potential of the family is conditioned by the structure, material and cultural level, by the relational and emotional atmosphere in the family (harmony between spouses, normal life, good organization), by their responsibility towards the education of children. The family is the first social environment for development and fosters the establishment of contacts of the child with the society, where the child receives the first education elements. One of the main features of the family is that it provides stability and strong affection, promoting thereby learning. Common knowledge is that in a family the mother represents affectivity and the father the authority. The question in this regard is to establish a balance and a safe environment conducive to the harmonious development of the child. Unfortunately, the living conditions of children in our country are stressful, the parents are overwhelmed by the worry about the future, by the job insecurity on the one hand, and on the other hand the divorce, child abuse and aggression manifested on children represent several negative aspects in the normal, natural development of the child. The preparation of parents or of potential parents to achieve the educational competences represent one of the objectives of the school system. In a family where mutual respect prevails, manifesting stability and where its members are satisfied by the results of interactions, the child is central. The existence of a child carries a positive meaning, but complicates the bidirectional relationship between the spouses, turning it into a tridimensional one. The child exerts its influence on the family, restructuring its activity, requiring adaptive change. Under normal circumstances this does not lead to an imbalance of the family, but to a new organization, imposed by goals considered by the parents worthy of their sacrifices.

Dysfunctional families usually have affected communication patterns, family balance is severely disturbed by the existence of conflicts. Just one flaw of the family is enough to affect the psychic life of the child, resulting in a number of drawbacks, including the difficulty in its dominant activity; mental or moral trauma may arise, the child falling through in psychiatric disease states, in reprehensible conduct. Parents easily accept that they may not be perfect, but would like some perfect children to meet their own moral or behavioral ideal. Parents must accept the child as he/she is, with strengths and weaknesses, to love and support him/her unconditionally. Every family has its own style of education, which is mainly dependent on parenting style, referring to the action method of the parents over the children and may be harmonic or disharmonic unity between personal education styles of both parents.

Within every family both spouses have to act as one over the child and to avoid adopting educational strategies that might influence negatively the child’s behavior and to contribute to smooth building of its personality.

Many times parents are not able to solve their own problems with their own children. They use excessive authority, violence, do not communicate enough with their children or are indifferent and do not notice when their children have problems.

Family and parent education targets those actions aimed at practicing educational function and at developing effective communication and interaction practices in the family. As a subsystem of lifelong learning, it responds to specific, actual needs and offers alternate ways and conditions for self-education. Parent-children communication poses serious problems because parents born and educated in a world with rigid conceptions, have children born in a world full of movement and change.

Information and training of parents on child schooling requires each parent to know its legal obligations on the education of the child, the importance of its attitude for its child school success, the methods to collaborate with the school.

There are numerous situations where work is needed to inform and educate parents including:

- Complexity of child development at different ages;
- Educational roles the parents have and need to have;
- Development of the quality of inter-individual relationships in the community;
- Maturity and development of social responsibilities;
- Partnership with the child in various affective disorders or other disorders;
- Prevention of problem situations, of education and development risks.

Studies have shown that a so-called good parent is one who manages to respond appropriately to their child's needs, by not developing obedience but the respect of individuality and autonomy from the earliest ages. Permissive relations determine inaccurate, aggressive and disobedient behaviors, the authoritative relations cause obedience and lack of initiative and self-esteem, and the overprotective relations tend to determine passive behavior, addiction and unresponsiveness.

2.2 Research dates.

Information and training of parents regarding child schooling requires, at least, for each parent to know its legal obligations on the education of the child, the rights it has for the education of the child, the importance of its attitude for its child school success, the methods to collaborate with the school.

Parenting is evolving, and what used to be fit for our parents is no longer adequate for today's children. We need to rethink the way the role of parents is understood and their communication with the child, as well as the coherent and organized support to achieve them.

This research aims at highlighting the role of parents in child's education, namely the effect of parental education on communication and their behaviors in relation to children.

It is based on the hypothesis that parental participation in educational activities will lead to acquiring skills and abilities in terms of educating their own children, resulting in changing the education method of children within the family and at school. Questionnaires were applied to parents, children and teachers, regarding the awareness of the need to educate parents, explanation of the answer and group interview targeting information on child education methods, new knowledge learned by the parents, problems faced and other issues.

This research is ascertaining. Considering that parental education directly impacts children, questionnaires were provided to parents and children, as well as to teachers involved in the education of the child. The research subjects were chosen from

Brasov. Predominant ages are between 31-35 years, namely 22.37% and between 25 and 30 years - 15.23%, as seen in the chart below (Figure 1).

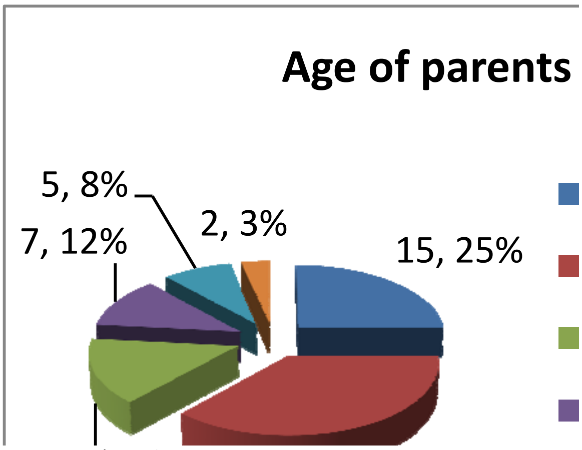

Figure 1.

By analyzing the age of the parents a big age difference is observed between the child and the parent. This is particularly important since the differences between generations become more visible, the parents of this generation of children being raised and educated by completely different moral and spiritual values . In the last decade the family has undergone major changes due to socio-economic conditions. Although the following analysis of the responses of parents and teachers regarding the quality and collaboration between them is rated as good, there are a number of problems that hinder the teacher's work and depend largely on the parents. Some parents believe that educating children is the exclusive responsibility of teachers, they take their children to the kindergarten casually, have different ideas about educating children than the teachers, do not have time to communicate with the teachers, are protective or over-protective towards their children and this hampers their relationship with the teacher, do not have time to attend parent meetings, misunderstand information about the kindergarten and the children, have exaggerated expectations from the kindergarten and the children. Also, teachers believe that parents should respect them more, to take into account their comments and suggestions, considering that if parents show them more respect this will lead to the same behavior from the children. In terms of collaboration of the kindergarten with the family, most teachers mentioned: parent meetings, daily discussions (given that parents come every day with their children in kindergarten), home visits. Other activities mentioned were: roundtables with invited persons, joint activities for the manufacture of materials, toys, trips with the children and parents, demonstrations in which parents can see the child's knowledge in relation to that of the group, the development level reached by the child. As a novelty the parent clubs, parent resource center are mentioned, which could include a wide range of services provided to parents: special hotlines, expert advice offered by psychologists, teachers, doctors. The most effective technique for controlling behavior is linked to encouragement which states that the behavior resulting in the desired consequences will repeat itself, namely that if a child likes what is happening as a result of its behavior, it will tend to repeat such behavior. Unfortunately many parents, without realizing it, criticize, nag and punish more than they should, failing to notice the good things done by the child, contributing thus to the aggravation of the child's behavior. To obtain good results it is important that encouragement or reward appear as an immediate reaction, to react with enthusiasm and to repeat the process many times. It is much more effective to pay attention to the behavior. This behavior should be punished or verbally praised at the right time. Behaviors that constitute problem for parents are personality disorders: the child is stubborn, distrustful, shy, hesitant, cranky, moody; and discipline problems as the child does not comply with the rules: does not sleep in time, is messy etc.

Given that these behaviors refer to preschool children and the child's personality is built at this age, behavior problems are normal, such as: distrustful, shy, hesitant. Parents should intervene by using verbal praise for the child to create a positive self-image. Recent research has shown that both children and adults who respect themselves and have a positive image about their person will be self-confident. Most parents cannot help themselves to tell the child words such as: you are bad, stupid, lazy, cocky, fool, ridiculous, clumsy, etc. All these statements of parents and teachers make the child to feel humiliated, ashamed, unhappy and to doubt its value. Such feelings begin to appear in childhood and are still nurtured by a performance-oriented society. Results affect self-image of the person and its whole life.

3. CONCLUSIONS & ACKNOWLEDGMENT

The child tests its parents love through its behavior, so they often are bewildered and exasperated and will interpret certain behaviors as disrespect. When a child misbehaves means that one of its needs was not satisfied. It often checks the parent's authority through different behaviors. The child needs to learn from practical examples, as long as its ability to think abstractly has not yet been developed. Our own character traits are reflected in the lives of our children.

Behavioral psychology has found that changing the response to a particular situation can lead to a major change in the whole situation, i.e. if parents change their attitude towards a certain behavior, it will change the child's behavior as well.

Times have changed, but human relationships that represent the basis of building the character have not. Children need parents to provide them a warm home, love and guidance, effective communication, a close relationship to set the beginnings of the human.

The education of parents contributes to their social and spiritual emancipation. Socio-economic changes in the early 20th century, the transformations undergone by the married couple, the family as core of the society, require parent education to prevent negative effects on the child development.

The number of single-parent families has significantly increased, the standard of living is low due to the high rate of unemployment, the number of abandoned children has increased, school dropout increased, the number of cases of children abused physically, emotionally or sexually increased. In all these cases the family is no longer the optimum environment for child development. Parents concerned with the major issues of survival can no longer provide the child affection, warmth, joy of childhood-necessary elements for the balanced personality development of the child.

Information, awareness and involvement of parents in their own child 's education and development is not just their problem , but it must become a concrete, systematic and permanent action for all categories of professionals working with children, of the central and local authorities, of NGOs, communities and civil society in general. Parent education should become a constant professional concern of teachers and psychologists. It is necessary to strengthen the collaboration between the family and the educational institution (kindergarten, school), to create a flexible system in the communication and collaboration relation with parents, to achieve harmony in child education outcomes optimization efforts. Parents should be aware of their responsibility in child education, to consider kindergarten and school as a reliable partner in this noble task.

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SCHOOL DROPOUT IN CURENT SOCIETY

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Abstract: *School abandonment is a plurifactorial phenomenon, and his degree of seriousness is highlighted by the ease with which it occurs, namely: family disfunctionality, entourage, the student's performance in relation to the teacher or the individual as a system. All this can lead on short term to the appearance of school failure, resulting in school dropout. The dropout risk is higher for micro group represented by the family, whose normal and efficient functioning is essential for child development. Without being a reality of last period, school leave gained particular proportions in recent years and presents an upward dynamic. The prevention activities are complex because it requires specific interventions that will reduce the phenomenon of school drop, actions that will limit or eliminate where possible, the causes of dropouts.*

Keywords: *abandonment, family disfunctionlity, communication*

1. INTRODUCTION

Modern man is gradually adapting to transformations of the entire society, the real possibility of progress and development being influenced and especially conditioned by education. School dropouts represents a serious issue facing higher education. It is a complex phenomenon within the educational environment that is represented also in a broader context, taking into account the following dimensions: economic, socio-cultural, ethnic, psychophysiological and pedagogical. During the transition period, it was found that students in increasing numbers tend to leave the educational system. They are surrounded by hostile family climate, careless and disinterested attitude of the parents for the school, an institution that is no longer a priority and not provide and guarantee a job. The massive emigration to the Western states, causes improper care from parents, who offer their children freedom of movement, which inevitably leads to decreased school performance, behavioral disorders and finally almost certain failure and school dropout.

2. STUDY ASPECTS

2.1 General aspects. The pressure group, its negative implications, the risk of exposure at drug consumption and other forms of dependence, associated with weak and inconsistent educational methods, curriculum overload, dysfunction in the assessment and grading, fear of exams, and others are just a few factors that support this phenomenon.
The students avoid confrontation with these factors of stress and discomfort by running from hours; the absenteeism becomes a social issue that, uncontrolled, has serious implications for the entire society. Not only the phenomenon is important in itself, but also its consequences.

The inability of students to keep up with the best colleagues in school , discipline problems , poor social relationships with class teacher and parents, will lead to the unability to adapt to the demands of society and rigors of life. These students, will abandon surely the school before completing a full cycle and obtaining skills that can maintain and promote professional competences. The reasons of dropout are closely linked to the socio - economic transition and the period of crisis and recession. According to national statistics, in recent years, the dropout rate has increased to an alarming percentage, placing Romania on the first place in Europe in this regard. Each abandonment has a personal history, student faces a number of difficulties which result from the himself, family, school, community. The instability of the educational system is due to fluctuations at economic and political level. The development of Romanian society after 1989 was influenced by changes in democratization and the transition to a market economy in the context of a prolonged economic crisis.

In families with low incomes and high unemployment, most often, the children are abused, abandoned, they do not develop normally (both physically and mentally) and have health problems, thus increasing the chances of school drop and juvenile delinquency. In Romania, there is a disparity between urban and rural communities concerning the economic, social and cultural background. In terms of dropout from school there is a discrepancy, and the major share being held by the rural community. In rural areas remains a certain lack of interest, passed on from one generation to another, and a relatively low cultural level. This lack of interest is seen among those who are still at school, grade repetition being an important indicator in this respect, with a major percentage in rural areas.

There are causes of psycho-physiological dimension that complement the dropout phenomenon, supposing two dimensions that complement each other. The anatomic and physiologic causes concern sensory deficiencies as sight and hearing disturb speech development, which has long-term negative effects on reading and writing. When language disorders occur, they appear based on other deficiencies, such as physical or sensory, existing personality disorders, in most of the cases intensify. At people with hearing and vision deficiencies, speech disorder creates additional problems in the process of social integration due to the absence or poor understanding of speech or compensatory role in structuring representations of the word, in both cases with a risk of reducing social relations, given the difficulties of communication and understanding of the message between the parties. The quality of school life and education influences the dropout rate. From the pedagogical point of view, educational method is approached as a set of strategies, models concerning the ability of favorably influencing by the use of adequate educational resources, the development of the personality of each individual. The causes of pedagogical type, relate to the quality of school life, to the relevance of teaching methods adapted to students' cognitive style, to the characteristics of the evaluation of educational and vocational guidance, and to the openness of the school to community problems.

The teaching causes are frequent and diversified, being found both at the school and family level. In school the most significant causes are:

-incompatibility of teacher - student , teacher personality can provide psychological realities stimulating and mobilizing or conversely, frustrating, stressful and inhibitory

-deficient educational styles, consisting of intellectual and nervous overload students with excessive teaching tasks

-improper teacher-student communication through subjective evaluation, arrogance and threats which humiliate the student.

The school is not a friendly environment for all pupils and has no effective means of facilitating the integration of students of other ethnicities. Gradually, it becomes a medium for reproducing social and ethnic inequality. The manifestation of covert discrimination acts in local school space, gives unequal treatment from some teachers at students in cause and do nothing but to increase and highlight the existing phenomenon.

In family atmosphere, the role of parents is crucial, both emotionally as well as pedagogical. Poor attitudes of some parents who do not allow the child to gain autonomy and the requirement in terms of schooling, wanting to become the best of the best, generate child active or passive opposition in conduct. This opposition and resistance, generalized or focused on school, will eventually overwhelm the child and lead to abandon. However not loaded school program influences negatively, student attitudes towards school, but rather inadequate program requirements. The knowledge from the point of view of utility, are not related to the present.

2.2 Study dates. We live in a time when each individual in society is assessed, prioritized and diagnosed according to socio-professional skills. These skills are formed by covering a long process of training and education. The education is one of the most important services that a company offers to children. The adaptation to accommodate the children at school requires pedagogical requirements necessary to maintain and improve the morph-functional, psycho-emotional and social integrity balance.

The radical change in his life, sudden changes accompanying the new age in the development of childhood can cause him a shock. Overwhelmed by the requirements of the school will adopt a withdrawal behavior in itself, stubbornness, negativism. His relations, as he knows the family, acquires new dimensions, new school environment is a colder climate more hostile towards the family or in the nursery, where the child feels comfortable.

The positive family climate determines the effectiveness of educational influences having vital importance in social and cognitive development of the child. The parents, through their authoritarian, permissive or indifferent attitude develop children positive or negative cognitive skills. Following the years of education received in family, children will develop their own personality and will be more or less prepared for the extensive process of becoming adults.

The poor communication in the parent-child relationship can generate a number of problems, the child loses confidence in grown-ups and retreats into an imaginary world, resulting in a decline in school performance and behavior disorders. In families with social, financial or occupational problems, some parents adopt domestic violence, physical punishment measures applied to the child being devastating. The frequent application of inappropriate punishment will lead to disruption of communication.

The purpose of this research is the identification and mitigation of factors that trigger and maintain the dropout phenomenon.

The research objectives aim at advising the students on the verge of dropping out of school, increasing students' motivation to attend courses, trust and collaboration among students, parents and teachers.

The assumptions of the study are: students from disadvantaged families present a higher risk of school abandon; lack of motivation for the attendance at courses increase the dropout rate; hostile family background can change child behavior in school. The subjects of the research are: students with very weak situation in school, with absences exceeding the limit allowed and parents of children at risk of dropping out of school

The research was developed by applying the document analysis, observation and investigation on the basis of questionnaires. The teacher perceives this job to be demanding and stressful at the same time. He feels sometimes that he is overwhelmed, working hard and the results are below expectation, and he feels that he has sacrificed in vain without any acknowledgement. In each class, there are students which create problems of indiscipline, disturbing the lesson. He noted that punishing them in some way, does not solve the problem and continued supervision of unruly students will deprive their colleagues of attention. Applying new ideas, demonstrating tact in teaching and involving pupils in school activities, may increase the discipline in the classroom and automatically bring a positive change in their behavior.

Without counseling, family problems or school, the pupil will find difficult to integrate into the community and will not adapt to the requirements of attending courses of society. The lack of motivation is induced by the lack of interest of parents towards education. The majority of parents neglecting their children are not interested in the school situation, believe that school is useless and unprofitable. In turn, children build their negative self image, their performance in school becoming weaker, and becoming unable to adapt to the school. The student has his own perspective on school, considers some material as unnecessary, which does not help with anything in life. Education has no value for him, forced by their parents to perform certain jobs that bring income, the child will consider school as an additional burden. The temporary absence of a parent, or both, mentally unbalanced child, who feels alone and abandoned, confused and disoriented, loses confidence in himself, does not learn enough, causes school failure. Total lack of supervision reinforces the feeling of abandonment of children by parents and they become insecure and introverted. Student unsupervised by foster parents feels rejection on all that belongs to school, will miss for the start a few hours and after that, will miss several days in a row.

This is inevitably followed by the integration in various deviant groups, where they adopt attitudes characteristic to delinquent activities. Finally they give up on school life, considering abandonment as an act of protest, as a rebellion against society and the indifference mixed with hatred of school. The lack of proper communication, the total neglect of the needs of the child and the need to find confidants in those around him, will cause school failure. Tensed family environment, frequent quarrels and lack of affection in couple alter adversely the child's behavior. Repeated violence causes an unfavorable environment for normal development of the child. The emotional shock suffered by the child will lead in time to emotional instability, causing depression and anxiety. This is manifested physically by nausea, vomiting and abdominal pain and psychically by a feeling of insecurity, panic (fear, fear of punishment, fear of being locked alone in the house, so on...). The students will depart school forever, and chances of returning to school are void. Leaving education triggers a process of mutual rejection-student school, as evidenced by all the research conducted on dropouts. Ideally, the school should adopt an attitude of encouragement, not rejection for the students who learn more difficult. The grade repetition is not a saving solution, the maximum penalty being a total exclusion from the system. The statistics show that most of those who remained repeaters do not returned to education, leaving school for the street. As for the children, most of them want their parents to be more patient and understanding, few perceive their parents as best friends. It appears that most children have only demands on family and school, they want total freedom, they think they deserve it but do not want to give anything in return. For them school does not have importance, and teachers do not receive respect. They enter in conflict with school authority, became lazy, do not make the effort to acquire knowledge devoid the accountability for the school. In turn, parents say that because of prolonged program of employment, are forced to neglect their children, spend some time with them, leaving them largely unsupervised. They would like a better communication with their children, but encounter fierce resistance when trying to give advice or an opinion.

3. CONCLUSIONS & ACKNOWLEDGMENT

The developing of effective policies in support of families in need of material support, reintegration of children who risk being marginalized and professional training of teachers, are just some efficient measures needed in education. The education is vital for uneducated child that will not be able to integrate into society; without child attending school to become a social individual, he will be unproductive and will have no future.

The focus on measures to support poor families is the main lever that can reduce the extent of this phenomenon. There should be vigorously promoted a climate of support and social measures being adopted in all schools, from both rural and urban areas. The main mechanism of socialization is education, the school is an education institution and the family is the first child's educational environment. The collaboration between family and school is a priority, as a prerequisite for combating school dropout. The establishment of partnership strategies, including teachers, parents and students should mobilize and motivate students in order to obtain success in school. The responsibility of building this strategy rests on teachers who the need to develop initiatives in this regard. Schools should work with the family, it is very important that the family is fully involved so as to make this partnership to work and be effective.

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SOCIO&HUMANITIES

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THE ROLE OF THE FEUERSTEIN INSTRUMENTAL ENRICHMENT PROGRAM IN THE SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN

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Mediated learning theory was operationalized through the 14 instruments of Feuerstein's methodwhich in their turn were articulated in a so-called "instrumental enrichment program" (Instrumental Enrichment, or IE). The program aims directly at some cognitive functions, often short in people with learning difficulties: the ability to compare structures, to findanalogies and differences, the ability to model and materialize, to generalize, to plan, to abstract, to orient in space and time, the capacity to establish analogic, serial numeric relationships, etc., visual and numeric memory, graphical representation capacity. By the attractive, unconventional presentation method, theinstruments motivate both children and adults to perform exercises and overcome thinking difficulties. Theinstrumentation of child's thinking with elements helping to mobilize and adjust its own thinking will aim to create its intrinsic need to use higher intellectual ways in solving its school and social problems. Child's strive to make autonomous intellectual activity will increase its degree of independence and will change its own perception of itself as autonomous cognitive personality.

Key words: **mediated learning, cognitive modifiability, mediation criteria, learning potential.**

1. INTRODUCTION

Objective: The socio-emotional development of children in the experimental group through the Instrumental Enrichment Program.

Hypothesis : It is assumed that the application of the Instrumental Enrichment Program will lead to significant differences in terms of socio - emotional development in children in the experimental group.

Research group: This research was conducted on a total of 200 school children, aged between 8 and 10 years, enrolled in regular schools in Brasov. The research group consists of 100 children with Special Educational Needs and 100 nonSEN children, each category being divided, at its turn, into two groups, i.e. the experimental group (50 subjects) and the control group (50 subjects).

Experimental design: This experiment consisted of three phases: ascertaining experiment, formative experiment and evaluative experiment and was conducted over a period of 24 months. The initial and final evaluation were performed using the "**I am** " test, and the intervention was conducted with five tools from Feuerstein's Instrumental Enrichment Program. The formative experiment was conducted over a period of one school year and ended with the final evaluation period. The intervention with the IEP instruments was conducted in two weekly sessions of 1 hour and 30 minutes each.

The formative phase of the experiment was conducted in the Elementary school no. 3 of Braşov.

"I AM…" PERSONALITY TEST

Adapted by Ursula Şchiopu and Mielu Zlate (M. Zlate, 2002), useful in comparative studies by age, profession etc., the test reveals the representation of various features and sides of personality, emphasizing its structures.

„In essence, the test consists of an essay that the subjects have to write about themselves. The students are required to consider as many topics of self-knowledge as possible, the teacher drawing the attention of the students that knowing themselves means not only writing down the name, age, gender, some personality traits, or some favorite activities, but infinitely more. On this occasion other self-knowledge topics can be listed and discussed as well, suggesting that the reference in self-portrayals to as many of them as possible, mentioning the personal way of being in relation to them, avoiding the reductions to one to two subjects, which equals to poor self-image, represent important criteria of self-knowledge depth and authenticity.

The primary analysis of essays written by children was based on *Self-knowledge Grid* that contains 17 topics listed below with the name and meaning.

1. **Identity**
2. **Physical appearance**
3. **Psychical traits**.
4. **Performance in school and at work**
5. **Preferences, desires**
6. **Relationship system**
7. **Views and experiences**
8. **Searching for self**.
9. **Isolation and self-confidence.**
10. **Adaptation and social integration**.
11. **Need for self-help and self-improvement**
12. **Attitude toward self**.
13. **Table of values**.
14. **Conflicts and contradictions**.
15. **Self-ideal**.
16. **Reflected self**.
17. **Status of the person.**

In its personalized form, the **Instrumental Enrichment Prog ram (IEP)** appears as a set of exercises focused on the use of 14 instruments, with controllable valences in mental capacity development. The instruments as creativity exercise software modules (Guilford, Torrance, Parnes and Nicola) are relatively neutral to the study disciplines; they do not target the acquisition of specific knowledge, but the building of mental skills, cognitive orientation "engines" in different situations.

In presenting the Instrumental Enrichment Program reference is made commonly to class-group, as the recipient of its application, but the Instrumental Enrichment Program can be used in various situations. Each instrument focuses on a specific cognitive function with utility in a wider range with more difficult levels of abstraction.

In a synthetic formula, the program involves three fundamental elements of mental structure:

- cohesion between the parts of total; to use in a wide and broad way the experiences acquired in specific situations;
- structural plasticity in adapting and strengthening own mental activities;
- self-reproduction - the ability to change for an act of autonomous will; the symmetric or the hard drive self-regulation (self-fulfillment) in personology.

In this research the formative intervention was achieved by using five instruments from IEP[1]:

a. Organization of points
b. Spatial orientation I
c. Comparisons
d. Images
e. Family relationships

Table 1 Frequency of answ ers in the test "Who am I?" posttest phase

Topics/su	SEN	SEN	Non	NonSE

[1] The instruments have been described based on the Internal use manual, created by Reuven Feuerstein and adapted by Jael Kopciowski

btopics of self-knowledge	Control	Experimental	SEN Control	N Experimental
Identity	50	50	35	46
Physical appearance	48	40	38	29
Performance in school/at work	27	39	34	47
Preferences, desires	22	31	35	49
Relationship system	16	24	31	47
Views and opinions	5	17	19	32
Searching for self	2	14	18	39
Isolation and self-confidence	43	22	15	4
Adaptation and social integration	7	18	23	46
Need for self-help and self-improvement	5	12	19	33
Attitude toward self	3	11	22	39
Table of values, beliefs and faiths	8	19	21	43
Conflicts and contradictions	10	23	26	47
Self-ideal	15	29	31	49
Reflected self	4	16	18	37
Status of the person	9	21	25	42

From the analysis of Table 1, which presents the frequency of occurrence of self-knowledge topics contained by socio-emotional development level assessment, information can be extracted on the subject's degree of familiarity with the self-knowledge process and its ability to convert subjective states into clear and lucid thoughts, on the level of awareness of their strengths and weaknesses and the intention of correction of negative traits.

The IEP intervention between the pretest and posttest phases of the experiment led to increasing socio-emotional adaptability and involvement in self-knowledge process, moving from cautious and reserved attitude in expressing feelings, thoughts, feelings to the description without omissions, consistent and diversified of subjects' dimensions and dominants. Thereby it is highlighted the fact that the intervention on the cognitive system leads to development of self-knowledge and self-evaluation, insight and critical thinking.

We note that the frequency of *identity* criterion increased in children's essays, which highlights a greater need for display, thus strengthening the identity as a prerequisite that will ensure uniqueness of the individual, the need for affiliation and identification with a group of age, gender or employment.

The decrease, in the posttest phase, of the frequency of the information on *physical appearance* and how it is perceived by the subject, reflects the decrease of egocentric trends or those of exaggeration to concrete. Related to the same feature, original essays reflected an expansion of the physical ego and inferiority complexes with or without coverage in physical ego. Initially, this topic of the scale has been frequently shown in the answers listed briefly, in a single sentence, which reveals that subjects showed uncertainty and, therefore, self-display. The same criterion is found in essays in the posttest phase, this time expressed in ample sentences, which include detailed descriptions, highlighting the desire for self-knowledge.

The third topic in the scale concerns the *performance in school or at work*. Compared to the initial phase, the frequency of occurrence of this criterion in the posttest phase is increased, demonstrating the increased availability of subjects to learn and work, adopting positive attitudes towards performances obtained, the latter reflected in personality traits such as honesty, self-acceptance, need for self-improvement, etc.

Regarding the *preferences and desires* of the subjects, only those related to leisure time or close in terms of time to the moment of the discussion, were present in the initial phase, highlighting poverty and shallowness of interests, unilaterality of concerns and low level of involvement in their practical realization. Posttest phase highlights the frequent occurrence of vocational preferences and deep desires, with a greater perspective, revealing an increase in the level of intellectual development, proved by the extension and depth of listed interests.

Regarding the relational system described in the children's essays, the posttest phase presents an increased frequency of its occurrence, revealing socio – relational availability, the need for affiliation and social integration, increased inter-relational potential, selective relationships, deep and stable, based on personal criteria.

The opinions and personal experiences occurred rarely or never (SEN group children) in the initial essays of children, and later, in the posttest phase, their frequency increased, especially in the experimental groups (SEN, nonSEN), resulting therefrom, as Zlate M. (2002) says, the need for privacy, for fulfillment and achievement through another, for protecting privacy. From here emerges also the insecurity of emotional experiences and a certain mental tension in some difficult moments in the existence of subjects that require an effort to adapt and adjust.

Regarding the *search for self*, the frequency of occurrence in the initial phase is very low in both groups of subjects, then in the posttest phase, this significantly increases in nonSEN children, especially in the experimental group, which leads to say that after mediated learning activities, children show tendencies towards self-knowledge and self-discovery, they become aware of the complexity and difficulty of self-knowledge process.

The criterion *isolation and self-confidence*, which provides information on the introspection and self-confidence trend, but also on the difficulties of adaptation and social integration, recorded decreases in gross frequencies between the observational and the evaluative phase of the experiment. This highlights that initially children were hiding increased tensions in adaptive plan and a low potential for social networking.

The *adaptation and social integration* criterion is closely related to two of the criteria mentioned above: the *relational system* and *search for self*. This shows availability for learning and playing social roles, the desire to join social groups and to participate in social life. Low frequencies of occurrence in the initial essays, indicate some difficulties of social integration and their growth in the posttest phase becomes significant for assessment attitudes, support and understanding of the behaviors of others. The cooperation spirit, both on horizontal, with colleagues and friends, and on vertical, in the relations with adults is also asserted.

For the criterion *Need for self-help and self-improvement* an increase in the frequency of occurrence in the posttest phase is noticed, highlighting the necessity of change for the better the personality. Initially, the utterances expressing this need emanated strength, nonconformity and a trend for mental encapsulation, subsequently they turned into statements that rendered the need for qualitative, content and tinge change of personality.

For the *attitudes towards themselves*, the increase of gross frequencies in the two phases, the initial and the final one of our experiment, expresses a shift towards self, becoming comfortable with insight, with subjective analysis - based on criteria systems, the need for genuine self-knowledge. Superlative adjectives impregnated expressions illustrate the existence of slight excitement and overstatement trends.

The *table of values, beliefs and faiths* as the topic of socio-emotional evaluation grid, recorded significant increases in posttest phase, especially in the experimental groups (SEN and nonSEN). If initially the topic was frequently expressed by conditional sentences (I am ... if ....), demonstrating a certain degree of mental immaturity and low frustration tolerance, subsequently the same topic is expressed in extended sentences, which demonstrates the existence of superior motivating agents of behavior, intellectual flexibility and increased opportunities in achieving own generalization arising from own experiences.

Inner *conflicts and contradictions* of the individual, important for the development and future of the personality, increase in frequency in the posttest phase, demonstrating the engagement of personality in the process of development.

Ideal self, closely related to the topic *preferences and desires*, recorded significant increases for all subjects included in the experiment, which entitles us to conclude that at this age the individual develops by reference to a model or ideal prototype, the individual becoming able to orient and focus in one direction even if it is transient, modifying to suit personal or influence group preferences.

The criterion *Reflected self* highlights the capacity of self-knowledge and the need for self-definition in relation to others. Increased frequencies between the initial moment and the final one of the experiment highlights an increase in the capacity of self-assessment from others points of view, but also to be dependent on the opinions of others.

The *Status of the person* reveals the necessity to stabilize statutes, to acquire new ones or to overcome the old ones. Again frequencies change upward in posttest phase, providing information on the nature of the statute, its certainty or uncertainty.

The objective of this research aimed at evaluating the socio-emotional development of children, after applying IEP and led us to produce the following two ideas:

- by increasing the cognitive capacities socio-emotional self-control was strengthened, namely the voluntary inhibition;
- the increase of self-esteem and involvement are expressed in epistemic curiosity of children and inferential-hypothetic thinking;

The objective aims at evaluating socio-emotional development in children after IEP intervention, associated to the hypothesis based on which: *the application of IEP will lead to recording significant differences in terms of socio-emotional development between the two groups* was reached, and the hypothesis was confirmed.

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COGNITIVE EDUCATION AND R. FEUERSTEIN'S CONCEPT ON MEDIATED LEARNING

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Abstract *To avoid the exclusion of vulnerable children from the education system and to provide them opportunities for social adaptation, Professor Feuerstein has developed the theory of "mediated learning" and operationalized it in order to be used in the educational practice. Feuerstein's Instrumental Enrichment method (IE) is part of cognitive education category and focuses on that part of education which is highly capable of change: the child and the child's teacher. This method is successfully used in over 30 countries around the world, developing independent living skills and personal autonomy skills for thousands of students.*

In order to ensure progress on the rising curve of civilization, any postmodern society needs high level social and professional skills. Also, the democratization of social life formulates the desire of education for all those called to participate, with equal rights, to the social life decisions.

This social background requires an education that prepares children and teenagers to confront their own limits and conditioning the satisfaction of personal needs in the context of social reciprocity relations. For the children and young persons in difficulty, integration ways and methods are planned into the social flow.

The reality is that in any educational system there are students who do not adapt to the standard curriculum. In Romania, the phenomenon is emphasized by low school grades, low test scores, examination resits and repeated school years, absenteeism and dropout. These events are identified by the concepts of "school difficulties" and "school failure".

The concept of **school failure** has no unified definition as it targets a fact that depends on the organization of the educational system, on the objectives of education and evaluation procedures. In terms of scope, this concept embodies learning difficulties and students' status at the end of a schooling level. In terms of "intensity", failure can be massive or partial. In terms of duration, the failure may be transient or permanent. In terms of direction the failure may be reversible or ireversible. Organizing the underlying causes of school failure the frequently invoked causes to justify the phenomenon can be determined, namely institutional and individual determinants.

In an educational system focused on the contents of study disciplines, the teachers showed increasingly reduced availability to the particular needs of the children. In such conditions the representative classes of the school population showed learning or habituation difficulties to the program imposed by the school system, difficulties that led to the dissatisfaction of the teachers, of the parents and of the students. The search of the factors that led to this situation and the accusation of the teachers for the failures of the children was born out of the use of medical buffer to monitor the issue of school difficulties, with the idea that those who do not respond adequately to school requirements cannot be consideres as normal and deviate from the rule of statistical majority. For mass education, most problems are created by the students with limited intelectual performances and by the students with exceptional performance level. These categories can hardly be included within the limits imposed by the standard curriculm and show specific school difficulties.

The significant proportion of students with school difficulties require the reassessment of the issue and finding new solutions to prevent school failure in underprivileged children in the relationship between institutional environment and their individual and family characteristics. Individual determinants of school difficulties are often backed up by the institutional ones and cause for some children their enrollement on the descending curve of failure or partial achievement of the learning potential. This raises a legitimate question: "Why is the risk of school failure emphasized throughout schooling for some students?"

New educational systems try to answer this question by optimizing child development through education that organizes "inputs", so that "outputs" of the cognitive system to be richer. To ensure children an internal benefit through school learning, all behavioral acts should become intellectual operations.

The theoretical premises, objectives and methods of a program oriented toward this direction materialized in the content of this study. This study is enlisted in the cognitive current that has been expanding for the last two decades, its core being an advanced psycho-educational intervention tool.

According to I. Manolache, cognitiave education programs came into practice about two decades ago, substantiated by older and newer orientatios. The precursors of these programs are Jean Piaget and Lev Vigotki. A third author of a learning theory, Reuven Feuerstein, has capitalized his concepts in a worldwide known intervention system under the label "Instrumental Enrichment" with the logo I.E. This program was implemented in about 30 countries and owes its success to the fact that it promotes a pedagogy of success of a large number of people, given the increased demands imposed by insertion media.

COGNITIVE EDUCATION

As tolerant as the society may be towards people with learning difficulties, it shall always value the intelligence and cognitive performance. Any modern form of education that takes into account the individual genetics, promotes reaching the highest possible level of cognitive performance. Identification, assessment, development and education of cognitive functions question the nature of human capacity, the value of parenting and the opportunities to influence child development as well as the relationship between the concepts of potential and mental functions. These broad topics can hardly be limited to the notion of stimulation or education of intelligence. However, we must note the growing recognition in the literature of the importance of cognitive, motivational and personality factors stimulation – factors such as the ability to pursue a goal, cognitive learning strategies, courage, cooperation, involvement in the task, curiosity, motivation -

which together influence cognitive performance.

Confidence in intellectual processes capacities changeability does not mean underestimating genetic influences on intelligence. On the contrary, we start from considering genetics as a factual situation. Theoretical explanations of the cognitive activation phenomenon are provided traditionally in terms of the relationship between genetics and the environment. The eternal issue of the relationship innate-acquired, important for both the human, social and health sciences, was resumed at the end of the last millennium and now, at the beginning of the new millennium, in the hope that the place of general principles will be taken by specific data and methods. The genetics, however important it may be, and however relevant are genetic research data on twins, adoption or otherwise, does not explain the great variability of human nature.

Psychological research of environmental influences and their relevance to the field of education tries to respond increasingly more to the challenge launched by Piaget, to avoid generalizations on valuation of family and environmental influences and finding concrete ways to change the cognitive development progress of a child.

The concept of cognitive education

From the theoretical perspective, cognitive education is linked to the concepts of intellectual potential and of the proximal development area (*Vygotski, 1971*), plasticity and adaptability of the brain (*Luria, 1961, Cohen, 1982, Changeux, 1983*), mediation and changeability (*Vygotsky, 1978, Feuerstein, 1980, Nyborg, 1983*). In Vygotsky's view, cognitive mediation means the acquisition by children, in their own social context, the cognitive tools needed to solve problems (primarily of the problems related to school). Thus, higher process cognitive development is based on mediated collaboration by verbal interaction. Based on these concepts, we can assert that cognitive education is a facilitating intervention, intentional, from the learning environment, intervention that leads to intellectual development and cognitive changeability in the child. *Cognitive education is led by a teacher interested in improving some aspects of cognitive functioning systematically, by virtue of a methodology based on the learning psychology.*

R. Feuerstein's mediated learning theory

Feuerstein said that: *„the person who mediates the learning process enriches the interaction between the child and the environment with elements that do not belong to the actual situation, but are part of a world of meanings and intentions derived from a variety of attitudes, values, goals and means transmitted through culture."*

Feuerstein's Instrumental Enrichment method (IE), is part of the category of cognitive education and focuses on that part of the education that is highly capable of change: the child and the child's teacher. The main objectives of this method are:

- To increase the skills of teachers that can provide children life experiences significant for their cognitive growth.
- The development of main cognitive skills by: promoting notional language development of children and adolescents with learning difficulties; provision and acquisition by children of the instrumental conceptual systems with which they can understand the world and can adapt to it better, can

acquire and operate new knowledge and can show creativity in their entire activity.

Teacher awareness of its power to drive the learning capacity of students.

The specificity of Feuerstein's concept and method is the emphasis on the adult role in the emergence of progress in children thinking and learning abilities. The parent, the teacher or other intervening person thus becomes the organizer of such life experiences that lead to cognitive training and its structural changes. Mediated learning experiences explain the diversity of human nature and its ability to change.

Although he emphasizes rather quite enough the *cognitive* aspects of changeability, Feuerstein does not ignore at all the *affective-motivational* and social aspects. Cognition and emotion are two sides of the same coin, says Piaget. Feuerstein considers cognition as the "royal road" of changing the function of the individual. Once the individual has been provided with an adequate vocabulary, with accuracy and comparative behavior, with good hypothetical thinking and correct ways to draw conclusions, it shall be able to gain more emotional insight and other experiences. Cognition must reach motivation. Due to mediation and acquisition of mediated learning experience "difficult children" often completely change their behavior. The Instrumental Enrichment Program (namely IE) is a set of instruments systemically composed that create mediated learning experiences.

The application of the Instrumental enrichment method may be an answer to issues raised by the necessary changes in the content and aims of education. As the European Commission asserts in "*Towards a cognitive society*" (1995) – the White Paper of education for European societies in transition now, at the beginning of the 3rd millennium - a deep transformation of the education system, of the teachers' way of thinking and working is required, but also a concern for improving the learning ability of children. These changes are necessary given that a significant number of children are not provided with the educational needs in the existing system of education. The recommendations of the said White Paper, target *inter alia*, the development of children learning capacity, through development of the learning to learn skills. As a result, some governments like Spain and Belgium have introduced explicitly the "learning to learn skills" and the "learning social skills" in their educational programs.

Reuven Feuerstein believes that there are two main learning ways: the first by direct approach and the second by mediated experiences. The differences in cognitive development cannot be explained only by genetics differences, nor by environmental influences by factors such as socioeconomic status of parents, cultural differences or family origin. Without denying the existence and relevance of the mentioned factors, Feuerstein refers to these conditions as "distal" factors of differential cognitive development. What really produces a difference is the "proximate" factor which Feuerstein called the *Mediated learning experience*. This is defined as the quality of interaction between the person who learns and develops and the persons tat provide support in development (Fig. 1), such as teachers, parents, caretakers that interpose between a stimulus from the environment and the individual, to ensure that the stimulus is perceived, mastered and integrated accurately. **Changeability** *is a natural feature of the body: "the connections network (nerve) is constantly changed internally by hormonal changes and other physiological changes that occur during growth, and externally, by learning experiences. This feature of the human psyche is not only a prerequisite for development, but also a result of external influences on the individual. According to Feuerstein (1998), changeability depends on the* **quality of interac tions** *between children and adults that surround them and educate them, quality that can be characterized by intentionality, transcendence, meaning mediation, reciprocity, responsibility etc.*

Led by their own intentions and based on their own cultural background, mediators filter and select specific mediation stimuli, organize and classify the selected stimuli within a particular context, adjust the reactions of the mediated person, interpret stimuli and give them meaning and get motivation and interest - all in a way to increase efficiency of learning.

Children learn much through direct exposure to the stimuli. They learn much by imitation and identification. But mediated learning is a different way of learning than direct exposure to stimuli. *Basic cognitive functions are created through mediated learning experiences that manifest as a means of adapting to a changing world.*

The European Commission has made some important suggestions in its White Paper, called "Towards a cognitive society" (1995). This charter states that: in order to avoid exclusion and provide optimal opportunities for all students, especially to those who are on the verge of elimination from mainstream schools as they were not able to meet the demands of the curriculum, schools should not be limited to teaching skills and knowledge, but should invest more in the *development of general cognitive learning skills*. This involves changing the goals of education. For adaptation, *children must learn how to learn*. This requires the *development of appropriate cognitive skills*, for example information identification and development and for communication own solutions must be found. Children must also learn how to work together.

Cultural deprivation and cognitive functions

Mediation is the main method by which *culture is transmitted from one generation to another*. The natural trend of each generation of all ethnic groups is mediating the cultural wealth of the younger generation, a fundamental necessity and a generally valid phenomenon. This tradition is threatened by the current technological, industrial and urban culture. By lack of availability, of time, of energy, many adults fail to convey values, cultural meanings, history and tradition to their children. They no longer explain their children what they know about the world, they do not transmit them their own experiences, they tell them fewer stories, but let the TV to fulfill this mission; they no longer sing enough, they don't answer their children questions. Several factors are involved: socio-economic poverty, single-parent families, and the domination of electronic media. In addition, the alienation of extended family members in large cities due to mobility and migration, or the temporary or permanent abandonment of children in childcare institutions. The result is that many children are left to learn directly from environmental stimuli, in the absence of adult mediation. According to Feuerstein, this lack of mediation endangers the cognitive development of children. Thus the most common cause of learning deficits is, according to R. Feuerstein, *poor mediation experience received by the children from the adults*.

Mediated learning experience and learning processes (Mediational Learning Experience - EML)

Child's independent learning ability depends on adequate experience for mediated learning. Only "those best equipped children" learn on their own. These "well equipped" children benefited from mediated learning experience and therefore they have developed all cognitive functions required for autonomous production of information. This is not the case for most children; they must learn how to think and analyze problems. *Therefore the teacher must become a mediator rather than an instructor skilled at teaching specific content and skills training.*

It's never too late to change the teaching method. All human beings can benefit from the forms of mediated learning experiences, experiences adapted to each individual.

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PERSONALITY, IDENTITY AND PSYCHIC MATURITY

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ABSTRACT: *This paper aims to study the connection between the identity construction and psychic maturity as fundamental elements of personality. In addition to the clarification and description of some important terms like "identity", "maturity", "Self", "Ego", the paper demonstrates the relations between the statuses of identity and the obtained levels of maturity, by means of scientific research. The identity and the psychic maturity describe in their correlation the archetypal phenomena: "Who am I?" and "The Great Journey". "The Great Journey" (individuation, self-becoming, actualization, Self-accomplishment) is still present among human beings, just as it was in ancient times.*

The research demonstrated the essential connection between the identity construction process and the psychic maturation process. The psychic maturity level reached by an individual depends on the way in which he succeeds in accepting and going through identity crises, eventually assuming a clear, precise and authentic personal identity. We cannot talk about psychic maturity as long as the person in question is not concerned with his/her own identity and either blocks his/her differentiation process in relation to the identities of the parents, or he/she absorbs some of their identity, consciously or less consciously.

KEY-WORDS: personality, identity construction, identity status, psychic maturity.

1. INTRODUCTION

This paper aims to study the connection between the identity construction and psychic maturity as fundamental elements of personality. In addition to the clarification and description of some important terms like "identity", "maturity", "Self", "Ego", the paper demonstrates the relations between the statuses of identity and the obtained levels of maturity, by means of scientific research. The identity and the psychic maturity describe in their correlation the archetypal phenomena: "Who am I?" and "The Great Journey". "The Great Journey" (individuation, self-becoming, actualization, Self-accomplishment) is still present among human beings, just as it was in ancient times.

Modern psychology is required to lay a special emphasis on this process of finding one's own identity and of accession to a certain degree of psychic maturity. These phenomena should rather be cultivated when studying personality, instead of being ignored. G. Allport reinforces the same idea in the following statement "psychology should not be satisfied with studying an artificial human, it should also describe and explain the real man, whose main trait is his individuality" [2]

2. IDENTITY FORMATION

Erik Erikson [3] presented the Ego development theory in order to justify the interaction between historical, social, psychological factors and the developmental factors in personality formation. Erikson described the major factors that contribute to the identity formation during adolescence. He argued the fact that every society provided a set and programmed period of time for the identity completion. While he admitted there were many variations in the duration, intensity and ritualization of adolescence (its rhythmicity), he also proposed the idea that societies offered a "*psychosocial moratorium*" according to which the teenager is expected to commit for life and to establish a relative self-definition. Every moratorium comes along with crises. A crisis is a normative life event defining a crucial moment when development has to change one way or another, thus generating resources of growth, recovery and major differentiation. It seems these crises are benefic, in the sense that they determine the individual to explore the alternatives offered by life and achievable through a serious commitment.

Based on the two dimensions from Erikson's theory about the identity formation, James Marcia (1966) [4] conceptualized four types of identity formation. The two dimensions include the presence and the absence of a crisis period and the presence or the absence of well-defined and stable commitment to values, beliefs and standards. Society expects the teenagers' crisis period at youth. Before entering in the psycho and social moratorium, the young ones do not go through a motivational identity. Thus, he or she may not feel the need to explore alternatives and at the same time they may fail to establish some ideological commitments. These young people belongto the"*identity diffusion" category*.

The second category is represented by young people who report stable commitments, but have not gone through a personalized period of crises. They adopt commitments from others (especially from the parents) and they did not test the commitments they state to be appropriate for themselves. They easily accept others' commitments and then they possess them without adjusting or modifying them. This process seems to be similar to the precocious identifications from the childhood. These young people are tagged in the "*identity foreclosure*" category.

The third category includes young people who currently express their identity, preoccupation for identity crises and active exploration, but who did not reach to their own self-defined commitments. These young people are considered to be in the "*moratorium"*.

Finally, the young people who went through a psychological moratorium and had performed substantial explorations regarding the unique and intimate ideological commitment identification are placed in the "*identity achievement*" category.

By taking over Erikson's ideas, Marcia shows that identity is an evolving configuration which tends to enter one or four situations of identity at any time. However, over time, the individual may change and may belong to another category.

3. PSYCHIC MATURITY

In this paper, psychic maturity is understood in the humanistic psychology terms of self-actualization and self-achievement. By studying sane and, at the same time, "exemplary" subjects, Abraham Maslow [5] outlined the psychology of becoming which is based on understanding the motivation that guides the human to the final stage of personality development: fulfilling all potentials. Maslow prefers the term *Self-actualization*. He defines this concept as "an ongoing process of actualizing potentials, abilities and talents, of fulfilling a mission (given by fate, destiny or vocation), the knowledge of full acceptance of the intrinsic nature, a permanent tendency towards unity, integration or synergy." [5] Every human has this tendency of actualization which leads him to his own path in life.

When it is not blocked, the actualization process leads to an *integrated, self-achieved and mature personality* with the following characteristics: a superior perception of reality, a greater acceptance of others, nature and oneself, spontaneity, affinity and naturalness, focus on problems instead of oneself, need for intimacy and independence, rich variety of emotional reactions, going through some "peak" or mystical experiences, high "identification" with humanity, social interests, improving interpersonal relationships, balanced interpersonal relationships, democratic structure of character, increased creativity, resistance to enculturation.

Carl Rogers [7] shows in his theory that every human being has a tendency towards self-actualization. The actualization or Self-achievement is a process, a tendency and not a finite product. Rogers uses the term "*self-actualizing person*". Personality development is an ongoing process, a perpetual change that ends with the person living plenary: "the fully functioning person". According to Rogers, the person with the plenary functioning has the following traits:

a. Awareness of all experiences, acceptance of experiences and emotions (positive or negative), inexistence of self-defense mechanisms;
b. Capacity of fully living each moment;
c. Self-confidence;
d. Possibility to manifest freely, experiencing a feeling of personal power;
e. Increased creativity, spontaneity.

4. RESEARCH DESIGN AND METHOD

The purpose of this research is to study the correlation between identity formation and the levels of psychic maturity. It is a quantitative, statistical type of research.

Objectives

O.1. To identify instruments measuring the identity statuses on the one hand, and the level of psychic maturity on the other hand.

O.2. To determine the existing relation between the identity statuses and the level of psychic maturityin the investigated sample.

General hypothesis

In this research, we started from the hypothesis according to which there is a correlation between identity and psychic maturity.

Work hypotheses

1. There is a significant difference from the psychic maturity standpointbetween subjects withidentity diffusion and those with identity moratorium.
2. There is a significant difference from the psychic maturity standpointbetween subjects with identity diffusion and those withidentity achievement.
3. There is a significant difference from the psychic maturity standpointbetween subjects with identity foreclosure and those with identity moratorium.
4. There is a significant difference from the psychic maturity standpoint between subjects with identity foreclosure and those with identity achievement.

Study sample

The research was conducted on a sample of 40 persons, aged 20-40, from different work fields. No subject selection criterion was applied. They manifested their desire to participate in the research and they gave their consent to participation. The data obtained from the research are confidential and only used in this study. The gender repartition of the sample was: 39% males and 61% females.

The w ork ins truments o f the quantitative-statistical study were:

1. The objective measure of ego identity status – OMEIS, Adams, Gerald, R. (1998). It measures the identity statuses. The test consists of 64 items and was developed according to Marcia's theory.
2. The SLP (Styles of Living Preferences) personality inventory was elaborated in 1983 by psychologists Gail Maul from the Riverside City College and Terry Maul from San Bernadino Valley College in order to capture the traits mentioned above and established by Carl Rogers and Abraham Maslow for an

optimal, integrated person. The scale can reflect the self-actualization and integration process of the ego, by studying the way in which persons react to different life situations. To this end, it presents a series of 50 situations, each of them with two extremes.

Results regarding identity statuses

The OMEIS test measured the two identity groups: the ideological identity and the interpersonal identity, as well as four identity statuses: diffusion, foreclosure, moratorium and achievement.

a. Ideological identity.

As it can be noticed in fig. 1, 15 subjects, namely 37.5% of the sample, revealedthe ideological identity diffusion; 4 subjects, namely 10% of the sample, revealed ideological identity foreclosure; 13 subjects, namely 32.5% of the sample, revealed ideological identity moratorium and 8 subjects, namely 20% of the sample, revealed ideological identity achievement.

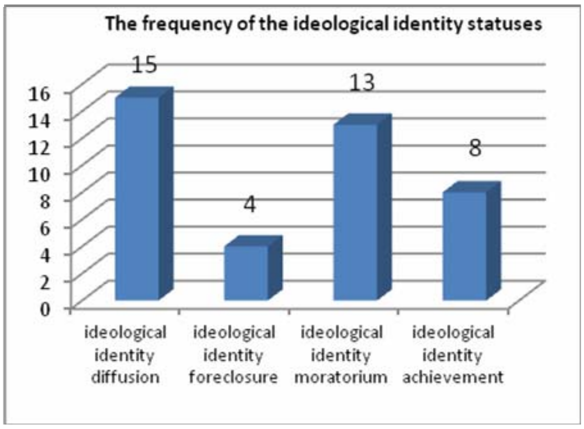

Fig. 1. The frequency of the ideological identity statuses

b. Interpersonal identity

As it can be noticed in fig. 2: 17 subjects, namely 42.5% of the sample, revealedinterpersonal identity diffusion; 3 subjects, namely 7.5% of the sample, revealed interpersonal identity foreclosure; 5 subjects, namely 12.5% of the sample, revealed interpersonal identity moratorium and 15 subjects, namely 37.5% of the sample revealed interpersonal identity achievement.

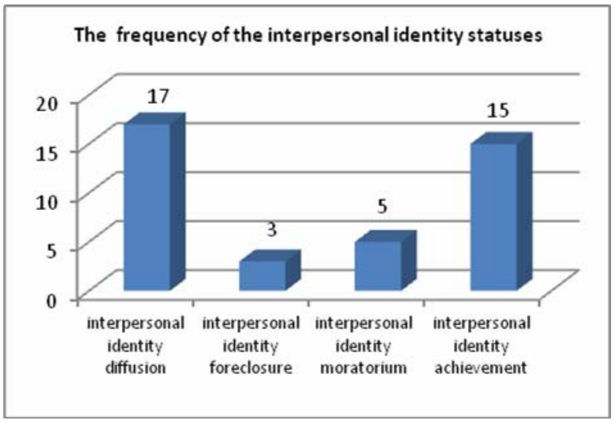

Fig. 2. The frequency of the interpersonal identity statuses

Identity statuses and maturity levels

Figures 3 and 4 present the means of the scores obtained on psychological maturity according to identity statuses.

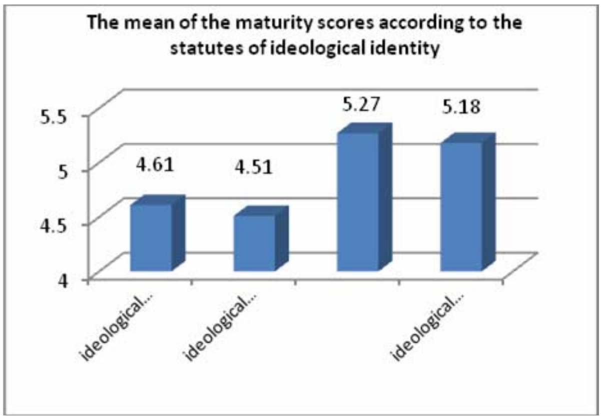

Fig. 3. The mean of the maturity scores according to the statuses of ideological identity

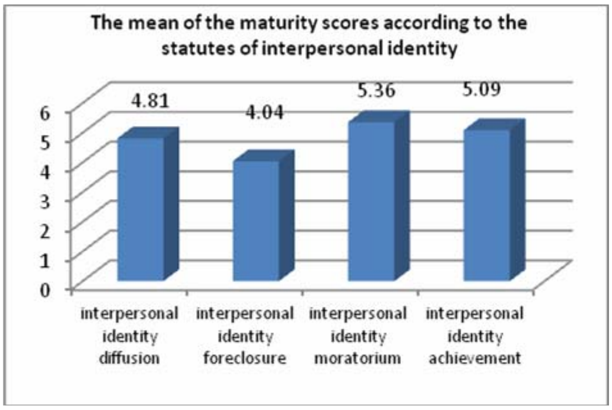

Fig. 4. The mean of the maturity scores according to the statuses of interpersonal identity

The results of the research regarding the correlations between variables

The t test for individual samples was used when comparing the means of the maturity scores of the subjects with different identity statuses. After applying it, the results for the work hypotheses are the following:

1. There is a significant difference from the psychic maturity standpointbetween subjects with identity diffusion and those with identity moratorium.

The statistical processing in SPSS showed that the differences were significant at the p=0.013 threshold for the ideological identity status and insignificant at the p=0.166 threshold for the interpersonal status. Hypothesis 1 is confirmed for the ideological status and infirmed for the interpersonal one. As far as the ideological identity status is concerned, the maturity level is higher in identity moratorium than in identity diffusion. Therefore, the subjects with identity moratorium are more mature than those with identity diffusion. When it comes to the interpersonal identity status, identity diffusion and identity moratorium do not influence the maturity level.

2. There is a significant difference from the psychic maturity standpointbetween subjects with identity diffusion and those with identity achievement.

The statistical processing in SPSS showed that the differences were insignificant at the p=0.104 threshold for the ideological identity status. For the interpersonal identity status, the differences were also insignificant at the p=0.307 threshold. Therefore, hypothesis 2 is infirmed, as there are no significant differences in any of the statuses and identity types that could influence the maturity level.

3. There is a significant difference from the psychic maturity standpointbetween subjects with identity foreclosure and those with identity moratorium.

The statistical processing in SPSS showed that the differences were significant at the p=0.033 threshold for the ideological identity status and also significant at the p=0.001 threshold for the interpersonal identity status. Hypothesis 3 is confirmed both for the ideological and interpersonal identity status. In both cases, the subjects with identity moratorium are more mature than those with identity foreclosure.

4. There is a significant difference from the psychic maturity standpointbetween subjects with identity foreclosure and those with identity achievement.

The statistical processing in SPSS showed that the differences were significant at the p=0.018 threshold for the interpersonal identity status and insignificant at the p=0.167 threshold for the ideological identity status. Hypothesis 4 is confirmed for the interpersonal identity status and infirmed for the ideological one. As far as the interpersonal identity status is concerned, the subjects with identity achievement are more mature than those with identity foreclosure. When it comes to the ideological identity status, identity achievement or identity foreclosure do not influence the maturity level.

Taking into account the confirmed hypotheses, the general hypothesis according to which there is a correlation between identity and psychic maturity is also confirmed.

5. CONCLUSIONS AND DISCUSSIONS

The research demonstrated the essential connection between the identity construction process and the psychic maturation process. The psychic maturity level reached by an individual depends on the way in which he succeeds in accepting and going through identity crises, eventually assuming a clear, precise and authentic personal identity. We cannot talk about psychic maturity as long as the person in question is not concerned with his/her own identity and either blocks his/her differentiation process in relation to the identities of the parents, or he/she absorbs some of their identity, consciously or less consciously.

Consciously assuming the "Who am I?" topic and going through the sometimes painful process of differentiation from parents, as well as seeking for one's own path are component parts of psychic maturity.

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INMATES' PERCEPTION, MOTIVATION AND FEELINGS TOWARDS SCHOOL ON EDUCATIONAL ACTIVITIES CONDUCTED IN GIURGIU PRISON

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Abstract: *This study is based on the legislative framework that regulates the educational and psychosocial activities in Romanian prisons, specifically the Law 254/2013 of penal execution and the Law 1/2011 of national education. The study has as starting point certain researches in the field of education regarding the way in which is perceived the professor (Fraser, 1996; Wubbels and Levy, 1993), but also the learning activity (Waugh, 2001) and the individuals' feelings towards school (Essex, 1997; Wulfsohn, 2000; Watson, Clark, and Tellegen, 1988). The study intends to approach another category of persons – the inmates held in Giurgiu Prison, who attends educational activities. For this study, we selected three types of activities: school, training activities, and educational activities conducted by the educator of each prison ward in order to identify the way in which the inmates, according to their age, criminal record and relationships with their families, have different perceptions, motivations and feelings towards school/educational activities conducted by the Educational Bureau of Giurgiu Prison. The European Council approved on 13 October 1989 the following: "All inmates should have the right to education; this should include basic education, vocational training, creative and cultural activities, physical education and sports, social education and library facilities".*

Keywords: *inmates, perception, motivation, feelings towards school*

1.1 Educational activ ities in adulthood

The term "education of adults" is relatively recent, although historically, since 1919, in the UK was established the Adult Education Committee.

For centuries persisted the belief that education is achieved in the first period of human life, i.e. in childhood. In fact, it was believed that there are three major sequences of human life: childhood, characterized by education; maturity, when predominates work; and old age, which is thought to be a period of peace and relaxation after so many years of work. Gradually, the industrial labor changed the entire content of human life, education being extended beyond childhood. Even the strong development of university education in the last century and the beginning of twentieth century, shows that it was necessary to continue training and education in adulthood.

The learning process is defined this days from many perspectives: "transformation of individual psychological consciousness" (Piaget, 1987); "to complete and promote changes of human behavioral organization" (Osterrieth, 1986); "changing the positive value of human rational behavior" (Cerghit, 1994); "process of assimilation and practice of information, values and human actions" (Vintau, 1984) etc.

In fact, the learning process is the continuous construction and reconstruction of an inner pattern of knowledge, appreciation and action in relation to the world in which we live. It is also a humanization process through which individuals acquire new human qualities with which they can establish a relatively stable balance with social, cultural, professional and natural environment. Psychologists have highlighted some particularities of adults involved in learning process. Adults feel the need to be actively involved in determining what and how they will learn, preferring active and not passive learning situation. They rely on their own forces and therefore, prefer to work independently. Adults have also concrete and immediate necessities. They become impatient and nervous when teachers give long speeches on theory, preferring to see the practical application of that theory. They are rather task-centered or problem-centered than topic-centered. This does not mean that they are not interested in theory: for them it is important to see also the application of theory. Adults have an extensive life experience gained over the years which must be “exploited”.

When we refer to education in prison, we actually are referring to education of adults.

1.2 How does the adult perceive the teacher?

It is very difficult to get an accurate picture of the people with whom we develop relationships. In fact, it is impossible to obtain such a picture, we can only tend toward the formation of a correct and more complex image. The difficulty of outlining the other image arises not only from the complexity of the perceived “object”, but also from the characteristics of the subject who perceives and the process of perception of other itself (Chelcea, 1994).

Different persons perceive the same person differently because of the importance they attach to a different trait and, the different evaluation of that trait as positive or negative. A teacher can consider ambition as a quality, while other may consider it a flaw. Therefore, differences may occur in the other perception because of the value system of the perceiver. It was also found that when it comes to the perception of others, people tend to give more importance to negative information than to positive information.

Given how important the accurate perception of a person is, both in order to optimize the communication in educational context and in general, in all social interaction between individuals, the following question arises: How can we form a perception of other that will reflect as much as possible the objective reality?

One answer will be the following: the achievement of awareness of individual, promotion of openness to others, rising the interest in observing individuals; all these can only be achieved through education.

1.3 Motivation of adult learning

1. The motivation of learning in adulthood is a generalizing notion that includes psychological formations (interests – attitudes) and personality needs (performance/success), which are subject to lifetime structural and content changes.

2. Motivating adults to learn is a psycho-pedagogical and socio-economical process achieved at the level of interference of personality identities (professional, social-civic, parental, and marital), work and learning activities, and habitual dimensions of motivation.

1.4 Adults’ feelings to wards learning process

Level of development, which refers to physical, cognitive and personality development and of roles through the entire existence, is considered the first indicator of analysis of adult learning. The starting point is the approaches taken to provide opportunities for learning and development, taking into account the differences between the two notions as they are defined by Pedler et al. (1989): learning means the increasing knowledge or obtaining a higher level of already existing skills, and development means moving into another stage of being or function.

Feelings towards these two process are related to the persons that need to learn, their desire to develop, their extrinsic and intrinsic motivation. The feelings of persons are also related to their experience with learning.

2. Objectives and hypotheses

2.1 The objectives of the research:

The general objective of this study is to investigate the differences in perception of professor-student interaction, feelings towards school and academic/learning motivation of inmates held in Giurgiu Prison, according to their *age, criminal records and contact with their families.*

O.1: To investigate the differences *in perception of professor-student interaction and feelings towards school according to the inmates' age.*

O.2: To investigate *the differences in perception of professor-student interaction and academic/learning motivation according to the inmates' criminal record.*

O.3: To investigate *the differences in academic/learning motivation according to the inmates' contact with their families.*

2.2 The hypotheses of the research:

The general hypothesis of this study is to assume that there are differences *in perception of professor-student interaction, feelings towards school and academic/learning motivation of inmates held in Giurgiu Prison, according to their age, criminal records and contact with their families.*

I.1. We assume that there are differences in perception of professor-student interaction and feelings towards school according to the inmates' age.

I.1.1: We expect to find differences in perception of professor-student interaction according to the inmates' age.

I.1.2: We expect to find differences in feelings towards school according to the inmates' age.

I.2: We assume that there are differences in perception of professor-student interaction and academic/learning motivation according to the inmates' criminal record.

I.2.1: We expect to find differences in perception of professor-student interaction according to the inmates' criminal record.

I.2.2: We expect to find differences in academic/learning motivation according to the inmates' criminal record.

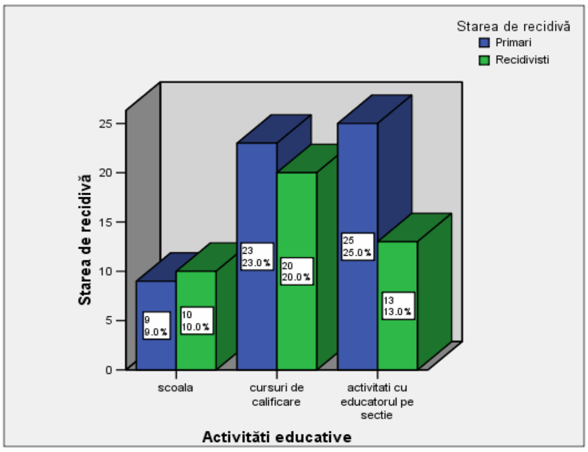
I.3: We assume that there are differences in academic/learning motivation according to the inmates' contact with their families.

I.3.1: We expect to find differences in academic/learning motivation according to the inmates' contact with their families.

3. The method:

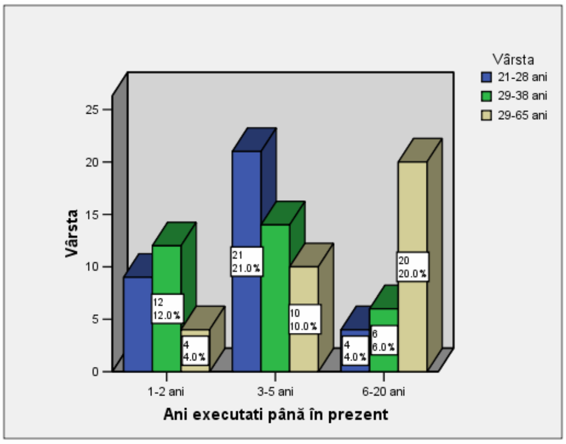
3.1 *The participants:*

The study has 100 male participants, inmates held at Giurgiu Maximum Security Prison, with ages between 21 and 65 (M=35.16; SD=10.62), which were the direct beneficiaries of educational activities designed and implemented by the Education Bureau of Giurgiu Prison. In the graphs below we can see the characteristics of our group as defined by the following variables: age, years served in prison, criminal record, and types of educational activities attended.



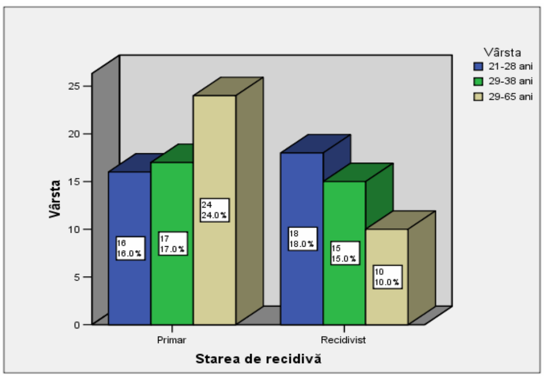
Graph no.1: distribution of inmates by the educational activities and criminal record.

Chart no. 1 shows three groups of activities that are designed and conducted by the Education Bureau of Giurgiu Maximum Security Prison, attended both by first-time imprisoned offenders and recidivists. Thus, we see that: in the group of inmates attending school, 9 are incarcerated for the first-time and 10 are recidivist; in the group of inmates attending vocational training courses, 23 are incarcerated for the first-time and 20 are recidivists; in the group of inmates participating at educational activities designed and conducted by the educator of prison ward, 25 are incarcerated for the first-time and 13 are recidivists.



Graph no.2: distribution of inmates by age and number of years served in prison.

Graph no.2 shows three age groups, obtained by percentile division of age variable: group of inmates of 21 to 28 years old (M=24.94; SD=1.80), of which: 9 have served between 1 and 2 years of imprisonment, 21 have served between 3 and 5 years and 4 have served between 6 and 20 years of imprisonment; group of 29-38 years old (M=33.38; SD=3.03), of which: 12 have executed between 1 and 2 years in prison, 14 have executed between 3 and 5 years and 6 have executed between 6 and 20 years of imprisonment; group of 39-65 years old (M=47.06; SD=8.38), of which: 4 have executed between 1 and 2 years in prison, 10 have executed between 3 and 5 years and 20 have served between 6 and 20 years of imprisonment.



Graph no.3: distribution of inmates by age and criminal record.

Graph no.3 shows three age groups, obtained by percentile division of age variable: group of inmates of 21 to 28 years old (M=24.94; SD=1.80), of which:16 are imprisoned for the first time and 18 are recidivists; group of 29-38 years old (M=33.38; SD=3.03), of which: 17 are for the first-time in prison, and 15 are recidivists; group of 39-65 years old (M=47.06; SD=8.38), of which: 24 are incarcerated for the first-time and 10 are recidivists.

3.2. The instruments:

Data were collected by means of the scale: Questionnaire on Teacher Interaction, Feelings about School and Academic intrinsic-extrinsic motivation scale.

Questionnaire on Teacher Interaction (QTI) was developed to assess the nature and quality of the interaction between teachers and students and (Fraser, 1996; Wubbels and Levy, 1993). The QTI was developed to assess student perceptions of the four behavior aspects.

Feelings about School is a 24-item measure of positive and negative affect regarding school. It was developed by Essex (1997) based on the Positive and Negative Affect Schedule (Watson et al., 1988) as a questionnaire. Each item is rated on a 5-point scale ranging from 1 = not at all to 5 = a lot to indicate the extent to which the child expresses the indicated affect.

Academic intrinsic-extrinsic motivation scale (Waugh, 2001), with two subscales: intrinsic/ extrinsic motivation.

Table 1. The Descriptive statistics of the measured variables

Variable	Mean	Std. deviation	Cronbach alpha
Democratic interaction	4.13	1.26	.77
Supportive interaction	4.05	.77	.66
Permissive interaction	2.31	.66	.65
Unpredictable interaction	2.08	.46	.63
Feelings about School	3.76	.58	.69
Academic intrinsic motivation	3.78	.83	.59
Academic extrinsic motivation	4.20	.84	.63

In Table 1 are: means, standard deviation and Alpha coefficient, for the scores obtained by the participants at the scale: Questionnaire on Teacher

Interaction, Feelings about School and Academic intrinsic-extrinsic motivation scale. As shown in the table below: the highest value was obtained at the scale about conceptions of academic extrinsic motivation. The lowest value was obtained at scale unpredictable interaction with the teacher.

4. The results:

Collected data were computed using program SPSS 13. The results can be observed in tables 2, 3, 4, 5 and 6.

To test the hypotheses of this study were used: ANOVA statistical procedure and t test for independent samples.

Levene test (table 2) shows an equal dispersion between groups only for variable - Democratic interaction (p =0.507□ 0.05), Permissive interaction (p =0.397□ 0.05), Academic extrinsic motivation (p =0.930□ 0.05), Academic intrinsic motivation (p =0.885□ 0.05), and Feelings about School (p =0.937□ 0.05) but not for other variables as Supportive interaction (p = 0.04 □0.05) and Unpredictable interaction (p □0.001□ 0.05), which the account was taken in subsequent interpretation of results.

Table 2. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Democratic interaction	.687	2	97	.506
Supportive interaction	5.828	2	97	.004
Permissive interaction	.933	2	97	.397
Unpredictable interaction	37.992	2	97	.000
Feelings about School	.065	2	97	.937

Anova table was analyzed (table 2) and showed that there is no significant statistical difference between groups for the variable - teacher's democratic interaction (p = 0.262 □ 0.05) and Permissive interaction (p = 0.766 □ 0.05). There is a big difference between the two mean squares (2.160 and .121) and the other subscale means squares as: teacher's supportive interaction, teacher's unpredictable interaction, academic intrinsic motivation and Feelings about School, which is a significant statistical difference, and because are large samples it can be calculate Bonferoni test (table 4).

Table 3. ANOVA results for the measured teacher's Interaction, inmate's motivation and feelings about school

		Sum of Squares	df	Mean Square	F	Sig.
Democratic interaction	Between Groups	4,324	2	2.162	1.359	.262
	Within Groups	154.300	97	1.591		
	Total	158.625	99			
Supportive interaction	Between Groups	36.342	2	18.171	75.324	.000
	Within Groups	23.400	97	.241		
	Total	59.742	99			
Permissive interaction	Between Groups	.242	2	.121	.268	.766
	Within Groups	43.860	97	.452		
	Total	44.102	99			
Unpredictable interaction	Between Groups	2.227	2	1.113	5.749	.004
	Within Groups	18.786	97	.194		
	Total	21.012	99			
Feelings about School	Between Groups	5.423	2	2.711	9.120	.000
	Within Groups	28.837	97	.297		
	Total	34.260	99			

As can be seen in Table 4, there are statistically significant differences in the perception of teacher as supportive, unpredictable, in the intrinsic academic motivation and also, in the feelings towards school. Thus, data show that older inmates perceive the teacher as more supportive than the younger inmates. Also, younger inmates perceive the teacher as unpredictable. We can interpret this result by saying that in prison, older inmates who participate in educational activities are intrinsically motivated than younger inmates, as shown in Table 4. Older inmates have stronger feelings towards school than younger ones. Life experience, longer periods of time spent in prison, participation at several activities conducted by the Education Bureau succeeded to create a sense of trust in teachers/educators. On contrary, the youngsters, having fewer years spent in prison and fewer and poorer educational experiences, weren't able to clearly define their expectations from teachers, having a high level of distrust in them.

Table 4. Class differences in teacher's Interaction, inmates' motivation and feelings about school (Multiple Comparisons with Bonferroni test)

Dependent Variable	(I) NTILES of vârsta	(J) NTILES of vârsta	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
-						Lower Bound	Upper Bound
Democratic interaction	21-28 ani	29-38 ani	-,22243	,31064	1,000	-,9792	,5344
		29-65 ani	-,50327	,30590	,309	-1,2485	,2420
	29-38 ani	21-28 ani	,22243	,31064	1,000	-,5344	,9792
		29-65 ani	-,28084	,31064	1,000	-1,0376	,4759
	29-65 ani	21-28 ani	,50327	,30590	,309	-,2420	1,2485
		29-38 ani	,28084	,31064	1,000	-,4759	1,0376
Supportive interaction	21-28 ani	29-38 ani	-,09871	,12097	1,000	-,3934	,1960
		29-65 ani	-1,31765*	,11912	,000	-1,6079	-1,0274
	29-38 ani	21-28 ani	,09871	,12097	1,000	-,1960	,3934
		29-65 ani	-1,21893*	,12097	,000	-1,5136	-,9242
	29-65 ani	21-28 ani	1,31765*	,11912	,000	1,0274	1,6079
		29-38 ani	1,21893*	,12097	,000	,9242	1,5136
Permissive interaction	21-28 ani	29-38 ani	-,12099	,16562	1,000	-,5245	,2825
		29-65 ani	-,05348	,16309	1,000	-,4508	,3438
	29-38 ani	21-28 ani	,12099	,16562	1,000	-,2825	,5245
		29-65 ani	,06751	,16562	1,000	-,3360	,4710
	29-65 ani	21-28 ani	,05348	,16309	1,000	-,3438	,4508
		29-38 ani	-,06751	,16562	1,000	-,4710	,3360
Unpredictable interaction	21-28 ani	29-38 ani	,04208	,10839	1,000	-,2220	,3061
		29-65 ani	,33333*	,10673	,007	,0733	,5934
	29-38 ani	21-28 ani	-,04208	,10839	1,000	-,3061	,2220
		29-65 ani	,29126*	,10839	,025	,0272	,5553
	29-65 ani	21-28 ani	-,33333*	,10673	,007	-,5934	-,0733
		29-38 ani	-,29126*	,10839	,025	-,5553	-,0272
Feelings about School	21-28 ani	29-38 ani	-,06419	,13429	1,000	-,3913	,2630
		29-65 ani	-,51961*	,13224	,000	-,8418	-,1974
	29-38 ani	21-28 ani	,06419	,13429	1,000	-,2630	,3913
		29-65 ani	-,45542*	,13429	,003	-,7826	-,1283
	29-65 ani	21-28 ani	,51961*	,13224	,000	,1974	,8418

In order to test the second hypothesis we used T test for independent samples. According to Table 5, it resulted statistically significant differences. Thus, recidivist inmates perceive the teacher-student relationship with apprehension and mistrust. Their relapse status also highlights their mistrust in education system of which most of them didn't attend it, having, as shown in Table 4, a lower intrinsic and extrinsic motivation compared with inmates with no criminal record. Data points out that the lack of education and mistrust in education system can be seen as pathways favorable to the development of recidivism. Regarding the activities carried out during detention, the majority states that these activities will not be of much help for them after release from prison. Indeed, ex-prisoners reintegration on the labor market represents a real problem, since in times of economic crisis some firms have restructured and closed their business, on the one hand and on the other hand, former prisoners are rejected when they declare that they are former convicts. To all these is added poverty, alcoholism, unemployment, drug trafficking, the promotion of violence, abuses and discrimination in the media, which are major scourges of Romania and also, parts of criminality risk factors.

Table 5. Mean, standard deviations and T-coefficients for relapse status of inmates in teacher's Interaction, and Academic motivation scale

Scale	relapse status of inmates	Mean	Std. Deviation	T
Democratic interaction	No	4.01	1.34	-1.082
	Yes	4.29	1.15	
Supportive interaction	No	4.14	.81	1.288
	Yes	3.94	.71	
Permissive interaction	No	2.39	.64	1.440
	Yes	2.20	.68	
Unpredictable interaction	No	1.99	.46	-2.372*
	Yes	2.21	.42	
Academic extrinsic motivation	No	4.45	.82	3.641**
	Yes	3.86	.77	
Academic intrinsic motivation	No	4.01	.75	3.326*
	Yes	3.48	.85	
* p□0.05, **p□0.001 males (n=57); females (n=43)				

In order to test the third hypothesis we used T test for independent samples. According to Table 6, it resulted statistically significant differences. Thus, inmates who keep contact with their families have a stronger intrinsic motivation than those who do not maintain contact with their families. This result can be explain by the fact that the family is the fulcrum of all of us, especially in difficult times.

Prison is a pathogenic environment, characterized by the limitation of rights, dramatic lifestyle changes, major difficulties in preserving relationships, all of which requiring the inmates to maximize their coping skills. Internalization of tasks and shift from extrinsic to intrinsic motivation can define a path of rehabilitation as

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SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2014
Brasov, 22-24 May 2014

long as the inmate recognize his guilt. In this way, educational activities become enjoyable and the perception of teachers/ educators turns into one of support. Thus, the inmates will accept and take advantage of these activities as long as they will perceive them as beneficial. This perception come from the intrinsic desire of individuals to evolve, but also from their family support.

Table 6. Mean, standard deviations and T-coefficients for: Contact with inmate's family for teacher's Interaction, and Academic motivation scale

Scale	Contact with family	Mean	Std. Deviation	T
Academic extrinsic motivation	No	4.28	.80	.935
	Yes	4.12	.88	
Academic intrinsic motivation	No	3.57	.84	-2.649*
	Yes	4.00	.77	
* p□0.05, **p□0.001 males (n=57); females (n=43)				

5. Conclusions:

The general objective of this study was to investigate the differences in perception of professor-student interaction, feelings towards school and academic/learning motivation of inmates held in Giurgiu Prison, according to their age, criminal records and contact with their families.

We appreciate that the objectives of this study have been successfully met as the above presented results confirmed the hypotheses.

Compared with younger inmates, the older ones perceive the teacher as more supportive. Also, the older inmates have stronger feelings towards school than younger inmates. On contrary, the younger inmates perceive the teacher as unpredictable. The recidivists perceive the teacher-student relationship with apprehension and mistrust. Their relapse status also highlights their mistrust in education system of which most of them didn't attend it, having a lower intrinsic and extrinsic motivation compared with inmates with no criminal record.

Inmates who keep contact with their families have a stronger intrinsic motivation than those who do not maintain contact with their families. This result can be explain by the fact that family is the fulcrum of all of us, especially in difficult times.

These results are congruent with the studies of gender and educational level differences in conceptions of learning undertaken by Reinaldo J. Martínez-Fernández (2009), Tynjälä (1999), Entwistle & McCune, (2004), Paul C. Burnett, Hitendra Pillay & Barry C Dart (2008). The most important results of the study are evidence about the role of gender and educational level on the students' conception of learning. Therefore, the findings are limited by their assessments, and further efforts with the use of different scales and methods may expand these findings. The study is based on the legislative framework that regulates the educational and psycho-social activities conducted in Romanian prisons. Thus, according the Law 254/2013 of penal execution and the Law 1/2011 of national education, article 13

Aligned (1) Lifelong learning is a right guaranteed by the law.

Also, the study has as starting point certain researches in the field of education regarding the way in which is perceived the professor (Fraser, 1996; Wubbels and Levy, 1993), but also the learning activity through the quality of motivating the student (Waugh, 2001) and his/her feelings about school (Essex, 1997; Wulfsohn, 2000; Watson, Clark, and Tellegen, 1988).

As further lines of research, we can consider several types of activities and we can create on the basis of the obtained results a project based on career counseling sessions or support groups for inmates who are no longer supported by their families. This study could form the basis of the project as a feasibility study.

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BECOMING A PSYCHOTHERAPIST

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Abstract: *Professional development in psychotherapy represents a major impact theory in every psychotherapist's life. For a period of at least four year his professional life will be directed towards training meetings and his life will change. For a practitioner life goes on according to clients schedules. This material proposes an approach of a few of the most important aspects of professional development in psychotherapy, but also the perspective of the future psychotherapist. The aspects underlined represent the consequence of the trainer's activity in an association of integrative psychotherapy training.*

Keywords: *professional development, psychotherapy, trainee.*

1. INTRODUCTION

Training in psychotherapy represents for many colleagues a desire that can become reality; still it demands a profound analysis is of numerous factors. In a country in which psychotherapy has found its way with difficulty, during the last 24years, a paradox has appeared: the Psychologists' College from Romania (C.O.P.S.I.) over 30 professional associations demanded an authorization to become suppliers of professional development. Regardless all these, accredited associations of the forum mentioned represent only a small number of associations that can start courses of professional development in different forms of psychotherapy with a duration of at least four years.

The Psychologists' College from Romania trusts these associations and recognizes their right to become suppliers of professional development in a form of psychotherapy, if these hold at least four accredited trainers as main psychotherapists in the therapeutic training they promote.

A superposition of meanings is observed when there is a talk about competency, aptitude and capability. Sperry L [4] realizes delimitation between the concepts mentioned.

a. Competency

The competency refers to the potential or the capacity to perform and to implicate a large spectrum of professional capacities given by an external standard. Among the capacities needed for a competency the following can be mentioned: the capacity of a critical thinking, the capacity to analysis, a professional judgement in a clinical evaluation, decisions taken on the basis of an evaluation etc. Moreover, the competency represents the capacity to evaluate and to modify a decision by reflexive judgement. [2]

Kaslow [1] states that through a competency we refer to aptitudes, attitudes and the manner in which these are integrated. Competencies represent interactive of an integrative knowledge, "aptitudes, abilities, behaviours and strategies, believes, values, personal dispositions and characteristics, perceptions of the self and the person's motivation that make him/her able to fulfil the objectives proposed".

Clinical practice reflects competencies that can be evaluated according to professional standards and which can be developed through professional trainings. [2] In an ideal manner, a professional development can offer an experience of integrated learning where knowledge, aptitudes and attitudes interact and become clinical competencies. From the definitions offered to the term competency five themes can be generated [4]:

- capacity;
- integration of knowledge, aptitudes and attitudes;
- competencies that are exercised for the benefit of others;
- the evaluation of competencies is realized on the basis of a standard;
- the competency enhancement and development is made on the basis of professional development and through reflection.

a. Competency vs. aptitudes

In most cases the terms competency and aptitudes are considered synonyms:

- a clinical competency is composed of knowledge, aptitudes, attitudes and behaviours necessary for professional practice;
- the aptitude is a simple capacity gained through training but which doesn't hold the components of attitude or an exterior standard of evaluation.

b. Capability

The capability represents the person's conviction that he/she can overcome the minimum standard of acquisition of a competency and also expresses the capacity to change circumstances when knowledge is extended and performance is improved. In psychotherapy capability refers to the endeavour of becoming an expert or a master in therapy. [5]

The psychotherapy domain is determined by three factors:

- the therapist's vocation for psychotherapy;
- strategies of developing an expertise;
- the manner of exercise of therapeutic practice.

Becoming a competent professional supposes the capacity to properly and efficiently use knowledge, aptitudes and attitudes in order to perform professional activity at a high level. Becoming a professional supposes the acquisition of a content of competencies. The profess demands the following of five stages [3]:

a. beginner – the psychotherapist has a limited knowledge and understanding of how to analyse problems; he holds a set of principles and techniques that he applies without expertise;

b. advanced beginner psychotherapist - he has a limited capacity for pattern knowledge and in the application of intervention techniques. Moreover, in this stage the therapists have difficulties in generating acquisitions for new situations and new clients. The rules and principles previously learnt become guidelines;

c. minimally competent psychotherapist - he works independently, he has learnt a minimum level of competencies necessary for the practicing of an independent business. Psychotherapist in this stage can conceive plans of psychotherapeutic intervention adapted to the clients' needs;

d. proficient - the psychotherapist has a greater integrative understanding of the client and his performance and activity is guided by flexibility and understanding all therapy conditions. During this stage, the therapist is capable to organize professional development trainings and to supervise other colleagues;

e. expert - the psychotherapist has a great intuition and rapidly evaluates cases, recognizes is interventions must be changed. The expert therapist's professional and private lives are integrated, being efficient as consultants and supervisors. He is often admired by his clients and considered master therapist.

Competency elements represent key activities, subdivisions of the activities described in the competency unity from the standard of professional development as a relevant and evaluable result.

The realization criteria represent qualitative landmarks associated to the results of activities from competency elements and are considered to be fulfilled when the competency elements are correctly and independently realized by the trainee.

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AFASES 2014
Brasov, 22-24 May 2014

2. TRAINING FROM THE PERSPECTIVE OF THE ASSOCIATION OF TRAINING IN PSYCHOTHERAPY

The image of a professional association of training in psychotherapy is realized in time and it is created by verticality, by a continuous professional development, by the trainers' professional experience, on one side, and on the other side by the clients' content, professional training and the trust that they will become what they have proposed to.

Maintaining a positive image objectively based on the market of suppliers of professional development in psychotherapy is one of the main objectives of a training association.

Another objective of the association of formation in psychotherapy is to create from trainees, future psychotherapists, an ethos of the great family of therapist to which these belong to. In this process of creation of the ethos, the trainees are explained that the respect manifested towards their formation colleagues is also extended to colleagues from other therapeutic orientations.

Colleagues are remembered that "All roads lead to Rome", that the respect for other therapeutic orientations express for a future therapist the respect offered to him. The same respect is reflected in the relation with the client. The therapeutic relation is a mutual one, in which the client's needs are respected and the therapist's qualities (empathy, authenticity, respect, congruence etc.) represent the main ingredients of the therapeutic success.

The key to success of an association of training in psychotherapy is to maintain a standard of professional and personal development, to offer clients the maximum possible of trainers' competency. The trainers' competency is the consequence of continuous professional development, of a solid personal development. In the same manner as clients are unique, future therapists found in training are also unique, they have their own needs for development, and they are found in different stages of personal development and have different levels of knowledge. The trainer's task is difficult and maybe his most important quality is relational flexibility. With every trainee a unique professional connection is established and the trainee being part of a group the connection made by the trainer with the trainee group is also unique.

The trainer needs updated theoretical training, being the main person that opens for the trainer an epistemic knowledge door. The substantiation of theoretical knowledge transmitted is meaningless without examples offered by the trainer's clinical practice. The future psychotherapists are adult persons and leaning for adults is different from leaning for students. Here an intervention of trainer therapist's ability is observed, to make himself understood, to transmit the information on the most appropriate communication channel to the trainee. The mastery needed to realize the objective of transmitting information is called pedagogic tact.

Trainees have the tendency to "copy" the trainer, fact which is explained in the beginning of becoming a therapist, because the external reference is represented by the trainer and the supervisor. Still, the external supervisor will be internalized and the trainee is explained that he will "grow" inside his own internal supervisor, created by his style of therapeutic intervention. This is the final purpose of the psychotherapist's development, to create his own psychotherapeutic style.

Ethic and professional codes intervene is there are serious deviations from therapeutic practice and from professional development ethics from the trainer's side.

3. PROFESSIONAL DEVELOPMENT ACCORDING TO THE TRAINEE, THE FUTURE PSYCHOTHERAPIST

The process of becoming a psychotherapist trainee is not an easy one. The decision to start a professional development in psychotherapy supposes the intervention of more factors: costs, time and delegations.

Training in integrative psychotherapy is a new field in Romania. During each module the student tries to find answers to the most frequent questions: " what is integrative psychotherapy?" and "what have we learned in order to become a psychotherapist?". The first question receives an answer during each module in a direct and indirect manner, thus: integrative psychotherapy represent a form of psychotherapy which has at its basis a theoretical model, it uses intervention techniques from different forms of psychotherapy and it is also based on a therapeutic relation co-created between the therapist and the client. Training in psychotherapy and personal development need to be realized according to a certain standard of training, which contains the necessary competencies for professional development and in order to become a psychotherapist that knows all types of psychotherapy.

Each professional and personal development module desires to develop more competencies from the training standard, an ideal to be realized by impossible to realize entirely . Beginner therapists need "recipes" of intervention or are in a hurry to reach objectives with their clients. They feel that these don't follow this plan they have a feeling of insufficiency. The therapist patience and his respect for the client's rhythm are essential in finalizing a case. The therapist's patience is an aptitude that is formed and cultivated.

Competencies are formed, practices and refined with each client in therapy. One of the most important competencies in therapy is the research competency and it insists on the sensitised and encouragement of students to start a quantitative and a qualitative research. During the training programme the putting down of thoughts is practiced, in a reflexive research journal, and during the personal development modules, students write down their observations in personal development journals. Trainees are used to writing down observations in journals (observation is refined as the main instrument in therapy) together with the reflection on the internal environment (subjective) and the external environment (objective).

One of the future psychotherapist's greatest fears is not having patients, the reason being that "people are not prepared for psychotherapy". The solving of this problem is an increase of self-esteem in the trainee. Colleagues that have started their own individual practices of psychology are encouraged to start courses for short periods of time, weekly with the implication of parents, the implication in voluntary activities, participation in national psychology conferences and the elaboration of papers. In the same manner, all colleagues are encouraged to attend weekly meetings in psychological offices head by them, in which they can talk about different themes selected from their work field.

4. CONCLUSIONS

Satisfactions are greater for the trainer, the supervisor and the trainee or the becoming psychotherapist at the end of the training programme. Regardless all this not all colleagues will practice psychotherapy. Some of them will give up after the first modules of training and others continue their training and supervision in psychotherapy for a personal development and most of them have two jobs. Little of them will make a career in psychotherapy. Remaining a psychotherapist supposes being at an intersection between theory , practice and research. A psychotherapist is treated with respect and he is permanently preoccupied with interviews, supervision and maintaining a state of mental hygiene. An association of professional development in psychotherapy may easily gain room on the "market", but it can lose it in the same easy manner. Trainers have a great responsibility in the training and the becoming of psychotherapist, and the trainees represents the mirror of development, maintaining and recognizing the supplier of professional development.

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BioSpecter PSYCHOMETRIC SYSTEM OR EXPERT SYSTEM OF PERSONALITY EVALUATION

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The expert system of energetic evaluation of one's personality has as foundation an electronic equipment (bio sensor) and a set of programs installed on a PC computer.

As the medical thermometer (to measure the body's temperature) or tensiometer (to measure the blood pressure), BioSpecter Psychometric System directly measures on the palm levels a set of physical parameters (temperature and electric conductibility of epidermis), that by advanced processing can provide the personality profile of the measured person;

The Bioscanner is an electronic equipment of small sizes made in a compact form, in a PC device structure (peripheral equipment for PC computers), with the possibility to connect to any PC computer on USB 2 interface, fact that does no longer imply a personal power supply, being very reliable and offering the possibility of a long time utilisation. The scanning unit is installed and can work on any PC (Windows XP, Vista, Windows 7, etc) using a data acquisition specialised software. This equipment is used to take over biodata through the scanning procedure of the electric potential on the palms level.

The biodata acquisition program provides quick taking over of the information that compacts in a proper file, preparing it for advanced processing.

The program of data analysis and advanced processing, conceived in multiple modules, easy to access, uses a data basis on which structure the algorithm of evaluation of the preliminary data taken over with the scanning unit is implemented. The advanced processing of these data leads to a set of parameters convertible in indicators with psychological significance. The dimension of these indicators is scaled on a system of graphical visualisation and under the form of table report. The psychological significations of each determined indicator are being compared to a set of behavioural patterns based on which the temperamental structural, respectively the type of vocation and behavioural style. The final determinations have a personality profile very closed to the real one, taking notice both of the solid aspects and both the most fragile ones of the personality of the investigated person.

The principle which represents the foundation of the operation of this equipment is the biofeedback (bio-reaction), based on the correlation between the activity of the cerebral cortex, the temperature of the palm's extremities and the electrodermal activity (EDA).

Generally, the biofeedback is assigned to a procedure by which certain physical-chemical processes that take place in the organism are being "interrogated" with a specialised tool that has in view the evolution of a parameter or a set of parameters with significance for the investigator, in view to diagnose and normalise such processes. The most commonplace example of this principle could be the measurement of the human body temperature using a thermometer.

Criteria used by BioSpecter Psychometric System:

The first criterion : In case of BioSpecter Psychometric System , the measurement of temperature as parameter correlative to the activity of the cerebral cortex has in view the fact that by its structure the human brain is organised in such manner that the right hemisphere is associated to the activity of the left side of the body, and the left hemisphere is associated to the activity of the right side of the body. The hands as terminations of the two parts of the body, are an exceptional source of information on all the physical –chemical processes that take place in the body, respectively, by the correlation with the activity of the two cerebral hemispheres, and the information on temperature, any its variation, indicates the contraction or the relaxation of the smooth muscles around the blood vessels, that determines how much blood arrives up to the tiptoes, along which the measurement sensors are placed. This phenomenon is correlated to the whole psychophysiological activity of the person, indicating for example, the stress level, the intensity of emotions, certain disorders appeared in the body.

The second criterion, the measurement of the electrodermal activity (EDA) has in view the fact that to any external electrical stimulus, the skin responds with a specific galvanic reply. This response consists of a measurement of the phasic activity (acute points and low points) of the eccrine gland.

The eccrine glad is a type of sweat gland that flows its secretion through an excretory channel, which directly opens on the skin surface through a duct. The eccrine glands are small glands found virtually in all skin but predominantly in the palm and plant, being more numbered that the apocrine ones. Their secretion product- the eccrine transpiration is rich of water and NaCl– (being a good electrically conductive solution participation to the regulation of the body temperature.

Most of the persons are familiarised to the existence of cold, sticky hands, in stressful situations, such as meeting new persons or before a new audience. The coldness comes from the contraction of the smooth muscles around the blood vessels (measured by temperature) meanwhile the humidity is caused by the activity of the eccrine gland which secretion is a reply to the emotional and stress stimuli.

The third criterion is based on the projective analysis of the cerebral functions on specific action areas by their correlation to the temperature and electro- conductibility of the epidermis on the level of the palm extremities, simultaneously measured and established in information of bioelectric potential.

In the context, the projective analysis is a working method in which the information of bioelectric potential measured in a certain point on the palm extremity, considered as input data, is quantitatively correlated to the level of activity of a certain cerebral function, (to which this potential is put in correspondence, making abstraction of the whole causal chain determ ining the action of those cerebral function), considered as output data.

Final considerations

All the expe rience achie ved by the utilisa tion of the described technology enhances the confidence that our research has the novelty of a m ethod of knowledge of the human personality, offering to th e future us ers a very skilful instrument of investig ation a nd to the beneficiaries of such evaluation m anner, the possibility of self-know ledge, the prospective of correct unders tanding of th e m ultiple aspects related on the person, in the practice of individual development and correct integration in the society by holdin g a proper work place, the cultiv ation of skills and their beneficial using, the achievem ent of the inner equilibrium.

We have also say that the presen ted system does not substitute th e class ical m ethods of evaluation of personality, does not substitute in any way the experience of the psychologist, but, on the contrary, we hope it com es to support the psychologist, offering the benefit of a complem entary evaluation by the possibility of a view of the energy potential background of the investigated person, which, getting to know it, can built the other strategies of evaluation, counselling, development, therapy etc, reporting it also to such potential.

So, we understand th at the technology of complementary evaluation of personality that we suggest, is not conferring exclusivity to our method in the evaluation act, the results of the investigations with the presented evalua tion system not being taken into consideration as unique argum ents in the decisions regarding the evaluated person an d based on them , no one can lim it certain legal r ights of such person.

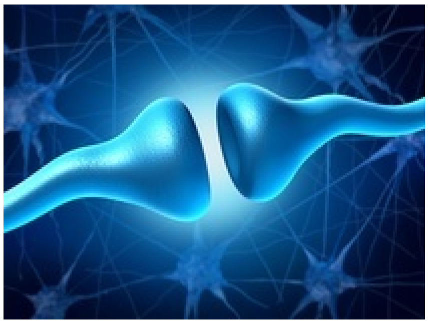
BioSpecter Psychometric System is:

- extremely safe and non invasive measurement
- very quick m easurement: be cause the set of inter est param eters are dir ectly measured by the application of the palms on the biosensor for a very short period of tim e, the BioSpecter Psychometric System does not use classical evaluation tests, sometimes long and tiresom e, di fficult to cross and with a big dose of subjectivity with the possibility to memorise the responses to repeated tests or m ore unpleasant, by lim iting the possibility of evaluation of the cognitive intelligence on the level of intelligence of the test author;

- very accurate measurement: because the resu lted prof ile of personality is configured based on the personal physical param eters, directly measured, in objective m anner, the measurement resu lts placed the identified type of personality on an intelligent scale, and the determined form is the one resulting from this personal set of parameters without the possibility to elude the physical – chemical reality of the evaluated person, out of which this profile is being deducted;

- compatible measurement by scale correlation, of the classical evaluation methods: because the measurement of the set of physical parameters offers the possibility of their scaling (namely reporting their values to a calibrated scale), the distribution of the values of the resulted psychological indicators shall also follow a calibrated scale. The correlations that can be done between the international indicators and the BioSpecter Psychometric System method have as conversion base this calibrated scale on which the specialist in psychology may interpret correctly in the identification system in which it is, by proper conversion of the working scale;

- integral evaluation of the level of activity of the cerebral functions, with the possibility of selection of their sub-functions. So, in other worlds, BioSpecter Psychometric System does not measure the experience of the person but the person's cerebral functionality, providing correct clues on the psychophysiological potential, besides the other aspects that define the personality.



The limitations **of the BioSpecter Psychometric System or Expert System of Personality Evaluation according to the mental health criterion, BioSpecter Psychometric System does not perform clinical tests, being dedicated only for evaluation of normality:**

- in psychological testing, the system can not be substituted [1] to other testing methods and to the psychologist experience, therefore being a complementary tool for the classical investigation methods. So, if the applicant thinks appropriate, in order to register in an individual development program, we recommend that the interpretation of the evaluation reports provided by BioSpecter Psychometric System to be done under the surveillance of a psychologist;
- the evaluations of the minor persons can be done only with the written assent of the parents of legal guardian;
- testing children is done only for the purpose to determine values of indicators had in view by the psychology specialist related to their development, knowing that the personality test does not apply to children;
- the evaluator has the obligation to keep the privacy on the content of the evaluation reports, pursuant to the law;
- the relevant values from the tables of these reports can not represent a medical diagnosis and can not be considered unique arguments in placing the work force or in other decisions related to the investigated person! For the special evaluations,

these values have to be used only together to other sources of information related to the aspects had in view. The special evaluations can be done only by psychology specialists.

The evaluation reports generated by BioSpecter Psychometric System can not be used to classify with bad faith the investigated persons, for the purpose to limit certain legal rights!

[1] Author note- "Holistique investigation" :

In the purpose that it can not be exclusively used for the purpose to determine a psychological profile. The psychological testing can have in view, with regard to the mental health criterion, not only the normality, but also the pathological manifestations.