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PSYCHOLOGIC CHARACTERISTIC OF WOMEN ALCOHOLISM

O.D. Moldovan

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Abstract: The alcoholism is an acute problem of the contemporary society. The alcohol under all its forms is present in every great event of the human life: marriage, christening, burial, illness etc. If in the previous centuries the alcohol use was considered to be usual for the men, in our century the problem of women who use alcohol is an increasing problem of public health. The author presents a research on a sample of 30 women with the clinic diagnosis of chronic alcoholism, trying to underline the characteristics of women consumption and the personality features of the alcoholic women. The sketch of a psychologic profile can be usefull in the prophylaxy of women alcoholism.

Key words: alcoholic women, characteristics of the consumption, psychologic profile of the alcoholic women

Theoretic frame

The daily stress and the permanent time crisis in a more and more accelerated society, determin the people to resort to different methods to obtain a short period of peace or happiness and to feel themselves free from the daily problems. These methods include the use of different substances from medication to drugs, from alcohol to coffee, but also different behavior types which are modalities of discharge the increased intrapsychic energy (i.e. gambling, shopping etc.) (Galbard, 2007).

The use of alcohol in these conditions is bigger, not only between the men, but also the young people and the women. Some young people use the alcohol as a drug associated to other toxic products. Though the alcohol use is a habit social accepted (any festivity is associated with alcohol), it becomes noxious when it surpasses certain limits. The alcohol abuse trains the dependence phenomenon (the impossibility to abstain from the consumption) and the tolerance (the tendency to increase the doses). The effects of the abusive and long consumption are very well known: from the familial violence to the dissolving of the family, antisocial acts as roaming, thefts and even crime (Moldovan, Balas-Timar, 2010).

As against the men, the women who have problems related to the alcohol consumption present a greater risk for depression, suicid attempts, the diminish of the self-esteem, more frequent and more acute psychotic complications, the faster instalation of the dependence, organic diseases related to the alcohol consumption, marital problems, divorce, using of the alcohol in critic moments (Grecu și col., 2000). These differences were explained by woman greater vulnerability towards the alcohol, by her metabolism particularities, and also by her social role so different from the man social role. Till a certain point, the woman condition was and still is partly determined by the others, especially by the men.

The social group tolerance and the value reasons of this prove much less indulgence for the alcoholic woman because of the unesthetic character of her moral degradation and its consequences. The women emancipation at all the levels is not equivalent with a total change of her traditional status and role (as mother and wife). The learning situation seen in he family influence also the women attitudes towards alcohol.

That is way, the new program of prevention includes learning educational programs for new behaviors and to form new values system (Roman, Dughi, 2007).

The alcohol abuse supposes a social stigma much more grave for the women than for the men. The implicit reserve of the women regarding their label as alcoholics may determine them to deny their problem related to the alcohol consumption and to delay the search for a therapeutic help.

The term of dependence represents the psychologic or physic need to continue the use of the substance – the dependence from certain drug can be physic (somatic) or psychic (psychologic) or both (Kaplan, Sadock, 2001).

The psychologic dependence, named also habituation, is characterized by the continous or intermittent desire for the substance. The physiologic dependence is characterized by the tolerance, the need to take the substance to avoid the withdrawal syndrome or the abstinence syndrome (Robinson, 2010).

From the behaviorist point of view the addictiv disease appears as a result of a habituation, it being learned. In this theory the gambling or the toxicomania are seen as the results of a progressive conditioning. The drug consumption favoured by the social group pression (the company) can be considered as a possible answer to the imminent or anxiogenic factors. The euphoric effect provides a number of behaviors from the immediate revigoration which are salutary for the individual, being considered asadaptative behaviors (Tudose, Tudose, Dobranici, 2011).

Freud (2010) states that the mechanisms which is at the addictive diseases foundation could be similar with those of the neurosis, in other words they could be the effect of a toxic state of the body. Some

addiction types could be determined by the constitutional orality, that is they have at the foundation a fixation to the oral phase. Thus the addictions are included in the perversions category and Freud adds that there are addictions without drugs, speaking about a dependence to the primordial object, not a dependence to a special substance. Freud compares the sudden hunger accesses with the anxiety accesses and the pleasure given by the addiction object with the sexual pleasure. He considers that in the case of the addictive diseases the body is in a state of toxicity similar to the specific state of the actual neurosis.

The personality of the alcoholic was the subject of numerous investigations (psychoanalytic, genetic, sociologic). It must be retained the nocive effects of the alcoholic parents (mother or father) on the development of the child. The children coming from such families present uncertainty feelings, difficulties in their affirmation, and an uncontrolled aggressivity.

Research hypothesis

Our research is a constative one and regards the field of women alcoholism. At the beginning of the research we state the following hypothesis:

H1: we supposed that there are common aspects related to the alcohol consumption of the women;

H2: we supposed that the women who use alcohol, present some common personality features.

The statement of these hypothesis determined us to establish the following objectives:

- the selection of the subjects sample;
- the making up of an interview guide to establish the consumption common characteristics;

- the selection of the psychologic tests to evidentiate the personality features;
- the statistic processing of the data obtained and their psychological interpretation.

Sample

We selected a sample made by 30 women, who had the clinical diagnosis of chronic ethylic dependence, and who benefited from the profile assistance in the ambulatory service in Arad, in the period september-december 2013. The women had the age between 30 and 41 years old.

Work methodology

1. The interview guide

To establish the consumption characteristics, we made up an interview guide, which was applied to each subject. The guide refers to the quantity, the frequency, the consumption modality , the place where the consumption was performed etc.).

2. Psychological tests

We used two multiphasic personality questionnaire, with a reduced number of questions, but which offer enough informations about the subject personality. Thus we used the Eysenck Personality Inventory and The Woodworth-Matthews Questionnaire, which are used especially in the clinical domain.

Results and discussions

First hypothesis

The analysis of the interview helped us to obtain the alcohol consumption characteristics from the studied sample. We shall detail further two of these characteristics:

In the figure we present the distribution of our sample from the civil state point of view: married - a; unmarried- b; divorced – c; widow – d.

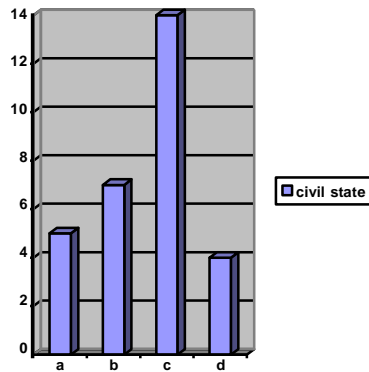


Figure 1. The sample distribution taking into account the civil state

The analysis of the figure above shows the fact that the bigger number of alcohol users are included in the category of divorced persons (14 subjects). The smallest consumption is met to the widow women (4 subjects) followed in increasing order by those married (5 subjects) and those unmarried (7 subjects).

We consider that the divorced women passed through very unpleasant moments related to the divorce and the division of the goods, maybe also some difficulties related to the children tutelage and that is the reason for what their number is greater against to the others single consumers (unmarried – 7 cases and widow – 4 cases). The divorce, by itself supposes a long period of high stress, which was preceded by numerous familial conflicts. All these aspects are considered as good enough reasons for these subjects to use alcohol in which they said to find comfort and relief.

Moreover the divorced women, could live with the fear to remain alone, to not find any other life partner, to be obliged to manage alone all their life without any support from someone close to them. This fear of loneliness may be another factor that justifies the alcohol consumption.

For the married women the consumption of alcohol may be the results of some familial stressant factors (the existence of the conflicts in family, but not so important to lead to the divorce; or maybe they are scarred to divorce, because they are convinced that they could not manage alone themselves in life).

The widow women are less consumers because they are related to beautiful reminiscences with their deceased partner or they could find a moral support in the children education or in their profession.

The characteristic that must be retained is that *the consumption is bigger to the divorced women.*

The second characteristic that we present here is the motivation of the alcohol use. The answers of our subjects can be seen in the figure 2.

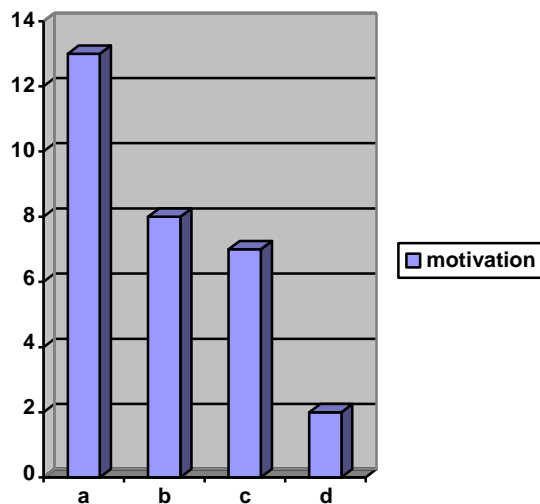


Figure 2. The consumption motivation.

Where: a = it is relaxant; b = I like it; c = because of boredom; d = I don't know.

For relaxation and confort reason is the answer of 13 subjects, almost half of our sample. Their personality structure, more vulnerable, determines them to be not able to surpass the impediments and the difficulties to wich they are confronted in the daily life. This incapacity to face the reality leads to an abusive consumption of alcohol, as an adjuvant to maintain the relaxation capacity.

Eight of our subjects state that they drink from pleasure. These are not anymore interested nor the family opinion about them, neither the society attitude towards them and their only aim is to procure the alcohol and to obtain the pleasure that they feel in the consumption.

A number of 7 subjects state that they are drinking because of boredom. This can be explain because of the reduced social relations and because of the lake of interest for other activities and hobbies. They use the alcohol because of boredom. Maybe if they could find an interesting activity, which request implication and preoccupation, they could renounce to the alcohol use.

Two cases state that they do not know the reason for what they are drinking. They never thought that there is a certain reason for the consumption, and they are drinking only because they saw the others doing the same thing. They are not search for more profound reasons, and do not identify the dissatisfactions that could determine the begining of the consumption. We retain as a characteristic: the consumption motivation is the relaxation and the relief after the daily stressant conditions.

After the entire analysis of the interview answers we can state that the first hypothesis made by us at the begining of the research was

demonstrated in practice: there are common characteristics of the alcohol consumption of the women. These are the following:

- the majority of the consumers have the age between 34 and 37 years old;
- the majority of the consumers are workers;
- the consumption is more frequent to the divorced women;
- the majority are consumers from 4 or 5 years;
- are preferred the strong drinks- tzuica in our case;
- the use of alcohol is daily and in the majority of the cases in the morning;
- the great majority of the sample use alcohol at home and the quantity is over 400 grams;
- the motivation of the use is to obtain relief and relaxation after the daily stressant conditions
- the majority of the subjects present withdrawal syndrome – perspirations and trambles in the alcohol absence;
- the great majority present a previous hospitalization, but they never done a detoxication cure;
- to the majority of the cases there was an abusive consumption to the relatives.

Second hypothesis:

The second hypothesis state by us at the begining of the research refers to the personality features common to the women who are alcohol users. To verify this hypothesis we used two personality questionnaires: EPI (Eysenck Personality Inventory) and W-M (Woodworth-Mathews Questionnaire), which are used with predilection in clinic, because they have a small number of questions but offer enough informations about the subject structure of personality.

The answers of our subjects are shown in figure 2.

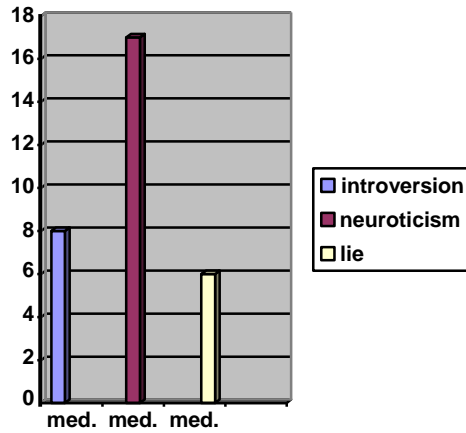


Figure 2. The answers at EPI

Generally, the personality inventories and questionnaires are endowed with a lie scale to evidentiare the degree in which the subject answers in a favourable manner or under the social desirability influence on the answers.

In our case the quota of the lie scale is big enough. This reflects the habitude of the alcohol dependent women to lie regarding different subjects: to justify the time that they are missing for consumption, to justify the lack of money used for the consumption, to justify the different symptoms that they have as a consequence of the consumption (the dizziness, the difficult speaking etc.). In the same time with the dependence installation increases the tendency to lie and to try to mislead the company to hide their vice.

The introversion is also great, the social isolation and loneliness being initially causes of the consumption, but becoming latter more accentuated because of the consumption. The women isolate themselves

to use the alcohol quietly, hide themselves for the company do not observe the effects of the alcohol on their behavior. The friendships are lost, the familii relationships are destroyed and even these are a consequence of alcohol use, the women have the tendency to consider them as causes which lead to the alcohol use.

In the figure 2 we represented an average of the answers on the entire sample. The neuroticism average (that Eysenck considers in terms of emotional stability-instability) shows a great instability of the consumers. They cannot keep stable and constant relationship neither with the family nor at their work place. This instability is accentuated by the use of alcohol and they prove an increased impatience to finish their work for going to use alcohol quietly.

For the W-M Questionnaire, the ansewers of our subjects are presented in the figure 3, under the form of averages on the entire sample.

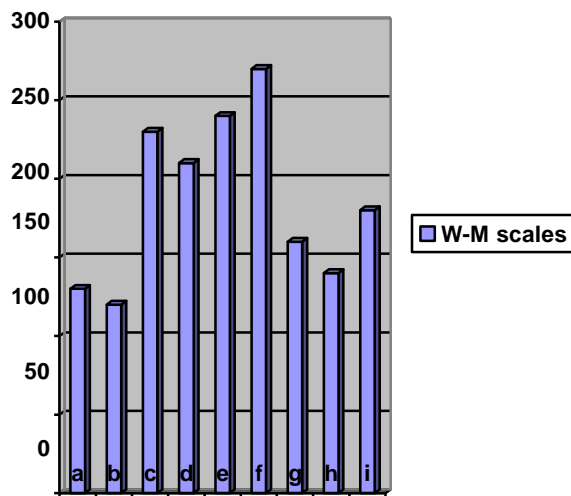


Figure 3. The answers at the W-M Questionnaire

Where: a = emotivity; b = anxiety; c = schizoid tendencies; d = paranoid tendencies; e = depression; f = psycho-affective instability; g = aggressivity; h = antisocial tendencies; i = the lie scale.

To this questionnaire also the lie scale has great quota, sign that the subjects refuse to accept the reality and try to denaturate it. These quota are similar with the quota for the paranoid tendencies (210) which shows that our subjects blame anyone else with their exception for the consumption and the situation in which they are in the present. Are incriminated the stressant daily conditions, the daily difficulties, the conflicts in the family or at the work place. Their tolerance to the frustration is small, and that is why the great majority of the answers are extra-punitive, when the others are guilty and not the subject.

In fact, the distribution obtained to the W-M Questionnaire is characteristic for the disharmonic structured personalities. There is not yet in the psychologic literature a relation firmly established between the disharmonic structure (in psychiatric terms psychopathy) and the use of alcohol, but the disharmonic structures are bent for negative or absurde behaviors .

The schizoid tendencies, that is isolation and loneliness are similar with the answers to the introversion scale of the EPI. The women close themselves in their own world, in which the alcohol consumption is the only pleasure and the main preoccupation. In this way are lost all the familial or social relationships that they had before and become more and more isolated and more and more lonely.

The depression, even initially is accused by the women as being a cause of the alcohol use, increases gradually as a consequence of the use, being a risk factor for suicide attempts. Another consequence of the consumption is that the women consider that no one love them and no

one understand them and they resort to suicidal act as a shortcircuit reaction.

The instability is the more important personality feature. The subjects become more and more impatiente, have not the patience to finish something, being all the time preoccupied by the obtaining of the alcohol and its consumption.

In conclusion our second hypothesis state by us at the begining of the research is confirmed by the practice. There are common personality features of the women consumers and these are the following:

- disharmonic structure of personality;
- increased instability;
- introversion, isolation and loneliness
- depressive disposition, with risk of suicidal attempts on the shortcircuit pattern;
- diminished tolerance to the frustration, with the blame of the other for all that happen;
- the denaturing of the reality and the use of the lies in a pathologic way to obtain and justify the vice that dominate their existence.

Conclusions

The researches on alcoholism are oriented more and more on the study of the behavior towards the alcohol, on the predisposant factors, on the alcohol dynamic, on the body reaction face to the alcohol intoxication, and in this aim are nedeed inter-disciplinary teams.

Our research tried to establish a psychologic profile not only of the consumption but also of the women consumers which have the diagnosis of chronic alcoholism. These could be elements which can be

latter use in the prevention, considering that a psychologic profile that is included in the frame established by us, can be a great risk factor.

The prevention of the consumption by including the risk persons in psychotherapeutic programs for support and awareness of the dependence dangers will reduced the number of women consumers and consequently will reduce the negative effects of the consumption on the social and familial life of the person.

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SCHOOL CLIMATE AND INTERCULTURAL EDUCATION

A.F. Roman

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Abstract: The present paper looks at the individual and contextual school related factors that have an influence on the level of tolerance toward ethnic minorities of the Romanian adolescents. The analysis is focusing on the data collected in Arad only, the discussion of the multilevel modelling is describing and bounding the characteristics of individual and school level that shape the level of tolerance of Romanian adolescents. Some of the hindering factors obstructing a true open and inclusive educational system in Romania are discussed. Based on these findings we formulate the implications for the educational policies aimed at increasing intercultural education in Romanian educational system.

Key words: school climate, tolerance, intolerance, intercultural education.

Intercultural attitude and tolerance

Diversity is a fundamental aspect of all societies - it refers to differences that exist between people as individuals but also between different groups. Entering and experiencing intercultural interactions is inevitable. More, this kind of interaction can bring an added value to knowledge and cultural enrichments. Without mutual understanding, differences can generate conflicts that can degenerate into violations of human rights. Thus, intercultural education in particular and school, in

general is expected to have an important role in shaping the attitudes of students in order to correctly perceive diversity. “The group by the request that it states helps the adolescent to become conscious about his qualities and moreover to demonstrate them on the common activities. Thus the adolescent begin to define himself in terms of the features that he manifests in the relations with the other and to incorporate the status of member of certain social group in his selfdescribes” (Moldovan, Balas-Timar, 2008, p.64)

In its content, intercultural education refers to themes as “accepting and participation” and “learning to live together” and how to avoid “stereotypes and prejudices” Also, it seeks to propose solutions for promoting democratic values within the students. Due to the social importance of the abilities to coexist peacefully it is easy to see why intercultural attitude and intercultural education is an important theme, situated at the core of educational policies. Its importance is also reflected in the fact that several European institutions are promoting interculturality, for example, 2008 was the European Year of Intercultural Dialogue – “Together in diversity” in a joint action of the Council of Europe and European Commissions. Thus, research that come to describe the level of interculturality within a society, the facilitating and hindering factors as well as the specific actors that determine a particular situation are very important both for the policy agenda but also for the general public.

Our analyses come to add new evidence in this research field. The added value to the previous research consists in testing if school have a role in shaping the attitudes of students, thus promoting intercultural values. By doing this the intention is to contribute to better understanding the link between school contribution and individual characteristics in

shaping individuals attitudes. Not lastly, by disentangling the individual and school influences on students' attitudes, our analysis offers important evidence in support of effective educational policies promoting intercultural education. Self-knowledge is particularly important in educational and vocational guidance document, assuming self-identification of the following elements of personality: deciphering self-image, identify skills, abilities and skills, interests and motivation. (Costin, 2014, pp.76-82).

In this article we will focus on the role of formal education in shaping the attitudes of students. We ask if schools indeed do have an important role in shaping students attitudes toward other social groups or these attitudes are mainly explained by individual / personal characteristics. In order to answer this question we proceed by restricting the aspects of interculturality by focusing on a single dimension: tolerance or acceptance of the ethnic groups. Our choice is sustained by reports that suggest that in Europe for instance "resistance to multicultural society is shared by an over time rather stable minority of about a quarter of the Europeans, whereas more and more Europeans perceive that the limits to multicultural society have been reached" (Coenders, Lubbers and Scheepers, 2003).

Hypotheses

Formal education is considered is one of the factors that contribute essentially to shaping one's attitudes (Kalmijn and Kraaykamp, 2007). In the case of teenagers this influence might be even more important since they are enrolled in some form of formal education. However, in the case of teenagers there are no results on how large this influence on their attitudes is. Thus our hypothesis is: do the variation of

students attitude toward ethnic groups is explained both by individual characteristics and school ones? If our first hypothesis is confirmed we argue that the difference between schools in shaping students attitudes resides in their capacity to transmit civic and democratic values. We base this argument on previous findings that show a positive relation between class climate and civic knowledge of students (attributes and result of the school environment and participation) to attitudes toward immigrants (Torney-Purta and Winkelfeld, 2008) Consequently we hypothesize that in schools that are perceived as transmitting more effectively democratic and citizenship values students will have significantly more tolerant attitudes toward ethnic groups.

Methods of study of society fall within the essential paradigm which seeks discovery or share power education personality development (Roman and Dughi, 2007, p.27) which transposes typically defining style and identity or which seeks genuine understanding rational aspects, however, and irrational (Vilfredo Pareto) of human actions.

Data and methods

To test our hypotheses we use the data collected as part of the Civic Education Study of the International Association for the Evaluation of Educational Achievement (IEA) (Schulz and Sibberns 2004).

Dependent variable

The dependent variable is the student attitude toward other ethnic groups. This concept was operationalized with a set of items that are summarised:

Attitudes toward other ethnic groups

- All ethnic groups should have equal chances to get a good education in this country.

- All ethnic groups should have equal chances to get good jobs in this country.
- Schools should teach students to respect members of all ethnic groups.
- Members of all ethnic groups should be encouraged to run in elections for political office.

The measurement scale for the items ranges from 1 to 4, where the 1 value means “strongly disagree” and 4 means “strongly agree”. The factor analysis we performed extracted one factor with eigenvalue higher than 1, and subsequent reliability analysis resulted in an Cronbach alpha of 0.626. Thus, we computed individual scores for each individual by averaging the scores for the four items, conditioning for at least three of them to have valid values.

Independent variables – school level

We hypothesized that the *values transmitted in school* will shape the attitudes of their students. We mainly referred to civic and democratic values that are a goal in itself of the educational process. These values were measured by a scale composed of the following items:

In this section we would like to know what you have learned in school:

- In school I have learned to understand people who have different ideas.
- In school I have learned to co-operate [work together] in groups with other students.
- In school I have learned to contribute to solving problems in the community [society].
- In school I have learned to be a patriotic and loyal [committed] citizen of my country.

- In school I have learned how to act to protect the environment.
- In school I have learned to be concerned about what happens in other countries.
- In school I have learned about the importance of voting in national and local elections.

Factor analysis performed on these items resulted in one factor extracted, and also the reliability test resulted in a value for Cronbach alpha of 0.772. In order to obtain the school values, we computed the individual scores by averaging the items values for individuals, and then we aggregated these values at each school values, using again the mean.

Our hypotheses imply that the variation in the students attitudes is explained both by individual and contextual factors. Thus, the appropriate method to analyze the data is hierarchical multilevel analysis, which takes into account the nested character of the data: students, who are at the first level of the analysis, are nested in schools, which constitute the second level.

Conclusions

Our analyses have as the most important finding the fact that school is of major importance in shaping students tolerant attitudes. Our arguments in this sense are based on the calculation of the proportional error reduction at individual level and at school level. This measure is similar to R in linear regression - it expresses the proportional error reduction between a certain model and a null one. A higher value indicates that the model explains more of the variation of the independent variable. Our calculation shows that the proportional error reduction between model 5 and null model at individual level is only 6%. However the proportional error reduction at school level is of 30%. Thus we draw two conclusions: on one hand *at individual level there are other relevant*

variables that can better explain the variation of students' attitudes toward ethnic groups, while at school level we have identified one of the most important characteristics.

Another conclusion is that the most powerful effects on the variation of students' attitudes toward ethnic groups are *school characteristics and ethnicity*. The rest of the predictors have only moderate / low effects. A surprising result is that students that have parents with university education level prove to be more intolerant than the students with parents with no education. This effect was hypothesised to be in the opposite direction, and in accordance with a positive effect of educational aspirations of the students.

These main conclusions have an optimist message for the education policies. On one hand we showed that school can have a significant role in shaping the students tolerant attitudes. But, this capacity is dependent by school's capacity to promote values of citizenship and democracy. Thus, an important accent has to be placed on civic and intercultural education in the school environment. Another positive message that we derive is that when we encountered a negative effect encouraging intolerant attitudes and coming from parents' education level, the educational aspirations of the students can compensate and hinder this influence. Thus it is of equally importance for educational policies to promote educational aspirations, to encourage and sustain high educational attainment among the students.

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CONSUMER PERCEPTION OF ARAD FROM PRODUCTS THAT PROMOTE SUSTAINABLE DEVELOPMENT

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Abstract: Sustainable community and economic development allows needs of the present without compromising the ability of future generations to meet their own needs, managing to produce goods and services for benefit, maintaining physical, human and natural capital.

Through this study we sought in terms of quantitative Arad consumers are interested in products that promote local sustainable development. As a research tool we used questionnaire.

Key words: consumer perception, sustainable community, sustainable development, promotion

Problem Statement

In order to define sustainable development or sustainable globally have been developed over a hundred definitions, but the report *Our Common Future*, gave a fuller definition saying that "a development that can satisfy the needs of the present without compromising the ability of future generations to meet their own needs is sustainable development" (EUROSTAT, 2010).

One of the important objectives of sustainable development is to find an optimal interaction between the economic system, the human environment and the technological system. One of the objectives of the UN community development is to improve human development indicators - HDI (Gavrilă, Gavrilă, Grivu, 2008). On the concept of sustainable development is the natural environment that makes up the overall framework of all human activities. The economic dimension depends the welfare of human society and economic system is sustainable if it can produce goods and services and to generate profit but provided to maintain physical capital, human and natural underpinning. All activities sustenbile have an ethical dimension.

Purpose of Study

Sustainable development is promoted individually by the consumption of organic products through the purchase of electrical or electronic equipment with a low class of class of low-energy or by purchasing eco-label products and services and the consumption of local products with km 0. In this respect, this research we watched as Arad consumers are interested in these products that promote local sustainable development.

Methods

This research is a quantitative research we used the questionnaire as a research tool. The questionnaire consists of ten questions, open, closed, semi-open and factual questions. This questionnaire was applied on the ground in 2012 in the town of Arad were surveyed a total of 31 people from the neighborhood Micălaca. We believe that this sample is representative of the district. After field application of the questionnaire

was created a database in SPSS that were introduced on the field data from the questionnaires. Was performed data analysis and interpretation, drafting conclusions and recommendations of the analysis performed.

Findings and Results

Analyzing the answers of respondents to the question of how it defined the concept of sustainable development is observed that 48.4% of them give a correct answer, 38.7% consider it a policy to improve the quality of life, and 12.9% never heard of this concept, as shown in Figure 1. It is emphasized here that the majority of respondents from urban areas, only 38.7% from rural areas.

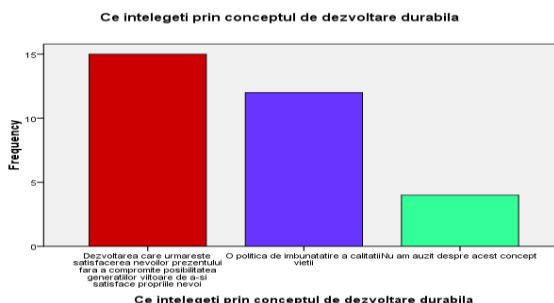


Figure 1. What do you understand by the concept of sustainable development

It is interesting to observe that although only a relatively small proportion of respondents had not heard about the concept of sustainable development, most of them do not distinguish between the symbol that represents the eco-label (Figure 2) that the interpretation of has code *b* and recycling symbol (Figure 3), which has the code *c*. In this way the majority argue that recycling symbol is showing the Ecolabel 87.1% of the respondents, as shown in Figure 4. So Ecolabel symbol is very little known.



Figure 2. European Ecolabel



Figure 3. Recycling Products

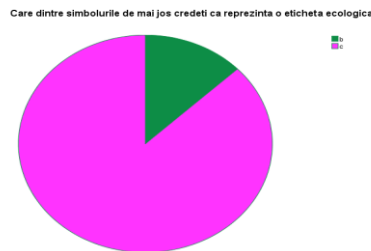


Figure 4. Which of the following symbols represent ecolabel think?
 (Source: Data from the questionnaires on the ground, 2012)

After analyzing the response to the question "how often buy sustainable products?", it appears that respondents were sincere and honest answer to questions, so only 19.4% said they often buy such products, others rarely buys if ever the product category (Figure 5).

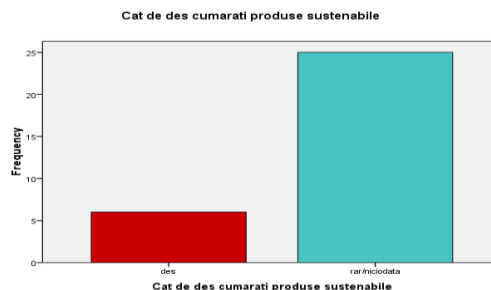


Figure 5. How often buy sustainable products?
 (Source: Data from the questionnaires on the ground, 2012)

Generally sustainable products purchased by consumers surveyed are part of non-food products and 35.5% of the products purchased are part of sustainable food.

Also apparent high degree of credibility perception and friends for opinions, so 48.4% of the respondents say they first heard about sustainable products to friends, 9.7% have heard of media and 16.1 % heard from other sources. These data are shown in Figure 6.

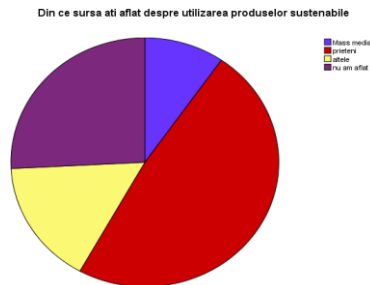


Figure 6. From what sources have telltale about the use of sustainable

(Source: Data from the questionnaires on the ground, 2012)

As noted earlier, even if we included questions in the questionnaire and verifying the authenticity of the answers, they have proven reliability respondents. One of these questions revealed that 35.5% of respondents purchasing sustainable products ranging from food products in the same category as the last product purchased, another category as cosmetics or cleaning products purchased at a rate of 45.2% (Figure 7).

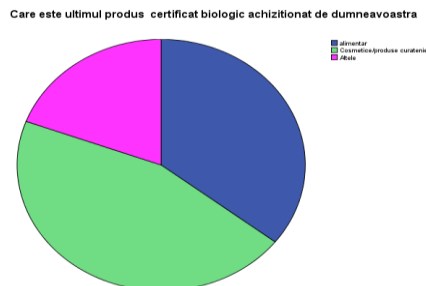


Figure 7. What is the latest biologic purchased your certificate?

(Source: Data from the questionnaires on the ground, 2012)

Analyzing factual data we can see that the majority of respondents have higher rate of 61.3% of respondents are predominantly urban. Also it can be seen that most engineering works 25.8%, 22.6% in human resources in production and 19.4% in the financial and maintenance work in equal 12.9% of respondents (Figure 8).

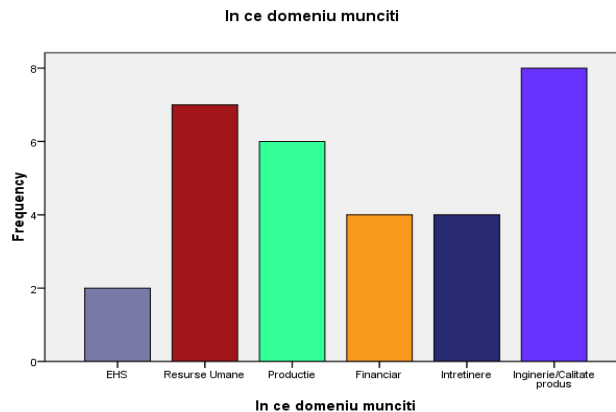


Figure 8. In what field you work?
(Source: Data from the questionnaires on the ground, 2012)

Regarding consumer's perception of ways to promote products our results show that they support the sustainable development through the media, and that they are satisfied with the forms of promotional rate of 6.5% and considered as unsatisfactory 93.5% of respondents.

Conclusions

Performing a comparative analysis of field data from the questionnaires can be seen that most respondents are highly educated, significant activities in the labor market in the economic, engineering and human resources come mostly from urban areas, yet overwhelmingly they have not heard of products that promote sustainable development are

not satisfied with how the media promotes these products and therefore do not use other products.

It is obvious that using these products and that fail to recognize the symbol of European Ecolabel, which apply to products and services except food as a symbol of reduced environmental impact throughout the lifecycle of the product concerned from its manufacture and to recycle all.

It also notes that the respondents are interested to find cosmetics and cleaning products that are as low impact and biological as possible, followed by food.

Recommandations

Among the most important advice would be to achieve better promotion through media products that promote sustainable development. This promotion can be achieved through education and training institutions at all levels, given that respondents have a very high confidence in the opinions of friends. In the same vein, we believe that manufacturers and especially those producing biological products or eco-label is needed to better promote them to increase awareness and consumer psychological compliance to such products.

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LOCUS OF CONTROL AT RUGBY ATHLETES

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Abstract: This article presents data from a larger study on the motivation of athletes in rugby. For this purpose, we were interested in highlighting the correlation between introvert/extrovert personality type and the locus of control and also its correlation with emotional stability. The study was conducted during training on a group of 29 subjects, all rugby athletes.

Keywords: locus of control, extroversion/introversion, emotional stability, performance sport

1. Theoretical premises

The basis of sports performance is motivation, a process that must be taken into account in structuring an effective workout plan. From the complex of psychiatric manifestations which shape a success-oriented motivation, we chose to investigate emotional stability, introversion versus extroversion and locus of control.

In this context an important role is the attribution (cited from Epuran, Holdevici, Tonița, 2008, p. 138-140) of the cognitive process by which individuals perceive and explain their behavior (self-attribution) or those of others (hetero-attribution) in every day life. The basic idea is to

take into consideration the fact that events or behaviors are all due either to people in action (internal causality or dispositional factors) or to ambience (external causality or situational factors). Out of the hundreds of types of causal attribution, *Weiner* (1986) considers three as the most significant:

- a) Stability and its opposite, instability
- b) Causality, internal or external ("place of causality")
- c) Control, or what can master the subject ("locus of control")

The concept of "locus of control" has two components, an internal and an external one. Those who have "internal locus of control" believe that their actions, through effort, will be able to greatly influence results in a favorable way and those possessing "external locus of control" believe they can not influence the results. Usually, those who win, make assignments that refer to themselves ("I won because I pulled hard"), as well as those who lose ("I lost because I was lazy" - personal assignments, or "The referee did not see" – impersonal allocations") (Stephen J. Bull, 2011, pp. 120-121). In other words, the winners tend to attribute success to themselves, while losers tend to make attributions that reflect the partial aspects of the game, but which do not depend on them and which protect their inner-selves. This difference between winner/loser is known as the "error of instrumental attribution" (self-serving bias), as it helps the winners to feel good and the losers not to feel too bad. In sports, for example, effort and skill refer to in the individual, while difficulty and chance are connected to specific situations. Hence the distinction between the size of the locus of causality – attributions related to the individual (internal), of environment (external) –and the dimension of stability – attributions which reflect

something stable, permanent (sustainable) or unstable and variable (transient).

Another aspect that was observed in this study was related to temperament. Temperament is a complex formation revealing a summary of the energy, balance and mobility of one's processes of excitation and inhibition, reflecting innate and acquired traits, which constitute the dynamic-energetic fund of personality which they influence discretely in all its manifestations. (Dughi, Roman, 2008, p.137). Allport, G., indicates that "temperament refers to the phenomena characteristic to an individual's emotional nature, including sensitivity to emotional stimulation, strength and the regular speed of response, the quality of his predominant moods and all the peculiarities of mood fluctuation and intensity, these elements being largely hereditary in their origin." (Allport, G., 1981, p.46). Of all these traits, we have chosen to investigate introversion and extroversion according to Jung's typology and emotional stability, features described and measured by Eysenck.

2. Objectives of the study

- Highlighting the correlation between introversion - extroversion and locus of control for rugby practitioners at senior level in the pre-competitive period.

- Highlighting the correlation between emotional stability and locus of control for rugby practitioners at senior level in the pre-competitive period.

3. Hypothesis of the study

- I.1. - The more the degree of emotional stability increases in rugby athletes, the greater is the degree of control over their performance.

I.2. - The higher the tendency to extroversion is, the lower is the level of assumption of control over their performance.

4. Sample

The sample on which we have conducted the study is made of 29 male participants, athletes in the rugby team of CS Aurel Vlaicu University of Arad.

Characteristics of the subjects:

- The average age of the athletes surveyed is 21
- Most of them have high school as their last graduated institution
- Most of them have more than 5 years experience in professional sports
- The age when they commenced performance sports is about 14
- The status of the subjects is “unmarried”
- Their income falls on average between 500-1000 lei.

5. Research methods and tools

- *The Rotter Test (Locus of Control)* is a test with 29 items, each having two a) and b) answers and which regards the internal or external appearance of the control. Locus of control refers to the degree to which individuals believe that they have the ability to control events which involve them. People with an internal locus of control believe that events are mainly caused by their own behavior and actions. Internal locus of control is associated with an increased tolerance to stress. People with external locus of control believe that certain forces, fate or chance determine the events they cannot control. External locus of control is associated with an increased stress level.

- *The E.P.I. test (Eysenck Personality Inventory)* is a test with 90 questions that can be answered with yes or no and which measures personality in two dimensions independent of one another: extraversion

and neuroticism. Scale E (Extraversion - Introversion) defines traits of affirmation sociability, energy, life and dominance. Scale N (Neuroticism) measures the degree of stability or emotional instability. ([Http://www.slideshare.net/ MariusDeWolf/psihodiagnoza-personalitatii-ch-eysenck](http://www.slideshare.net/MariusDeWolf/psihodiagnoza-personalitatii-ch-eysenck), 06/08/2013, 8:40 p.m.).

- *Analysis and statistical processing*, by means of which we made the descriptive processing and analysis of data in tables, graphs, figures. The statistical process has three stages: statistical observation, statistical processing, analysis and statistical interpretation.

5. The design of the research

To test assumption 1 with the dependent variable of intrinsic and extrinsic motivation we used questionnaires I, II and III, while for the statistical analysis we used the Pearson correlation index. For assumption 2 we calculated the statistical significance with the Pearson correlation index to highlight the link between emotional stability and taking control of sports performance, obtained by using the Rotter tests and the EPI.

Table 3.

The design of the research

	Independent variable	Dependent variable
Assumption1	Practising performance sports	Emotional stability Taking control of sports performance
Assumption2	Practising performance sports	Introversion-extroversion Taking control of sports performance

6. Data analysis and results

I.1. - The more the degree of emotional stability increases in rugby athletes, the greater is degree of control over their performance.

I.2. - The higher the tendency to extroversion is, the lower is the level of assumption of control over their performance.

We applied the Rotter test (Locus of Control) to determine whether the actions of athletes can influence what is happening around them or if they are dependent or independent of them. The test results were as follows:

- LCI (Internal locus of Control) = 79.31 % (23 of the 29 subjects had scores below 13) - it is considered that their involvement can influence the outcome of an action

- LCE (External locus of control) = 20.61 % (6 of 29 subjects had scores above 13) - it is considered that their involvement cannot influence the outcome of an action.

Most team members are people who can influence the course of things through their active involvement.

The graphical representation of the results of the Rotter test is:

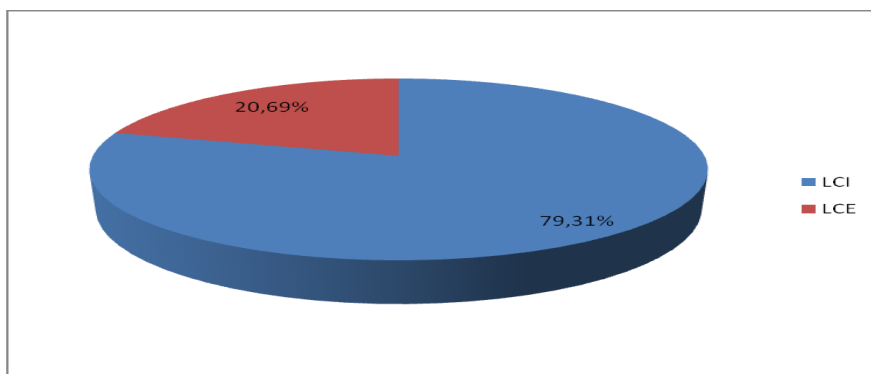


Fig.5: Result of the Rotter test (Locus of Control)

By applying the E.P.I. test we observed the degree of introversion and extraversion (scale E) of rugby athletes and their degree of emotional instability (scale N). The other test scales were not taken into consideration, as they were not conclusive to the study.

The results are shown in the following table

Table 6.

EPI test results– scales E and N

Score	Scale E	Scale E %	Scale N	Scale N %
0	4	13,79%	6	20,69%
1	6	20,69%	20	68,97%
2	19	65,52%	3	10,34%

We can see that a percentage of 13.79% of the athletes are introverted, 20.69% are between the introversion and extraversion average area, and a percentage of 65.52% are extroverts.

The graphical representation of scale E the following:

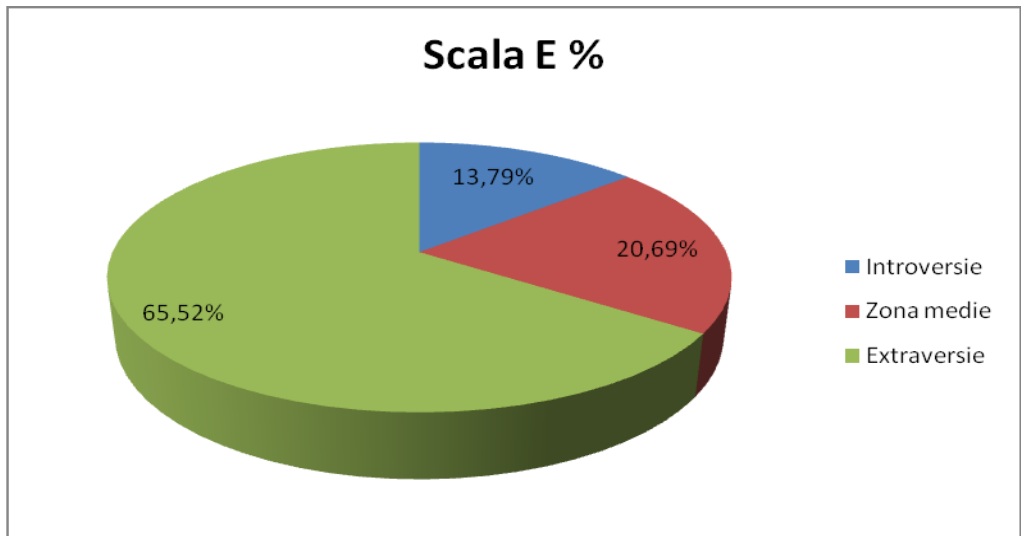


Fig. 6 The graphical representation of scale E of the E.P.I. test

Table 7. Descriptive statistics

	Average	Standard deviation	N
control	11,8966	3,48819	29
extroversion	13,3793	3,09855	29

According to the table above, regarding control over one's own actions(the Rotter test) and extroversion(the EPI test -scale E) using parametric tests of comparison, it appears that the correlation between them is significant. Thus assumption 2 – **I.2 The higher the tendency to extroversion is, the lower is the level of assumption of control over their performance**, is confirmed.

By analyzing scale N for the applied E.P.I. test we noticed that 20.69% of athletes are emotionally stable, 68.97% are in the average emotional instability, and 10.34% of the athletes we applied the test t, are emotionally unstable, being characterized by an increased nervousness and anxiety that can lead to aggression, they are fickle people, with

Table 8. **Correlations**

		control	extroversion
control	The Pearson correlation	1	,694**
	Bilateral significance		,000
	N	29	29
extroversion	The Pearson correlation	,694**	1
	Bilateral significance	,000	
	N	29	29

** . The Correlation is only significant at a level of 0.01 (bilateral).

psychomotor disorders and with adaptability issues. Figure 6 shows graphically the results presented here.

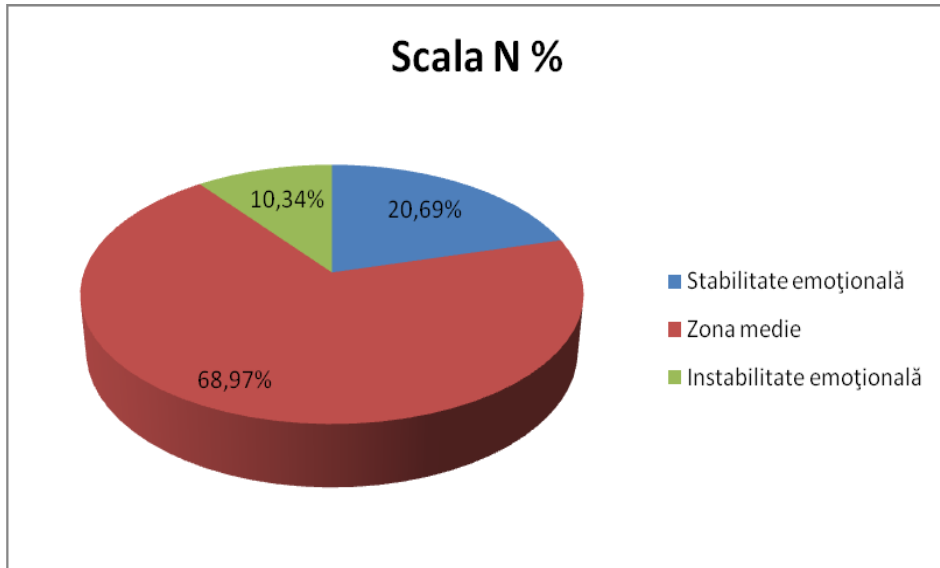


Fig. 7 Graphic representation of scale N for the E.P.I. test

Table 9. **Descriptive statistics**

	Average	Standard deviation	N
control	11,8966	3,48819	29
nevrotism	12,0000	4,19183	29

Table 10. **Correlations**

		Control	nevrotism
control	Pearson correlation	1	,765**
	Bilateral significance		,000
	N	29	29
nevrotism	Pearson correlation	,765**	1
	Bilateral significance	,000	
	N	29	29

Table 10. **Correlations**

		Control	nevroism
control	Pearson correlation	1	,765**
	Bilateral significance		,000
	N	29	29
nevroism	Pearson correlation	,765**	1
	Bilateral significance	,000	
	N	29	29

** . The Correlation is only significant at a level of 0.01 (bilateral).

According to the table above, regarding one's control over one's own actions (the Rotter test) and neuroticism (the EPI test - scale N) using parametric tests of comparison, it appears that the correlation between them is significant. Thus hypothesis *I.1. - The more the degree of emotional stability increases in rugby athletes, the greater is degree of control over their performance*, is confirmed.

Conclusions and limitations of the study

We observed the correlation between one's control over one's own actions (the Rotter test) and neuroticism (the EPI test - scale N) using parametric tests of comparison, the correlation proving to be significant; we analyzed the correlation of control over one's own actions (the Rotter test) and extroversion (the EPI test – scale E), using parametric tests which result in a significant correlation, which confirms the assumptions of our study.

A limitation of the study would be the small number of subjects who were involved in the study, which does not allow an extrapolation of

the results. These only have an orientative role in the training activity of the team. Thus, the coach may establish a more appropriate motivational plan to stimulate the needs of the players.

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THE INTEGRATION OF THE CHILDREN WITH HEARING DEFICIENCY IN THE MASS EDUCATION

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Abstract: The great majority of the children with hearing deficiency are born and live in hearing families in which any of the family members do not know the gestural language and do not have the experience of the work with the deaf persons. For the children with hearing deficiencies „the linguistic isolation” lead to social isolation and further we can meet troubles in the intellectual and affective sphere. The building of the social relations are based, in great measure, on the verbal communication. Is our society prepared to accept the diversity? Are the children with hearing deficiency wishing to learn near their hearing colleagues?

Key words: deaf children, hearing loss, communication, normal education

The hearing children benefit from a normal evolution, without educational stumbles, and their families are acquitted from supplementary efforts in the integration of their own children in an adequate educational system.

The communication manner of the deaf child, born in a hearing family, will be similar with the manner in which a hearing child learn to communicate, with the difference that the deaf child will communicate by means of signs.

Latter, the deaf child will begin to associate the signs and to utilise them when he will have different needs or when he will want to play.

The deaf child in a hearing family, points to the wished object, and the family members will give him that object and will name it but will not be persistent enough about how to make the child understand how to look so that they can understand, in the first instance, and then be able to use the sounds, words to point to certain objects phenomena, people.

Eventually it will be created some opportunities for communication by signs between the hearing parents and the deaf child. This communication is limited, however, very poor, with negative consequences for the development of thinking ability in general sessions on the functioning mental capacity and the development of personality.

The studies of Bishop and Gregory (1979 apud. Lepot-Froment, 1999) show a pronounced retardation of expressive vocabulary of children with hearing impairment, whether they come from hearing families and they are stimulated in terms of oral communication. With the integration in school, the vocabulary increases, but very slow and purchases expressive language are used only partially at home.

In the organization and semantic processing, the skills of deaf and hearer are similar, which means that to understand it is necessary to read, emphasizing the significance (Anca, 2001, p.159).

In recent decades it is observed the trend of encouraging integration and combating exclusion from main stream education of children with hearing impairment.

Integrated education refers to integration into mainstream education for children with special educational needs, a category that includes people with hearing deficiency (Gherguț, 2001, p.12).

Educația integrată se referă la integrarea în structurile învățământului de masă a copiilor cu cerințe speciale în educație, categorie în care sunt incluse și persoanele cu deficiențe auditive (Gherguț, 2001, p.12). The

principle of normalization has occurred as a result of Scandinavian research conducted in the 70s and is moving towards a manipulation of environmental conditions in order to achieve educational goals. Here we talk about active school (learning by doing it myself), primarily for the acquisition of social competence in children with special needs (Clark, Clark, 1974 cited Gherguț, 2001).

To highlight the need to integrate hearing impaired children in mainstream education, we conducted a study on ascertaining the impact this phenomenon has on other children, educators and parents alike.

Methodology

Objectives

The main objective behind the present study is to obtain information on how they are perceived children with hearing impairment.

Sample

The entire material is based on conclusions drawn from the application of questionnaires and discussions with teachers, educators, parents and children with hearing disabilities integrated into mainstream education. The volume of samples was 50 subjects.

The sample of 50 subjects comprising 10 teachers / educators, 20 deaf children and 20 parents (their parents). The 20 children have attended three kindergartens, two of the city of Arad, and a kindergarten in Timișăara currently being integrated into the first class in mainstream education.

Method presentation

The questionnaires were applied in schools where were integrated the children with hearing deficiency. Were held 3 focus-groups: one with

teachers, one with children and one with parents, where they were completed answers to questions.

Being a constative study the step test was conducted during a single day, the three focus-groups scrolling down a row, each lasting an hour.

As methods for the data presentation we used graphics (charts) as they allow an intuitive examination of the results.

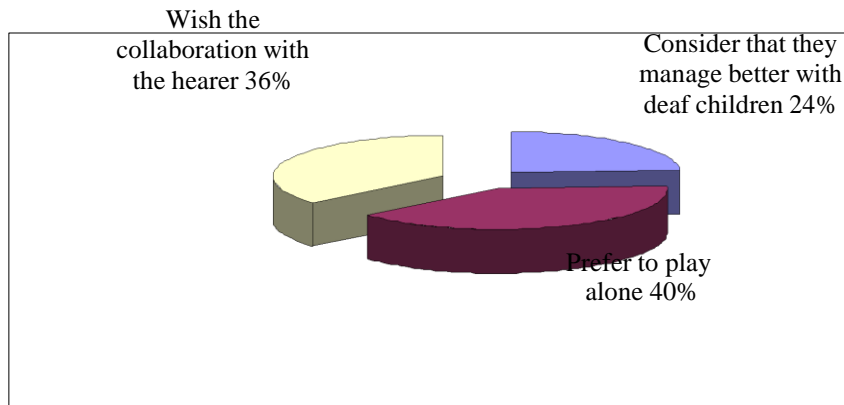
The results can not be considered only a product of the given history and social moment; they will support of course changes and shifts over time, making them available only for the temporal and spatial sequence that lies within.

These points of view will be presented successively and we consider them as defining the reflecting trends and attitudes towards education for deaf organization. In our presentation we start from the students to the parents and we leave to the final the opinion of the most competent teachers for deaf school.

The study results

The opinion of deaf students

Of all students surveyed on *how they would like to engage in play*, 24% believe that they would do better with hearing deficiency students because it means better, have common concerns and not each other laugh. 40% prefer to play alone, arguing that they do not like strained relations or rules imposed by that play on the computer, they want to draw or that generally they do not understand the rules when there are more players, nor help them understand and can not ever be leaders and 36% want collaboration game with hearing people because they have to learn new and exciting things even if they are not always accepted as equal partners.



Graphic 1. How children would like to engage in play

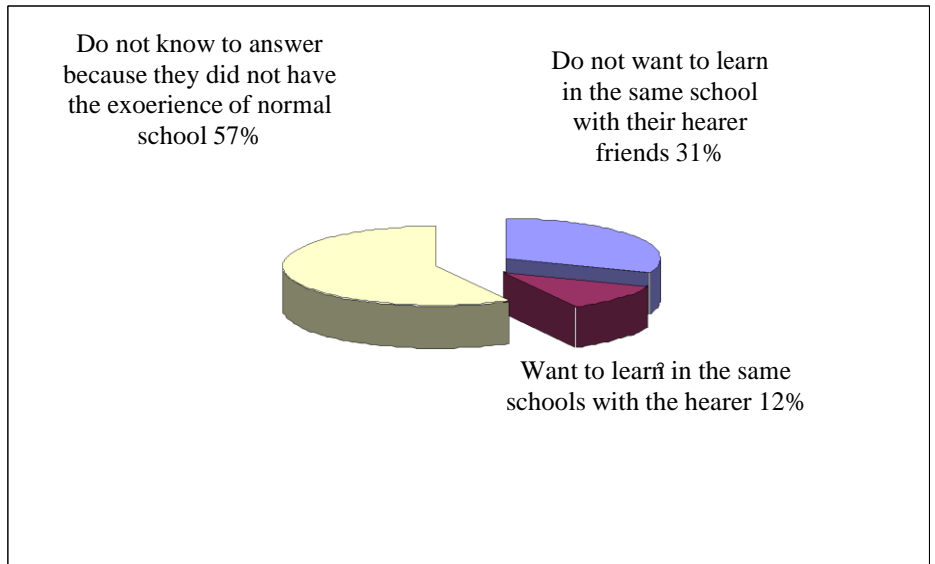
Although they want to work more than normal children, from the deaf students, 82% do not want to learn in school with their friends who hear better than them. This idea is supported especially by those who have attended a "normal" school for a period of time and motivate their choice by the fact that the other colleagues nicknamed them, say to them "deaf" or "mute", sometimes beat them because they didn't understand to comply with certain rules and reject them from most activities.

This attitude is generated also by the way in which the teachers are behaving towards them, placing them either in front or too much behind the class and keeping their exposure to a high level, without giving attention to the intelligibility or to the labial image visibility. Kids say that the "lady" talks too fast and they do not understand everything she says; when they are asked they did not have the necessary time to decode the message, and no opportunity to be supported with additional explanations. Because they do not understand, others angry with them, they admonish them, get bad grades and are considered weak students.

Sometimes their verbal emissions produce hilarity which makes them be ashamed and do not want anymore to communicate and to have

relationships with others. The feeling of shame is intensified by the fact that they do not learn in the same way (either quantitatively or qualitatively) with the others and find it very hard and very much to learn, exceeding the capabilities they have. Often they have the need to copy explanations (notes) from their colleagues because it is a lot of writing and they fail to note while the teacher explains the lesson, knowing that they present difficulties to hear and write in the same time the given message.

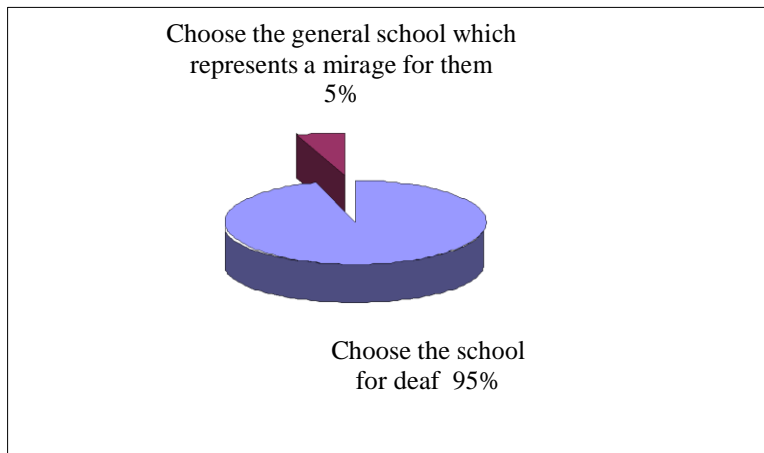
Those who attended a regular kindergarten classmates say that they were considered friends by the other colleagues, but sometimes they do not understand very well and were not accepted in certain activities just because they do not understand; however, at school things have not been the same; the competition has excluded them from the group of "friends," and isolated them. They believe they understand much better each other with the hearing deficiency children who are like them, they can help each other and have equal forces and they can compete in any discipline with a chance of succeeding without fear that others will laugh at them, they will not exclude each other. 3% will learn in school with hearing people, the reason being that the schools are larger and there are more children and 15 % do not know how to respond because they had not the normal school experience and would not like to have unhappy experiences. In the figure 2, it can be viewed the data obtained as a result of the statement preferences of deaf children in relation to school where they would like to attend (special school versus normal school).



Graphic 2. Distribution of preferences for special schools - mainstream schools

In proportion of 95%, the hearing deficiency children choose to carry on the educational activities the school for deaf because here they receive what they teach, the teachers have patience with them and help them understand the lesson, even if the knowledge are numerous, they are structured so that they have greater degree of accessibility. Classes in these schools are smaller, with far fewer students and the teacher can handle each one and can help each one to overcome the difficulties.

The students appreciate that they like the school for deaf children because here all the children understand each other, can explain themselves certain rules or knowledge, collaborate well with each other and are supported by educators in their homework. They also prefer the school for deaf children because here it is best for them in terms of individual security and access to artistic activities, cultural and sporting. 5% of respondents choosing middle school which is a kind of mirage for them.



Graphic 3. The students options for mainstream school
- school for deaf

Here's how opinions are centered around the idea of keeping a school for deaf even if the most important desire of the students is to relate more with normals and to be part of their community.

Parents' deaf students opinion

From the historical point of view, the pressure of parents groups was that that generated the change; they are a force even if latent, in some moments. For the Romanian society we can say that we are still in the early growth of parental power. They usually show some preferences for certain types of schools and we have every reason to believe them insistent, persistent and unflinching in their decisions regarding "integration" and "segregation" of their own children.

Teachers can not and must not ignore the "force" that are the parents. Parental choice and the pressure that they achieve is so great that it is one that can generate or stop the change. There are two major categories

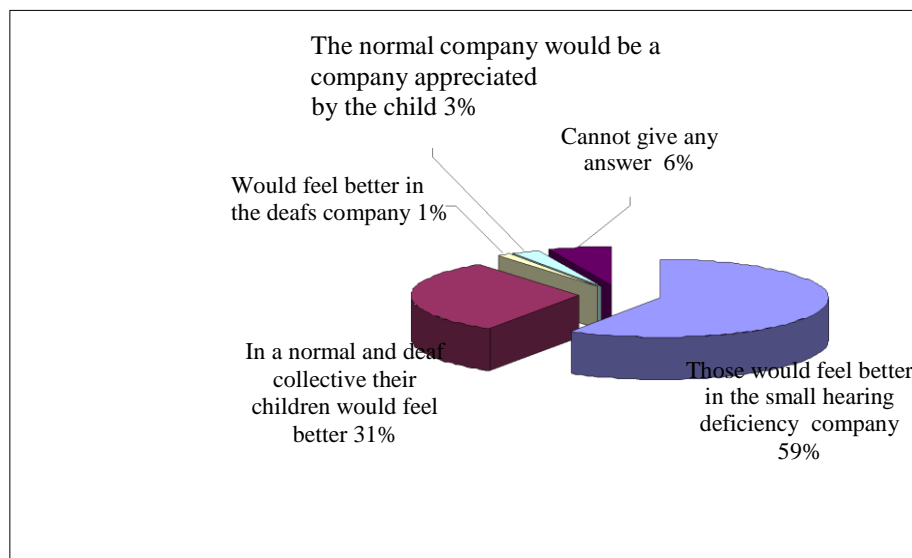
of parents: those informed who understand the significance of the change, of the progress not only for progress but for the benefit of the children and those uninformed or ill-informed who are satisfied with what exists and want to stay in this range at least partially circumventing problems that hearing loss generated in the family. Regardless of the category to which they belong, the parents can exercise individual or group pressure on all levels of decision-making even if their requirement refers only to their own child.

Starting from these considerations we tried to find out what is the opinion of deaf students' parents to the two biggest trends displayed vis-a-vis of the deaf students, this also for that, ultimately, the parents are the ones who need to take the responsibility and they considers that the current legislation provides them that chance.

Most of the parents with normal hearing would prefer that their children evolve in the speaker society and cultural environment, to have a comfortable existence in the world hearer, to become proficient in the use of the oral language. But their desires can only be correlated with those of the little deaf child, so, knowing their children, they responded to 59% that those would feel better in the company deaf. 31% felt that in the collective deaf and normal as the environment in which their sons would feel at ease.

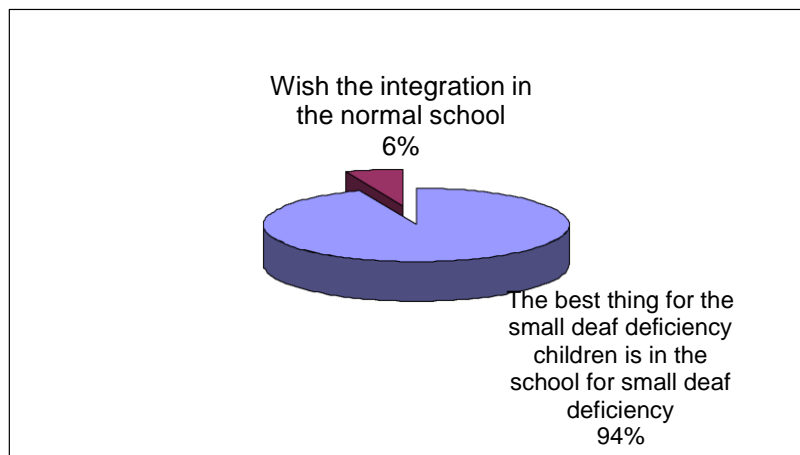
What is significant for parents' attitude towards the severe handicap is that only 1% believed that their child would feel better in the company of deaf, demonstrating in this way the natural tendency to approach normality. 3% think it would be a company valued by the child that of normals, and 6% can not give any answer to this question, arguing that the family from which the child comes is one of the deaf and this has not had much contact with normals so that parents can make an assessment of the behavior or the

desire towards this alternative, missing this term they think that is not right to make a statement or another.



Graphic 4. Preferences of parents for their children's schools

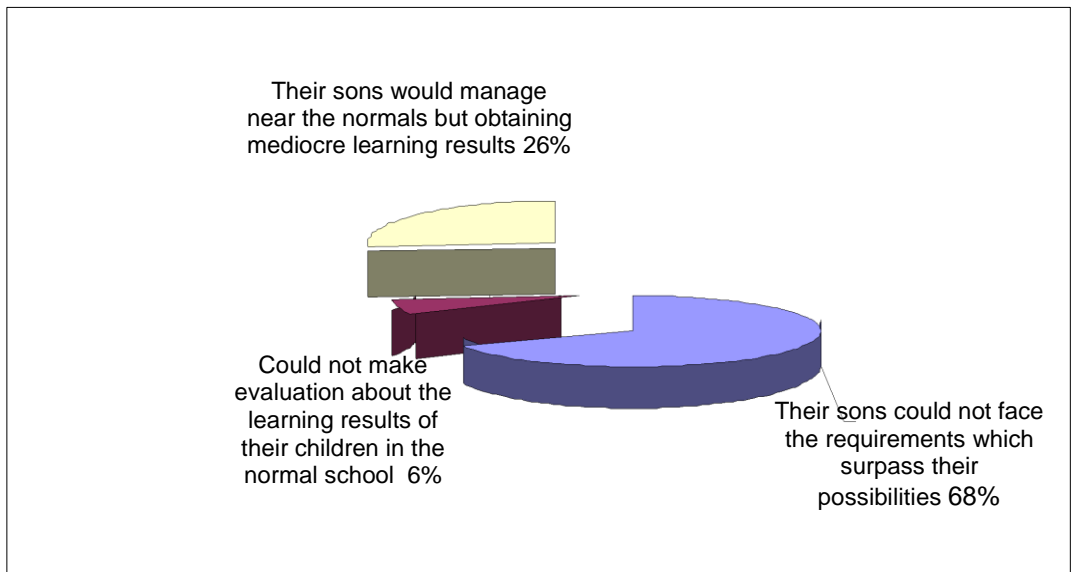
Responding to the questionnaire, parents stated in 94% that the best for deaf is in the school for the small deaf deficiency; only 6% want integration into normal school and no parent has not expressed the desire that his son learns in a school for the deaf considering that in this company their child would lose the oral language in the favor of sign language and gesturing as specific language and that is what they do not want to happen. Some parents prefer very early placement in a residential form of education arguing that they do not know, do not have time and it is better for the child to receive a proper education but hide behind this claim the desire to make others responsible for the fate of the children, to release them from an extra care, to get rid of the image which hardly answers to the tasks and wishes to participate fully in family life.



Graphic 5. The integration of small deaf deficiency children in mainstream school - parents' opinion

Putting the hypothetical question of the integration into normal school of the small deaf deficiency children, we tried to obtain the parents' opinion on the developments in learning of their children. Regarding the results that may be obtained by integrated deaf students in mainstream education, 68 % of the parents believe that their sons could not meet the requirements which sometimes even exceed their own intellectual possibilities. In this group a significant part is made up of parents who have had experience with their children in normal school. They showed that the learning results were very poor. Their children did not meet the requirements because of their disability, which not allowed them to receive the teacher's messages in the rhythm of others on the one hand, and secondly because often they did not understand the content of the communication and a proof of this is that they could not tell what they had heard or could not summarize the lessons because there were entire pieces that needed further explanations that they could not get to school.

The large number of students in the class (25 -30) did not give to the teacher the opportunity to deal more often with the small deaf deficiency children and often this was sitting somewhere behind the other, so that the possibility of receiving was more reduced. A significant number of small deaf deficiency students in mainstream schools remained repeaters due to all this troubles, say the parents who can not bring accusations to the teacher who had no experience or necessary knowledge for working with the small deafdeficiency children. What the parents kept particularly to emphasize is that all these problems were solved by transferring the child to the school for the deaf where there is actual support conditions and where the teachers are qualified and very eager to help the children to overcome the obstacles.



Graphic 6. The evolution of educational outcomes – according to parents

6% of the parents can not make judgments on the results that they would get their children into regular school because they do not know the problem, they themselves being with small deaf deficiency. 26% answered

that their sons would manage near the normal people but obtaining learning results at best mediocre, currently weak and very weak.

The attitude of the parents towards the integration is motivated on the one hand by the truth that they are not ready and there are no services to prepare for receiving support from a very early age and on the other hand the need to reproach to someone the child failures or this someone can not be better chosed than the school. Their impression is that the society is obliged to support them at all levels, transferring their responsibility as parents to the broader shoulders of the society.

Without express explications, each parent was concerned towards the integration, inquiring about the benefits that would have the child but "structuring" also questions about the possibility of losing some benefits that they enjoy in the present moment.

Their attitude can not be neglected and it must be based on all decisions. Perhaps more than ever we need a "school for parents" where they are oriented but can also be induced to assume responsibility for their children, not to accuse civil society that is not ready to receive them.

The opinion of the teachers from the hearing loss children school

The teachers from hearing loss children school, those whom from years work with small deaf deficiency students, know them very well not only because they have the experience of the years spent together or because they have been trained in universities or have attended training courses, but also because they are affective related to them.

The arguments they bring to support the idea widely accepted that the existence of the school for small deaf deficienecy is not a segregation refers primarily to the fact that the school is open, it allows entry and exit of

students at all the levels depending on their school development, the degree of recovery and the personal choice, they benefit from special equipment, facilities, specialists, recovery programs at all levels (sensory, physical, cognitive, social), they benefit from programs adapted to the students specific and are not compromising the aims of mainstream education or fundamental objectives pursued by it.

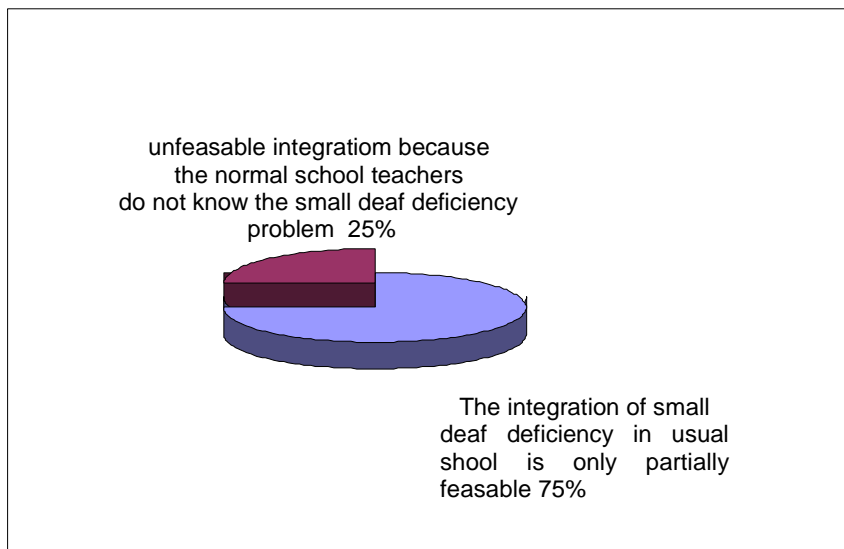
The objectives it proposes itself, are no other than the school's "normal" but with the addition of the specific notes moreover that the students as they arrive in the first class have a limited vocabulary and low communication possibilities which require to be developed as they evolve naturally to a normal child. The development of the small deaf deficiency child, regarded as a lagging behind the average child requires to be overcome, specialized assistance that are fully in school for small deaf deficiency children which does not work as a parallel body, but as a possible option at a time for the recovery of the retardation due to hearing disability.

The teachers from the schools for small deaf deficiency believe that the society is not yet ready to receive and understand the immediate needs of the small deafdeficiency persons. It can not receive them suddenly and without discrimination in its normal teams; therefore, 75% of the teachers believe that the integration of the small deaf deficiency children in the mainstream schools is only partially achieved. They support this idea by the fact that integration depends on a number of parameters that must be defined and appreciated. It recalls the degree of hearing loss, the age of its installation, the age at which the child received the prosthesis and which was the profit realised from it, the IQ which must be correlated with all other measures of individual psychological development, the family contribution, material but especially spiritual, the view of normal school

teachers and availability of acceptance and cooperation of the other students.

The integration can be done at the level of mild or at most moderate hearing loss, with normal intellect but in these conditions it needs help from the family and the professionals. It should be pursued if there is no other prior or subsequent to hearing loss handicaps that can hinder the recovery process in the normal collective. The number of small deaf deficiency is relatively small in relation to the geographical area and is relatively difficult to organize groups or classes with special programs which require the development of more flexible programs in order to accommodate to the special needs, which is quite difficult to achieve very fast and without an experimental base. The integration is ultimately a matter of individuality because it depends on the child's personality structure, but also an issue of human community where should be operated changes in the mentality of teachers and students whom should not see the presence of a small deaf deficiency child in a classroom as an "event" but as everyday normality. The integration of a small deaf deficiency child in the normal school is partial realisable also because there are fields on which they can assimilate easily even under the current conditions while others fields require adaptation and simplification to the basics and fundamentals concepts. Lastly must be considered also all the material conditions necessary with all the investments that are involved to provide a favorable environment to the receiving of the small deaf deficiency children beside the normal children. 25% of the teachers consider the integration as unfeasible because the normal school teachers do not know the issue of hearing loss, there are no specialists in these schools of hearing and the small deaf deficiency child needs special and personal help, he requires specific recovery activities that are not contained in the plan and schedule developed for the regular

students. Programs are too broad and in their current form, the deficient child will not be able to cope, especially in some fields. Teachers do not know the methodology of working with deaf so they do not know how to address to him. Children should be marginalized because of hearing problems and what would happen has already happened, and not just once, the small deaf deficiency child with considerable capacities and potentialities gone from the Special school to the "normal" school, and is obliged to return from where he left with backlogs in knowledge and language. These groups of teachers believe that it is essential the structuring and restructuring of the programs, of the books and also to make a flexible system as a whole. They appreciate that without strong arguments placement student can increase the stress, which is found in a large, and sometimes hostile community, with unfavorable acoustic conditions without adequate support.



Graphic 7. The teachers opinion about integrating children with hearing loss in mainstream education

Integration to be successful, needs to meet certain conditions among which are mentioned: the use of residual hearing skills, proper use of the individual prosthetic optimal level, good reading on the lips or even very good, the lack of associated disability insurance, the parents availability of an adequate support, the teachers disponibility to demonstrate understanding and endeavor to help and of course the existence of funds (rather large) granted by the society to arrange a friendly atmosphere in the classroom.

Questioned about the team that performed well in training and educating the small deaf deficiency children, special school teachers 100 % responded without hesitation that a group of small deaf deficiency children would be the best because being with those similar to him the student will not considered himself as unique, will not be complexed by his disability, will not feel alone, isolated, marginalized or offended, will be in his environment and understand there are many like him, so the atmosphere will stimulate him. The the small deaf deficiency children collective, from the psycho-pedagogic point of view, the concepts rescheduling, their resumption and their integration into the language system are governed by the principles of progressive pedagogical material presiding ordering. Here there is opportunity to address language skills, deliberately directing the learning process in the sense that comes naturally child language acquisition. It can be done going through stages in learning the language, stages of observation, practice, discovery of the mechanism of language and application of knowledge in oral and written expressio, according to the psycho-individual particularities of the small deaf deficiency children. Working methodology used is that specific and consistent with the individual rythm, with the progress and personal purchases made. In the small deaf deficiency collective each is valued according to his potentials,

the programs are adequate, the textbooks are appropriate, the material conditions ensure a favorable framework for the development and they can benefit from the help of highly qualified staff. Macro and specific microclimate stimulate the development.

100% of teachers agreed with the statement saying that classes in schools for small deaf deficiency children from the deaf schools do not provide a good framework for development, because in the presence of the deafs, the small deaf deficiency child will drop very easily to verbal language that requires effort and will take sign gestures language as a relatively easy means of communication, and by this he will influence his They will lose interest in verbal communication which will alter the setbacks, they will lose the acquisitions obtained and they will not exercise the residual hearing, will cap the aspirational level because they are not in the necessary environment favourable to develop. The availability of verbalization of the deaf and small deaf deficiency children are different and the environments in which they are developing themselves are also different in terms of access to culture, verbal communication and social networking.

The opinions converge towards the finding of an optimal forms of integration which, however, should not be done abruptly and frustrating for the protagonists, but as 95 % of the teachers appreciate, gradually by actions that can begin at a very early age, so that children know, accept and help each other. The steps for achieving integration can begin with early detection of the deficiency, early prosthetic so that it can be used leftover hearing as early as possible, and the verbal communication on all occasions and also the expert assistance given to the family has the duty to inform about the potencies and about the type of their activation and development. The specialists will be permanent consulted and will provide services to all

who require them. Parallel to this, it is necessary to have common activities with the normals under the form of excursions, competitions, shows, leisure activities, games and sports competition. As social beings, the small deaf deficiency children will develop in their natural environment, in the origin families but also in institutional residences boarding schools.

The teachers believe that "language is learned with the mother in her arms, with her caresses and encouragements, and the house is the best environment for the emergence of language skills" (Tucker and Powell, 1993), however, we must not forget that even the most "noble "families send their children to boarding schools for a better development.

Every child develops his language in communicative context, he feels as a discussion partner. Child's contribution to the dialogue, be it verbal or less verbal lead to purchases made spontaneously and liberal, will constitute the basic vocabulary of the child. The deaf as the normal, feels the need to participate in the dialogue, in the discussion, in which they do not answer to questions but realize comments and judgments. Here goes the need for open dialogue allowing active and creative- direct of the child.

The integration of small deaf deficiency children, people who have hearing troubles and consecutive language troubles, should be well thought out so that it does not reach what said the teacher Stanciu Stoian: "A large part of the deficientes, those with mild disabilities are not treated as such, but leave to live and work with normal children. Far from being a solution, this way of solving the problem is as not be more contraindicated. It is not useful for the deficientes and disturb the educational process for the others."
(Stanciu, 1967).

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THE EFFECTS OF ABUSE UPON THE CHILD'S BEHAVIOR

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Abstract: The following study presents the problems of the physical abuse upon the child's behaviour in the social, cultural, political and economical context he has been raised, the effects upon his actions, because of the discipline methods the parents have adopted, in order to correct and educate a defective behaviour.

Key words: abuse, behaviour, consequences

In the following essay I intend to answer several questions regarding this occurrence: "In what way are the children mishandled?"; "Who are the persons that abuse and neglect them?"; "What kind of behaviour can be defined as abusive?"; "Which are the consequences of these abusive actions upon the child who is going to grow up as an adult and future parent?"; "What does the Romanian Government do in order to stop this phenomenon?". Thus, the following work intends, on one hand, to demonstrate a better knowledge of this phenomenon of abuse and the disregard of the child in the context of his family: causes and factors of risk, forms of abuse and neglect.

On the other hand, the essay presents the study of this phenomenon in the context of our country. In this way, I tried to identify the factors of risk for these minors belonging to an abusive and neglecting background in their families, the most frequent forms of this

phenomenon, the socio-demographical distribution of these victims, as well as the consequences of this ill-treatment upon the physical and psychological development of the child. We cannot deny the fact that the problem of abuse has become a very important social issue. The interest for this case has enhanced, especially in the past 16 years, since the Government decided to accord a special attention to the consequences of abuse, as well as, to its causes. Every parent, academic teacher, that carry a not very easy duty, that of raising and educating the children, should be informed about the phenomenon of abuse, about its causes, the factors of risk, and lastly, about its consequences, on a short or long period of time, upon the physical and psychological development of the one who is being abused, regardless of the form it takes. When we discuss about the subject of abuse, it is necessary to underline the fact that we are dealing only with victims, this means, the ones who abuse is tabulated as a victim, as well as the one being abused. The abusive person becomes a victim because he does not benefit from a good information about this phenomenon, without knowing how to deal with his own child; this applying only in the cases in which the abusive person does not suffer of psychological disturbances.

The physical, psychological or social violence that occur in the background of a family is one of the most serious problems the modern societies is confronting with. The quality of a child's life can be observed from the abusive context he has been placed in, sometimes even since his birth. Also, many adults are restricted of their own happiness, because of the ineffective relationships they have, as consequences of the damaged treatments they have been exposed to, since their childhood.

This essay intends to demonstrate the fact that many parents adopt an abusive behavior without knowing that this kind of acting is very

detrimental to their children. This influences the way the child will evaluate himself, how he will retrospect to the others, as well as his confidence and the value he will adjust to his qualities. In fact, the entire image a person creates of himself, and this image, is often formed through the permanent reference to the others, to the models offered by the others, to the appraisals these may give to this person.

Children are very different from one another, each of them growing in his own particular way. One child can be different from those of the same age, but the way he will be considered normal or not depends on the expectations of those around him. (Dinah Jayson 2008).

Family, as a principal institution of the society represents "a necessary condition for the personal and professional fulfillment." Furthermore, beside these qualities, it can represent a group where tensions and conflicts can occur, and they will affect the child's life.

The assumptions framed within the research are the following:

Assumption no.1 – There are considerable differences for the aggressive degree, between children coming from a favourable background and children coming from a traumatizing background.

Assumption no. 2 – There are considerable differences for the anxiety degree, between children coming from a favourable background and children coming from a traumatizing background.

Assumption no. 3 – There are considerable differences for the loneliness degree between children coming from a favourable background and children coming from a traumatizing background.

The pattern is composed in 30 subjects, pupils found between the ages 10-11 years, 17 girls and 13 boys.

In the following study, there has been used range instruments validated on the Romanian population and exploited by scientific

researches. One questionnaire contains desolation scale, one contains the aggressivity scale and another one, the anxiety scale, each of them has been individually and deliberately administrated to the subject.

For the assumption no.1, it can be assumed the great influence between the type of a background (favourable or traumatizing) and the aggressive behaviour a child aged between 10-11 years can adopt, thus obtaining higher scores (higher agressivity) for the subjects belonging to a unfavourable enviroment than the subjects belonging to a pleasant background. Pointing lower scores of agressivity, the results are the following:

a) Descriptive results for assumption no.1:

- within a traumatizing background 60% (n=9) presents a higher agressivity and 40 % presents a medium physical agressivity. (tabel no. 3)

- within a favourable background 20% (n=3) presents a higher physical agressivity and 80 % (n=12) develops a medium agressivity.

- none of the subjects presents a lower physical agressivity (table no. 1)

Table no. 1

The phisical agressivity degree according to a favourable or traumatizing background.

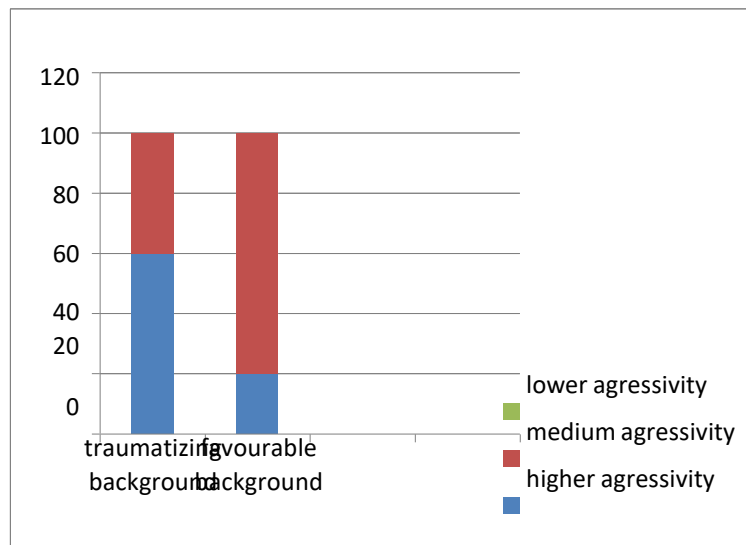
Subjects	Traumatizing		Favourable		Total group		Phisical Agressivity
	No	%	No.	%	No	%	
	9	60	3	20	12	40	Higher
	6	40	12	80	18	60	Medium
	-	-	-	-	-	-	Lower
Total	15	100	15	100	30	100	

Table no.2

Statistic values of the phisical agressivity variable according to the background type of family.(favourable or traumatizing)

Phisical Agressivity	N	Min.	Max.	Average	Standard Declination
Traumatizing Background	15	24.00	33.00	28.5091	2.4561
Favourable Background	15	22.00	31.00	25.9524	2.7846

Phisical Agressivity



b) The result of the inferential elaboration for assumption no. 1:

On the score of the application of One-Sample Kolmogorov-Smirnov Test, it resulted that the distribution is relatively simetrical having two independent patterns, thus I proceeded for applying the “t” test for the equality of the averages, obtaining the following results:

Table no.3

The "t" test for the equality of the averages

	Coefficient	Liberty Degree df	Significance Bar	The Average Differences
Physical aggressivity	-4.793	95	.000	2.5567

In the train of the inferential adaptations it has resulted a value for the $t(95)$ rest equal with -4.793 at the bar of $p = 0.000 < 0.01$ one-sided test, consequently, the research hypotesis is supported by both types of family background found in the study, but existing several distincitons to the phisical aggresivity.

ASSUMPTION NO.2 – There is a significant influence of the family enviroment (traumatizing or favourable) upon the anxious behavior of a child aged between 10-11 years, in the sense of obtaining a higher score (high anxiety) than a child belonging to a favourable background obtaining a lower score of anxiety.

Within the traumatizing family background 66,67% (n=10) presents a higher anxiety and 33,33% (n=5) presents a medium anxiety. (table no.3).

Within the favourable family background 33,33% (n=5)presents higher anxiety, 60% develops a medium anxiety and 6,67% (n=1) presents a lower anxiety.

The subjects belonging to a traumatizing background do not present a lower degree of anxiety.

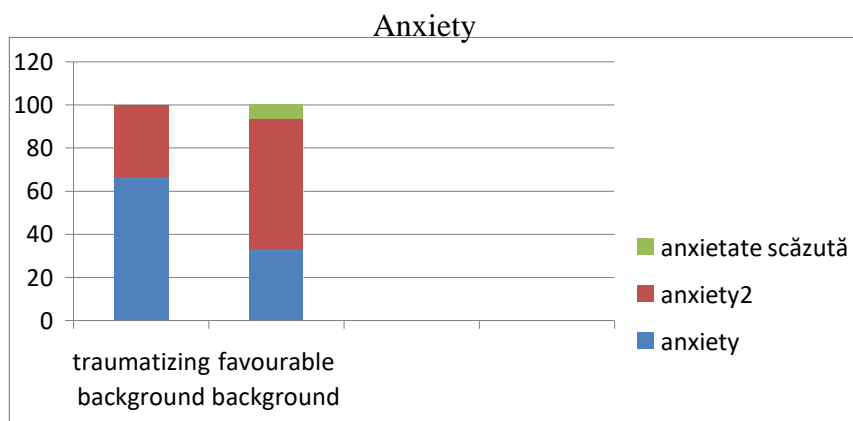
Table no. 4
The anxiety Degree according to the family background
(favourable or traumatizing)

Subjects	Traumatizing Background		Favourable Background		Total group		Anxiety
	No.	%	No.	%	N o.	%	
	10	66,6	5	33,3	15	50	Higher
	5	33,3	9	60	14	46,67	Medium
	-	-	1	6,67	1	3,33	Lower
Total	15	100	15	100	30	100	

Table no.5

Statistic values of the anxiety variable according to
the family background (favourable or traumatizing)

Anxiety	N	Min.	Max.	Average	Standard Deviation
Traumatizing Background	42	12.00	41.00	29.7636	6.1913
Favourable Background	55	17.00	29.00	23.7143	3.3150



Tabel no. 5

“T” test for the equality pf the averages

ANXIETY	Coefficient t	Degree of Liberty df	Significance Bar	The Average Differences
Anxiety	-5.731	95	.000	6.0493

On the score of the inferential adaptations it resulted a test value $t(95)$ equal with -5,731 at the bar of $0.000 < 0.01$, one-sided test, the assumption of the research is supported by the two types of relations resulted in the test regarding the several differences for anxiety. In order to observ the differences it is necessary only to study table no.5. Thus, it ascertained that children who come from traumatizing background present a higher level of anxiety than those who come from a favourable enviroment.

ASSUMPTION NO.3 – There can be seen a significant corelation between the background (trumatizing or favourable) and desolation regarding children aged between 10 and 11 years, it has resulted higher levels of desolation for children coming from a truamatizing background than a chikd belonging to a favourable family enviroment.

Within the traumatized background type 66,6% (n=10) presents a medium desolation and 33,33% (n=5) presents a lower level of desolation. (tabel no.6).

Within the favourable background 40% (n=6) presents a medium level of desolation, 60% (n=9) develops a lower level of desolation.

None of the subjects presents a higher level of desolation.

Table no. 6

Statistic results for levels of desolation regarding a traumatized or favourable background

Subjects	Traumatizing background		Favourable Background		Total group		Desolation
	No.	%	Nr.	%	Nr.	%	
	-	-	-	-	-	-	Higher
	10	66,67	6	40	16	53,33	Medium
	5	33,33	9	60	14	46,67	Lower
Total	15	100	15	100	30	100	

Table no. 7

Statistic result regarding levels of desolation within a favourable or traumatized type of family background.

Desolation	N	Min.	Max.	Average	Standard Deviation
Traumatizing Background	42	28.00	41.00	36.2857	3.3297
Favourable Background	55	18.00	36.00	24.9818	4.5684

Loneliness

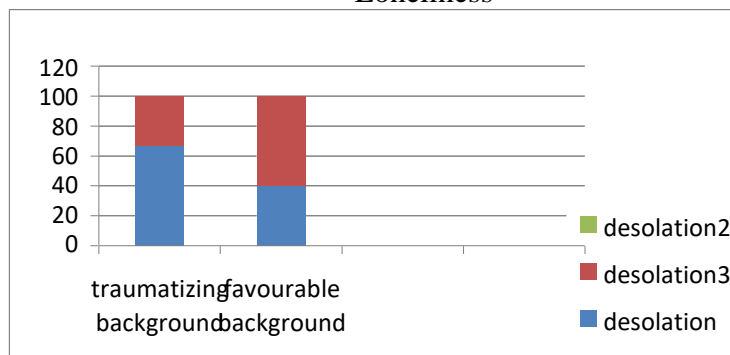


Table nr. 8

“T” test for the equality of the averages

DESOLATION	Coefficient	Levels of Liberty df	Significance Bar	The Average Differences
Desolation	13,520	95	.000	11,3039

The inferential researches show a result of the test $t(95) = 12,52$ to the significance bar $p = 0,000$, thus the resulted differences are statistically significant for $p = 0,05$, attesting the discharged assumption.

Conclusions:

According to the assumptions and objectives that have been done, the results regarding the child’s behaviour (agressive, anxious, lonely) depending on the background he has been raised in, came into our light.

The comparative analysis presents the fact that the behaviour is influenced by the family background revealing significant differences between children belonging to different type of environment in their families.

In order to grow up, being capable to survive and take care for the family, the child needs not only food, physical comfort and a shelter, but also a favourable climate for his psychological development. A pleasant environment, a united family, the respect of physical and psychological integrity, special medical care, everything of these and more have to be present in his life.

A child’s placement in the center of a society’s preoccupations needs to constitute a priority of all the implicated factors and be responsible for his protection. If we understand that the child is a person who needs respect, love, appreciation, guidance and support, we could talk about a respect of his rights and a good protection.

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ORGANIZATIONAL DEVELOPMENT AND THE PROCESS OF MANAGEMENT EFFICIENCY EVALUATION

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Abstract: The complexity of the managerial process determines its approach in terms of efficiency and effectiveness. Management and motivation strategies are implemented on an organizational level in one form or another, as a means of transformation in their ability to induce change on an individual level, by processing multiple formal and informal influences that occur and can be analyzed from a managerial perspective. It is necessary that each manager set his own criteria of self-assessment in order to take the necessary measures at the right time.

Keywords: strategies, leadership, motivation, efficiency, effectiveness, evaluation, feedback, self-regulation.

1. Leadership strategies and managerial motivation efficiency coordinates

In the process implemented on an organizational level many managers are reluctant to introspect, and when they do, they refuse to admit to professional weaknesses and threats. Under these circumstances they do not want to admit that their defensive structures, practiced leadership and motivation strategies and some traits may negatively impact the organizations they are in charge of. They also deny that the psychological pressure they are subjected to can lead to the manifestation

of dysfunctional behaviors and decision - making, to their detriment and of their organization.

Leadership exercised in organizations was considered to be essentially natural, with managers solely involved for the good of the organization and its evolution. However, these values ignore the dark side of leadership (The Darth Vader aspect) which derives from the desire of acquiring glory and power, often resulting in narcissism, deception and abuse of power. Evaluating the relationship between leadership strategies and the organizational climate involves a series of steps aimed at:

- information about leadership and obtained results;
- processing information in order to select what is relevant;
- estimating the effectiveness of practiced management strategies;
- making decisions so as to correct, improve and optimize the relationship between leadership strategies and personnel motivation - organizational climate.

The complexity of the process of leadership determines its approach in terms of efficiency and effectiveness, exceeding the barriers of traditional division. Management and motivation strategies are implemented on an organizational level in one form or another, as a means of transforming their ability to induce change on an individual level by processing multiple formal and informal influences that occur and which can be analyzed from a managerial perspective.

Efficiency is, in the experts' opinion, a major problem in ensuring successful management within the organization. From the perspective of organizational and managerial psychology, it implies that the given objectives must be accomplished by optimal use of resources, and *effectiveness* lies in efficiency and adaptability to rapidly changing

external requirements. An organization becomes effective if you get high performance with stable or decreasing contributions and is still able to act in a certain manner deemed as being effective. The concepts of management efficiency and effectiveness have been joined by the term management performance.

It is necessary that each manager sets his criteria of self-assessment in order to take necessary measures at the right time. An efficient manager uses natural, human resources and time optimally, he organizes the staff and he supervises it, has an information system and provides horizontal and vertical communication, sets tasks, uses modern techniques of consulting and conducts objective assessments. Barriers to effective use of management strategies are:

- organizational communication jams, which can generate a tense organizational climate;
- the emergence of situations and unforeseen problems and delaying their solution;
- simultaneous involvement, which requires extra effort and can lead to exhaustion;
- belief that everything is known;
- not taking responsibility and wasting time.

Due to the evolution of these systems there has been a growing interest of theorists, but most of all of practitioners in the essential aspects of the quality and effectiveness of the organization's management. The current guidelines are generated by various causes:

- setting a series of complex criteria for assessing the success of management;
- assessing organizational effectiveness and management strategies implicitly;

- the need to address the effectiveness of management strategies from a psychological perspective, from the personal to the organizational efficiency, from singular to systemic, from economic to psychological.

Management and motivation strategies on an organizational level require a specific approach and entail complex and complementary activities of research. Thus, we conducted an observational research to determine the level of knowledge, skills and attitudes regarding the development of an organizational climate by implementing management strategies and managerial motivation, the degree of acknowledgement of assessment and self-assessment criteria of managerial effectiveness, both as far as the experimental sample and the control sample is concerned. In this stage questionnaires were administered to subjects from the experimental group and the control group in order to take improvement measures.

The sample of subjects consists of managers practicing in public and private organizations in Arad county. By using the *multiple categories project* (RAKreuger, MACasey, 2005) in elaborating this study, we created the opportunity for comparisons - between two groups within the same category (managers) and between two different categories (public and private). *The sample of subjects* was established according to the principle of random selection:

- 96 managers working in public institutions, urban and rural, in Arad county. As a structure one can see the presence of 46 males and 50 females, aged between 28-52 years.
- 94 managers working in private institutions, urban and rural, in Arad county. As a structure, we selected 54 males and 40 females, aged between 34-62 years.

For the selection of subjects involved in this questionnaire-based survey we used the *technique of parallel samples* (M.Bocoş, 2003) with equivalent properties in terms of *category of management personnel in public and private institutions*. There were 190 people selected, urban and rural, in Arad county.

Table 1.

Sample structure equivalent to the category of personal

<i>Sample of Subjects</i>	<i>Staff category</i>		<i>Total</i>
	<i>Managers in public institutions</i>	<i>Managers in Private institutions</i>	
<i>Experimental group</i>	49	48	97
<i>Control group</i>	47	46	93
<i>No. Of subjects</i>	96	94	190
<i>Percentage</i>	50,51%	49,47%	100%

Given the multitude of variables involved in this process a series of requirements shall be followed, aimed at achieving specific objectives of efficiency and effectiveness. Regarding the information content, we mention that we considered revealing the following key issues:

- Reliance on scientific criteria during the entire management process;
- Knowledge of organizational variables;
- Identification, selection and optimal utilization of human, material and financial resources;
- Adaptation to the specific socio-economic and cultural context;
- Constant interaction through the use of management and motivational strategies, which provides interactive involvement of the staff in personal and professional development;

- Attaining managerial efficiency and management performance self-assessment;
- Setting management process based on the information obtained.

2. Analysis of experimental data on the assessment of managerial performance

The scores of the *management performance assessment variable* comprises the following sub-variables:

- *effectiveness assessment - adapting of management strategies to the specific situation;*
- *focus on individual efforts to achieve organizational goals;*
- assessing the effectiveness of management strategies – completing the objectives and used resources;
- realizing the errors in the situational managerial approach.

Managers registered, on average, lower scores than anticipated, so the observed average differs significantly in the negative from the theoretical average.

Table 2.

Performance assessment variable scores – comparison between the observed and the theoretical average

<i>Variable</i>		<i>Theoretical score</i>	<i>Observed score</i>
<i>Management performance assessment</i>	<i>Minimum score</i>	3	3
	<i>Maxim score</i>	18	15
	<i>Average</i>	10,5	9
	<i>Average difference significance</i>	t= -3,186 significant for p<.01	

Based on these results we can say that managers show less interest for the initiating and implementation of monitoring procedures of

leadership strategies, and of deviations from the standards of management performance, predetermined on an organizational level (table 2).

As far as this variable is concerned - *assessing management performance*, it appears that most managers have achieved results close to the average, these being distributed on a normal, approximately symmetrical curve (figure 1).

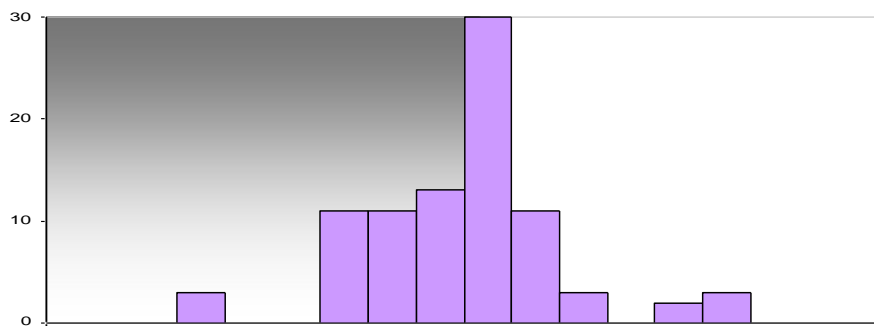


Figure 1. Performance evaluation variable - the distribution of scores

Regarding the – *assessment of management performance variable*, there is a significant difference between the theoretical frequencies and the expected frequencies, the negative differences being recorded especially for higher scores frequencies, above the average. Thus, we applied the test χ^2 to the *performance evaluation variable*, the results supporting previous findings (table 3).

Table 3.

Management performance evaluation variable - comparison between the observed and expected frequencies

	<i>Observed frequencies</i> <i>N</i>	<i>Expected frequencies</i> <i>N</i>	<i>Residual values</i>
3,00	5	19	-14
6,00	20	19	1
8,00	20	19	1
9,00	23	19	4
10,00	26	19	7
11,00	58	19	39
12,00	20	19	1
13,00	7	19	-12
14,00	5	19	-14
15,00	6	19	-13
<i>Total</i>	190		

χ^2 - PERFORMANCE ASSESSMENT	
Chi-Square(a)	54,558
Df	8
Asymp. Sig.	,000

For the components of the - *performance evaluation management variable* – records show low score values, for the adjustment of management strategies to specific situations, focusing individual efforts to achieve organizational goals, but also significant scores, above the average, for the efficiency management strategies and the degree of awareness concerning mistakes in situational management approach (table 4).

Table 4.

Descriptive statistics for managerial performance
evaluation sub-variables

	<i>Effec tiveness</i>	<i>Teamwork efforts</i>	<i>Leadership strategies efficiency</i>	<i>Error awereness</i>
<i>Average</i>	1,9715	2,2029	2,9401	2,9915
<i>Median</i>	2,0000	2,0000	2,0000	2,0000
<i>Module</i>	2,00	2,00	2,00	2,00
<i>Standard deviation</i>	,67230	,79650	,82116	,71456
<i>Minimum</i>	1,00	1,00	1,00	1,00
<i>Maximu m</i>	5,00	5,00	5,00	5,00

Comparative analysis by t-test for pairs of variables, shows significant differences, at a significance level $p < .01$, between variable averages, except for the pair - effective leadership strategies and mistakes awareness.

Managers in large numbers said, when faced with the problem of restructuring leadership strategies to quick and effective resolution of problem situations, considering that sometimes they stuck to a superficial analysis of internal and external organizational context. It is noted that most managers were satisfied with their effort, alongside consumed resources, being aware of the extent of effort required to achieve strategic goals, showing a high degree of confidence in their management strategies. Since managerial performance indicators are poorly identified by managers, they underestimate the effort that has to be made to adapt leadership strategies to the specific situation.

2. Analysis of experimental data regarding the processes of feedback and self management practices

With regard to the *feedback and self management practices variable*, it comprises the scores of the following variables: *design, operational management, management performance appraisal*. The statistical processing of the descriptive data for the - *feedback and self management practices variable*, highlights the dispersion of results in relation to the average, in this case the value of the standard deviation is high.

It is noted that the average value is higher than the median, being disposed at the top marks of the series of data. Regarding the results it can be observed that they are normally distributed and relatively symmetrical (figure 2), which revealed the close values of the average, median and module (table 5).

Table 5.

Descriptive statistics for the feedback and self-regulation of management practices variable

<i>Average</i>	37,8944
<i>Median</i>	36,0000
<i>Module</i>	35,10
<i>Standard deviation</i>	7,3307
<i>Minimum</i>	20,00
<i>Maximum</i>	54,00

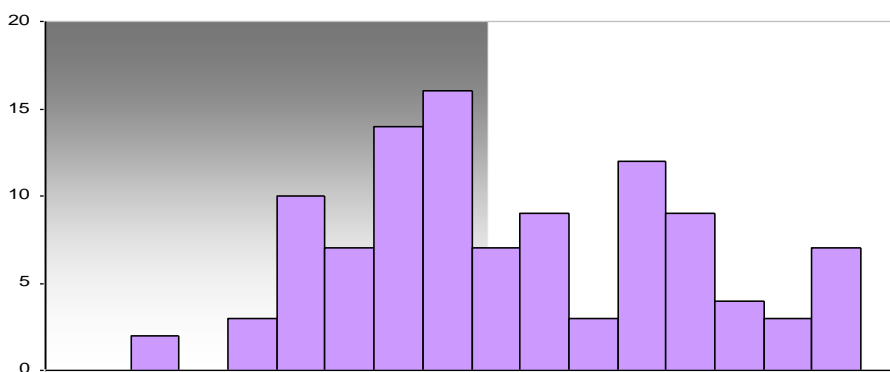


Figure 2. Feedback and self management practices variable - the distribution of scores

Calculated scores show that the observed maximum value is significantly lower than the theoretical one, and the minimum observed value is significantly higher than the theoretical one. It can be appreciated that the observed average did not differ significantly from the theoretical average, showing an average level for the process of feedback and self management practices (table 6).

Table 6.

Feedback and self management practices variable scores - comparison between observed and theoretical averages

<i>Variable</i>		<i>Theoretical scores</i>	<i>Observed scores</i>
<i>Feedback și self-regulation of management practices</i>	<i>Minimum score</i>	12	20
	<i>Maxim score</i>	61	54
	<i>Average</i>	36,5	37,00
	<i>Average difference significance</i>	t= 0,119 statistically insignificant	

It was noted that the frequencies between the obtained scores and the gender of subjects there is a significant association, revealed by applying test χ^2 . In *female subjects* positive differences can be noted between expected and observed frequencies, resulting in higher scores reflecting a higher level of awareness of the role and importance of feedback and self-regulation managerial practices.

For the *feedback and self management practices variable*, there is no significant difference between frequencies obtained based on the *level of professional development of managers* (table 7).

Table 7.

Gender variable - differences between observed and theoretical frequencies

<i>Variable</i>		<i>Total residual value</i>	<i>The value of χ^2</i>	<i>Significance threshold</i>
<i>Gender</i>	<i>Male</i>	<i>80</i>	<i>96.965</i>	<i>p<.01</i>
	<i>Female</i>	<i>110</i>		

2. Conclusions

The research conducted in organizations revealed multiple meanings and dimensions for the factors involved in the process of evaluation of managerial efficiency, but also key aspects of the dynamics of managerial behavior, with respect to the improvement of all the institutional activities. Managerial competence, as a synthesis of skills and attitudinal factors, thus becomes a complex and dynamic structure which implies certain psychological processes such as: a sense of observation, organization, attention, memory, imagination, thought, along with other non-intellectual dimensions: affection, motivation, will, the ability to influence.

All of these converge towards the social efficiency of the management process within the organization. The personality of an effective manager describes a perfect balance between empathy towards the staff as a whole and each person individually, reflecting the adjustment mechanism through empathic identification and detachment. Award mechanisms (own projections in reference to others), worked with, or different from empathy (identifying how others perceive certain facts), give a boost to leadership strategies.

Social skills in the hierarchical structure and the use of feed-back as response captures essential elements belonging to: *assertiveness* as the

ability to influence and lead the other (as opposed to aggression or passive behavior); *gratuities and support*, as the foundation of effective communication and interpersonal attraction, *empathy* as the ability to understand each other's point of view; *cooperation* as an adaptive behavior to achieve various goals, which involves a binary relationship that must take into account both their own goals that should be achieved as well as the objectives of colleagues, *the process of problem solving* as an attribute of social cognitive psychology, *the presentation of the self* as a whole self-image, self-esteem, a reception by the other.

Realizing the difficulties encountered while implementing systematic procedures for monitoring and evaluation of management practices, led the subjects to formulate a set of important requirements:

- Developing monitoring and evaluation tools and management performance practices, tailored for organizational need;
- Designing strategies for collecting relevant information from the perspective of various organizational actors;
- Implementation of operational plans for management monitoring and intervention;
- Linking management strategies to available or attracted resources;
- Systematic reporting on predetermined performance indicators;
- Ensuring transparency of information obtained from monitoring and evaluation processes.

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REGULAR CONTROL OF VISUAL CAPACITY IN CLERKS

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Abstract: The effects on the eye function due to prolonged work with visual terminals has not yet been thoroughly studied. With this work we wish to underline the importance of regular controls of the visual capacity in clerks with sustained use of visual terminals.

We have investigated 223 employees of a bank, including 60 men and 163 women, with an average age of $32,6 \pm 7,78$ years. We have performed the medical control, investigating also the visual function using a VISIOTEST Essilor device.

Out of the 223 employees, 93 (41.7 %) were already known with eye pathology. 49 (52.69 %) of these had an adequate visual correction, and 44 (47.31 %) needed a specialist control according to the VISIOTEST investigation.

130 employees were not aware of having any eye pathology. 90 (69.23 %) of these had a normal eye function, and 40 (30.77 %) were advised to see a specialist in oftalmology, as a result of our investigation.

Regular VISIOTEST eye function control helps detecting eye pathology as well as monitoring employees with a known diagnostic.

Key words: regular control, visual function.

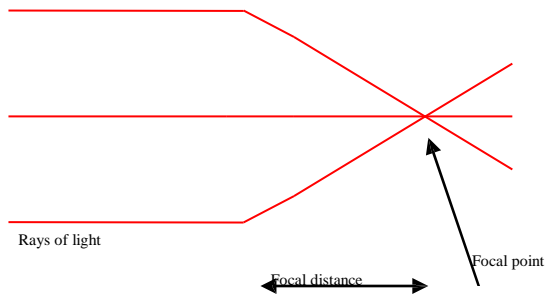
Introduction

- The visual function is essential for the human being
- The visual function plays a primordial role in working life
- Any profession that requires prolonged activity in front of a display screen can lead to overload of the visual analyzer.

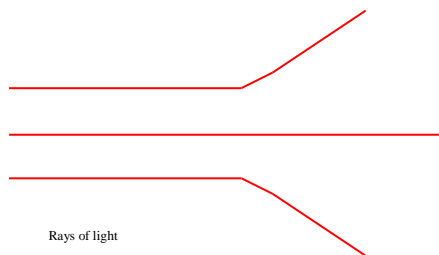
Motivation

- The computer is used increasingly at the workplace and also for recreational purposes.
- The damage of visual analyzer through prolonged work in front of a monitor has not been studied as much as musculo-skeletal impairment related to computer work.
- Through this study we wanted to emphasize the importance of regular checks on employees which are working a long amount of time in front of a display screen.
- Physical principles
- Light passes through air at a speed of 300,000 km/s, but this speed is reduced when it crosses transparent liquid and solid environment.
- Changing direction of propagation of the rays at the interface between two environments with different refractive indices is called **refraction**.
- The degree of refraction depends on the ratio of the refractive indices of the two environments and the degree of angulation between the interface and the front entrance of light rays.

Convexe-converging lenses turn a parallel beam of rays of light into convergent rays



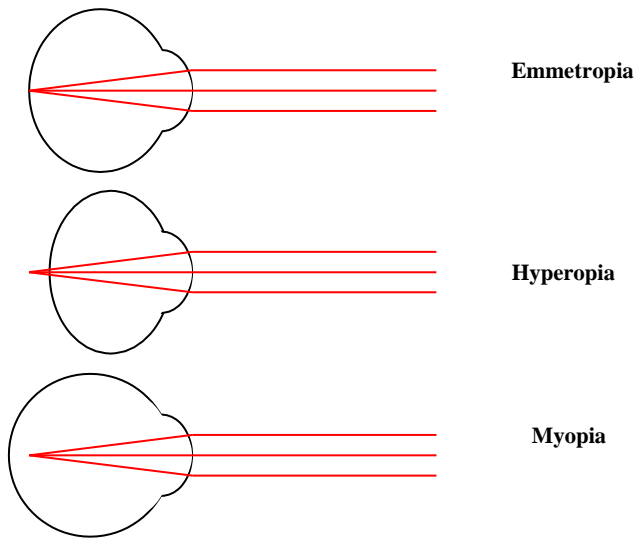
Concave-diverging lenses turn a parallel beam of light into divergent rays



Refractive vices

- The normal state of the eye, where the light rays form a remotely accurate picture at the level of the retina and when the ciliary muscle is completely relaxed is called emmetropia.
- All deviations from the state of emmetropia are grouped under the generic name of ametropia.
- These refractive vices are represented by hyperopia, myopia, astigmatism and presbyopia.

Comparison between emmetropia, hyperopia and myopia



The quality of a display is given by the performance parameters:

- Brightness, Viewable image size, Screen resolution, Refresh rate, Response time, Contrast ratio, Power consumption, Aspect ratio, Viewing angle

Diseases of the eye and Annexes

OCCUPATIONAL DISEASE	PROFESSIONAL HAZARD
Conjunctivitis	Professional allergens and irritants
Keratitis	UV radiation
Cataracts	Ionizing microwave radiation, infrared radiation, Trinitrotoluen, Naphthalene dinitrophenol, Dinitrocrezol, Ethylene Oxide
Nystagmus	Inadequate lighting
Accommodative asthenopia, worsening preexisting myopia	Visual overload

Material and methods (1)

- ergonomic job analysis in 32 branches of a banking corporation, from 23 cities in western Romania, in 2011-2013
- periodical medical examination of 223 bank employees, with clinical examination and investigation of visual function with a Essilor VISIOTEST unit
- voluntary completion of a questionnaire

Material and methods (2)

	Group studied (n=223)
Average age	32.6 ± 7.78 age
Distribution by gender	Men: 60 Women: 163

Results (1)

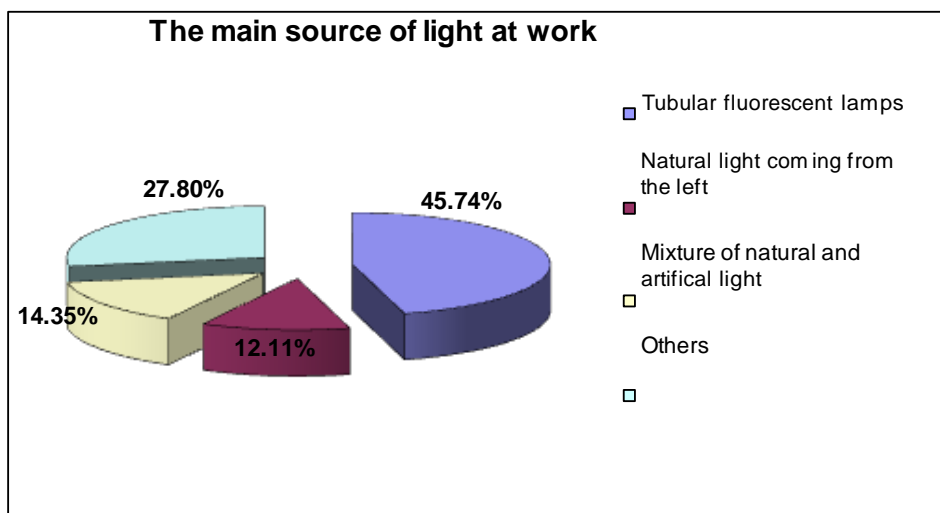
Employees	VISIOTEST Control	Group studied (n = 223)
With pathology (n=93)	Appropriate correction	49
	Requires eye specialist consult	44
Without pathology (n=130)	Normal	90
	Requires eye specialist consult	40

Results (2)

Effective time spent on a display unit at work	Group studied (n = 223)
over 5 hours/day	172
about 5 hours/day	38
between 1-4 hours/day	10
under 1 hour/day	3

Distance employee – display	Group studied (n = 223)
< 50cm	50
50-70cm	156
70-100cm	14
> 100cm	1
Not specified	2

Results (3)



Results (4)

Symptoms accused by the employees

- Eye fatigue, Headache, Blurred vision, Fatigue, Diplopia, Irritability, Ocular dryness sensation, Sleep disorders, Flashing tick, Ocular pain, Heavy lids sensation

Results (5)

Most frequent accused symptoms

- Eye fatigue 91%
- Blurred vision 31%
- Most common accused symptoms
- Headache 48%
- Fatigue 47%

Conclusions

- Periodical VISIOTEST control helps detection of visual disorders and tracking employees with known eye pathology
- Thus prophylaxis to all pathologies associated with computer work becomes necessary.
- The most common visual problems encountered were represented by myopia and hyperopia.
- Multifactorial etiology of visual disorders after a prolonged work at computer is underlined by weak correlations between each risk factor and symptoms complained.

Recommendations

- Medical examination at employment and annual regular checks should be accompanied by one VISIOTEST control to detect eye diseases early;

- Ergonomical spatial layout of the workplace is necessary;
- The employers need to implement and maintain a working schedule which shall contain 10 minute breaks every 50 minutes;
- Change of display units by the employer every three years.

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METHODS OF PSYCHOLOGICAL RESILIENCE DEVELOPMENT ÎN THE MILITARY STUDENT ENVIRONMENT

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Abstract. Concern for the development of psychological resilience of the military began during basic military training in specialized academies and schools. The purpose of this study is to measure the extent to which students from Land Forces Academy in Sibiu used the main methods of developing psychological resilience required to the professional military. For this we constructed a questionnaire consisting of 40 items which lists these methods. Data obtained from the questionnaire were subjected to factor analysis, eight factors being retained, representing potential categories of methods used by the Land Forces Academy students to develop their psychological resilience.

Keywords: psychological resilience, military environment

Introduction

Psychological resilience definitions are many and varied. The common elements that are found in most of them refer either to the power of the individual to endure a lot of stress, trauma or a difficult event or to the presence of coping mechanisms that allow it to return to normal operation after such events or to the individual's ability to grow in a positive direction. For example, Campbell et al. (2008) believes that resilience refers to "the capacity to cope with or adapt to significant risk and adversity and to recover quickly from stressful change or misfortune." Haglund et al. (2007) define resilience as "the ability to

successfully adapt to stressors, maintaining psychological well-being in the face of adversity" and Jensen and Fraser (2005) as "One's capacity to adapt successfully in the presence of risk and adversity". (Meredith et al., 2011, p. 79-81)

Developing resilience is essential for the military environment. The armies of the world are concerned with the construction of the most effective strategies to increase the resilience of their forces by land, air or sea. In recent decades the focus is on achieving a higher level of physical, mental, social and spiritual preparation of militaries in line with the realities of the modern world conflicts and social needs of the global environment.

Through specific military training, beyond adequate professionalization of the military, it is aimed at building self-confidence in their ability to cope with various situations.

Together with the other components of the preparation for battle, the psychic has become a crucial factor because in the new environment of military confrontation, strengthening the resilience and adaptability are key factors for success and objective achievement.

Rigorous training in conditions as close to reality missions, actions under stressful factors is a prerequisite to military training. NATO armies have implemented various programs over time to develop resilience, tailored to each specific, common and appropriate request. The Romanian Military Psychology Department also created a program for the psychological support of troops. It begins three months before departure within military missions and ends two weeks after the resumption of home units, which means almost a year of psychological support in the main activities carried out by the military. The components of this program are:

- Psychological Selection
- Psychological preparation for the mission;
- Permanent psychological support during deployment;
- Psychological assessment of post-mission.

Mental preparation is a conscious process that is aimed at obtaining the optimal state of the military to fulfil its tasks and objectives regardless of distractions around. It is made from periods of peace, in the formative training process, taking into account the demands and requirements of the type of work and their effects on the psyche and behaviour of soldiers.

In the training activities, in addition to what is used to imply a real battle, soldiers develop their skills and develop specific skills such as the sense of observation, concentration, reaction speed, distributive attention, etc. In basic training, the military are trained on the importance of discipline and teamwork to create cohesion. They also follow training psychological modules for battle; the latter is one of the original facets of resilience, being strengthened further by experience in the field, conferring the military greater self-confidence and increased safety in action. The emphasis is on knowledge of a broad range of threats and the exercise of the correct ways to answer them.

Meredith and colleagues (2011) have identified in relevant publications a set of factors that support and develop psychological resilience. They separated these factors into four categories to distinguish those that operate at the individual level (intrinsic) from those that involve other people who are part of a group - family, organization (unit) or community (extrinsic factors). Identified intrinsic factors are:

- Positive coping - the ability to cope with difficult circumstances, availability and the ability to solve by own effort personal and

interpersonal problems, resistance to stress and conflict, activation and the use of effective coping mechanisms;

- Positive Affect - the cultivation of positive emotions and feelings as enthusiasm, optimism, humour, hope, flexibility in the face of change and so on;

- Positive thinking - the use of advanced information processing methods, the use of knowledge and changing preferences: Restructuring, positive reframing, extracting the true meaning from situations encountered, flexibility, reappraisal, refocusing, psychological preparation;

- Realism - Setting realistic goals and expectations from themselves, from others and from situations encountered, development of self-esteem and the sense of personal worth, self-confidence and in personal effectiveness, correct perception of the level of control over the circumstances and accepting what is beyond its control;

- Behavioural control - Monitoring, evaluating, and modifying emotional reactions to accomplish goals through self-regulation, self-management, self-enhancement, etc.

- Physical fitness.

- Altruism.

Resilience of the military group, supported by factors such as positive command climate, teamwork and cohesion, is not possible without the resilience of its members.

Methodology

Based on the elements listed above, we constructed a questionnaire consisting of 40 items by which we have listed the main methods to develop psychological resilience specific to the environment

and the military profession. Our initial goal was to measure the degree to which students of Land Forces Academy in Sibiu are using these methods.

Being concerned about the effectiveness of psychological preparation of our students, we are interested in obtaining a valid instrument to measure it, as a means to provide feedback to both those who design training programs and assessing their efficiency. This questionnaire is a starting point in our scientific demarche.

Students were asked to evaluate whether using each of the methods listed on a Likert scale with values from 1 to 5, where 1 means "very little" and 5 means "very much".

The questionnaire was applied to a total of 200 students from years of study II and III, from the Land Forces Academy in Sibiu, in October-November 2013. Within this sample there were summarized 50 (25%) girls and 150 men (75%), aged 20 to 23 years old, meaning an average age of 21.48 (s.d. = 4.48). The questionnaire was anonymous.

The statistical tests indicated that the structure of the questionnaire is suitable for factorial analysis (KMO = 0.692., Bartlett's Test of Sphericity: $p < .001$). After applying specific statistical procedures, those items that have not uploaded any factor and which had low correlation coefficients were eliminated. The resulting questionnaire contains a total of 31 items. Examples of items removed from the analysis: "I identify thought patterns that prevent me from successfully cope with difficult situations I face", "I practice sports for disconnecting and removing the effects of stressful situations."

In the next step we applied KMO and Bartlett's Test for remaining items. KMO (Kaiser-Meyer-Olkin) verifies partially if correlations among variables are small. A high value of this test (> 0.7) indicates that

the variables tested may be the factor analysis object. Hypothesis that the correlation matrix of the variables included in the analysis is an identity matrix was rejected by Bartlett's test. The result is shown in Table 1.

Table no.1.
KMO and Bartlett's Test Criterion

KMO and Bartlett's Test (SPSS Output)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,709
Bartlett's Test of Sphericity	Approx. Chi-Square	2,318E3
	df	465
	Sig.	,000

In conclusion, our data is suitable for factor analysis.

The protocol adopted here for factor analysis was to use default settings initially (Principal Axis Factor - PAF) and to rotate the matrix of loadings to obtain orthogonal (independent) factors (Varimax rotation with Kaiser Normalization). The prime goal of factor analysis is to identify simple items loadings (>0.30) on factors that are interpretable, assuming that items are factorable.

All procedures reported here utilise SPSS 16.0.

In the next step, there were identified variables that explain to satisfaction the factors extracted from the analysis. Communalities were calculated for each variable. The communality expresses the proportion of variance which that variable has in common with the other: the greater the communality is, factors influence more the variable for which communality is calculated. Small values indicate variables that do not fit well with the identified factor solution. Therefore, items that had communality less than 0.3 were eliminated.

Results

Factor analysis on the remaining items identified 10 factors. At this level of analysis, statements with factor loading less than 0.4 and those that load several factors simultaneously were considered inappropriate. The results are shown in Tables 2 and 3. The data analysis was divided into two tables because of restrictions imposed by the terms of editing.

Table no. 2.
Factorial Structure - Rotated Factor Matrix (Factors 1 - 4)

Methods of psychological resilience development	Loadings				Communality
	Factor				
	1	2	3	4	
Gaining more experience of life	.745				.660
Constant effort to acquire new information about the situations	.527				.610
Changing those strategies to solve problems that do not perform as expected	.512				.552
Training continuously for a better preparation to face difficult situations that may arise	.441				<u>.313</u>
Connecting with nature		.665			.540
Seeking support from colleagues		.633			.592
Using relaxation techniques		.585			.404
Using meditation techniques		.500			.467
Sleep and rest		.349			<u>.329</u>
Continuously developing their own skills			.769		.733
Identifying their strengths			.586		.603
Developing critical thinking			.566		.475

Identifying controllable elements of the difficult situations they face in order to act on them			.436		.461
Identifying positive meanings in stressful situations				.709	.606
Focusing on the positive traits of people with which they interact				.537	.654
Avoidance of catastrophic thinking				.495	<u>.348</u>
Anchoring in reality				.459	.499
Setting small and tangible goals can be solved step by step				.413	.410
Eigenvalue	6.086	3.310	1.967	1.720	
Percentage of total variance	19.634	10.676	6.347	5.547	

Extraction Method: Principal Axis Factoring.;
Rotation Method: Varimax with Kaiser Normalization
.a. Rotation converged in 17 iterations.

Table no.3.
Factorial Structure - Rotated Factor Matrix (Factors 5 - 8)

Methods of psychological resilience development	Loadings				Communality
	Factor				
	5	6	7	8	
Improving communication with the others	.792				.741
Using autosuggestion to move easily over difficult times	.528				.576
In-depth analysis of issues for not to jump to conclusion	.501				<u>.382</u>

Keeping a broad perspective on situations	.393				.629
Eliminating personal convictions that prevent the successful solving of difficult situations		.709			.638
Identifying feelings and emotions that hinder effective involvement into a situation		.556			.402
Identifying personality traits that prevent successful involvement in resolving difficult situations.		.448			.451
Requesting support from friends to overcome difficult moments			.656		.625
Enlisting the help of people who have the ability or power to help			.538		.638
Using prayer or other forms of religious practice to better deal with the difficulties				.654	.470
Requesting help from superiors in difficult situations				.564	.402
Eigenvalue	1.534	1.424	1.363	1.238	
Percentage of total variance	4.949	4.595	4.390	3.993	

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 17 iterations

Factor analysis revealed still two factors, each loaded with one item:

- Factor 9 is loaded heavily with the item that relates to providing help when needed, the idea of reciprocity (eigenvalue = 1.155, communality = .710); this factor explains 3.727% of the total variance.

- Factor 10 is loaded poorly with the item that refers to the practice of expressing emotions as a way to release inner tensions (eigenvalue = 1.089, communality = .333); this factor explains 3.512% of the total variance.

Together, these ten factors explain 67.375% of the total variance.

The first factor is charged with four items referring to the efforts of students to self-improvement: the constant effort to acquire new information that would help them understand what they go through, to change those strategies to solve problems that do not perform as expected, to train continuously for a better preparation to face difficult situations that may arise, to gain more experience of life. We called this factor "continuous self-improvement"; this factor explains 19,634% of the total variance.

The second factor is loaded by items referring to concrete ways to relax and remove stress: connecting with nature, using relaxation techniques and meditation, sleep and rest, seeking support from colleagues. We called this factor "relaxation methods"; this factor explains 10.676% of the total variance.

The third factor consists of items that relate to students' efforts to continuously develop their skills, to identify their strengths, to develop critical thinking and the ability to identify controllable elements of the difficult situations they face in order to act on them. We called this factor "self-development"; this factor explains 6.347% of the total variance

The fourth factor is loaded with the following items: identification of positive meanings in stressful situations, the habit to focus on the

positive traits of people who interact, avoidance of catastrophic thinking, solidly anchored in reality, setting small and tangible goals can be solved step by step. We called this factor "cognitive control"; this factor explains 5.547% of the total variance.

The fifth factor is constructed from four items: the use of suggestion to move easily over difficult times, in-depth analysis of issues not to jump to conclusions, the effort to keep a broad perspective on situations, improving communication with the others. We called this factor "self-regulation"; this factor explains 4.949% of the total variance.

The sixth factor is loaded with the following items: eliminate personal convictions that prevent the successful solving of difficult situations, identify feelings and emotions that hinder effective involvement into a situation, the identification of personality traits that prevent successful involvement in resolving difficult situations. We called this factor "self-awareness"; this factor explains 4.595% of the total variance.

The seventh factor is loaded with two items: support request from friends to overcome difficult moments and enlisting the help of people who have the ability or power to help. We called this factor "connection" this factor explains 4.390% of the total variance.

The eighth factor consists of two items: the use of prayer or other forms of religious practice to better deal with the difficulties and request help from superiors in difficult situations. We called this factor "appeal to a higher authority"; this factor explains 3.993% of the total variance.

All these ten factors explain 60.136% of the total variance.

Conclusions

After analyzing the above results we retained first eight factors that are potential categories of methods used by the military students of the Land Forces Academy to develop psychological resilience. These factors are possible starting points in building a valid tool for evaluating the effectiveness of such methods. Cronbach's alpha coefficient calculation indicates that only two of the eight factors reached an acceptable level: factor number three, which we call "self-development" ($\alpha = .744$) and factor number four that we called "cognitive control" ($\alpha = .705$). The other factors did not exceed the 0.7 threshold. Therefore, the items of the two factors can be retained as starting points, while all the others can have an indicative value in a future study.

Land Forces Academy students focus on continuous self-improvement and on the acquisition of the general and vocational skills and knowledge that will prepare them for any possible difficulty. It is clear that, overall, the sample that responded to the questionnaire is characterized by an internal *locus of control*: success in solving possible problems largely depends on the personal features, capabilities and efforts.

An interesting element is, we believe, the presence of the item regarding "seeking the support of colleagues" in the second factor which is loaded with items concerning specific methods of relaxation: connecting with nature, using relaxation techniques and meditation, sleep and rest. This indicates that the military student group is, for its members, not only a working and training group but also a leisure group: given the length of time that these students spend together, the relationships established between them become increasingly fast informal.

Also, the fifth factor which we called "self-regulation" contains, along with items that relate to the use of self-suggestion, to the one analyzing the issues in order not to jump to conclusions and to the effort to maintain a more range of situations, the item that relates to improving communication with others. This item, along with the one mentioned in the previous paragraph and the presence of ninth factor highly charged with the item that relates to providing help when needed (the idea of reciprocity), suggests the presence of a factor related to interpersonal relations within a small group, a factor that has not been highlighted by the use of questionnaire.

How students responded to the questionnaire and how the items were grouped on factors suggest that the development of psychological resilience remains a personal initiative of each student individually, despite the efforts of teachers and military instructors to create consistency and constancy in this type of training.

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LOCAL SURVEY REGARDING DRUG USAGE AMONG ADOLESCENTS FROM ARAD COUNTY

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Abstract: We initiated our survey in the year 2009 with the purpose of determining the level of drug usage in Arad County. The results obtained in our survey were used to elaborate a local strategy and a local plan for developing efficient prevention measures against drug consumption in our community. Also the results obtained from this survey were used to justify our local projects and to draw other resources for our antidrug campaigns and activities.

Keywords: drugs, survey, respondents, usage, tobacco, alcohol, illegal drugs.

Introduction

“The social environment immensely influences our psychological reality. Thus radical changes in society’s structure will bring about radical changes in our perceptions of events taking place at the micro-level of inter-subjective actions. A good case in point is that of how society’s views of drug addiction have changed through time. Today’s representations of addictions are inseparable from certain ideologies produced during the industrial Revolution. First and foremost, drug dependence today is viewed not as the moral question it once was,

but rather as an issue to be handled by medical science. According to contemporary medical expertise, drug addiction is basically a disease of the brain. Yet, unlike a number of other illnesses, addiction is seen as something that has more to do with one's mind than with one's body. The human brain is central to our sensing, thinking, feeling and the control of our behavior. It is the realm of "self" or "identity". In labeling an illness a brain disease, this entails something is fundamentally wrong with not so much the structures or operation of the given organ but instead with its whole organization regarded as the very essence of our personal existence – identity." (*Kelemen, Erdos, p. 19*).

According to this quote drug usage is and will be one of the most important problems of modern society. Even though a lot of resources were spent to prevent drug usage and to offer medical assistance, psychological therapy and social reintegration for drug users the surveys are showing that usage of drugs especially among teenagers is rising. The National Drug Report from 2011 – 2012, states that drug usage during the lifetime of those interviewed is 10%, for the illegal drugs and if we include the new substances with psychoactive properties the percent rises to the value of 19,2.

In the year 2011 according to the same report the usage of illegal drugs was 4,4%, with the mention that this value doesn't include the usage of tranquilizers and sedatives. If we compare the results provided by these two reports – one from the year 2011 and the other one from the year 2012 – we can see a growth in drug usage between the year 2011 and the year 2012 by more than 50%.

Research

In order to know the dimension of this phenomenon The Local Antidrug Center from Arad made in 2009 a survey called “Prevalence of drug usage among teenagers from Arad County”.

The purpose of this survey was to obtain relevant information regarding the dimension of drug usage and to adapt, according to the results and realities provided by this survey, the activity in the field of drug usage prevention.

The study was conducted on a group of 658 students, with the age between 15 and 19 years old.

Also the survey was applied in all high schools from Arad County, the established error level was +/- 3.5% with a trust level of 95%.

The form used for this survey was provided to us by The National Monitoring Center for Drugs and Drugs Addiction, it had 67 questions, completing time required was 60 to 65 minutes, the method used for applying the form was face to face interview and this was made possible by the volunteers from Aurel Vlaicu’s University.

Because of the length of the form and the complexity of our study we selected a few items that present a high level of interest as follows:

- The number of the respondent’s family members that are currently using tobacco;
- At what age the respondents started to use tobacco;
- The number of times in which the respondents used tobacco so far;
- The number of times in which the respondents used alcohol so far;
- How much easy would it be for them to procure any illegal drugs;
- The number of times drugs were offered to our respondents;

- How difficult it would be to procure drugs;
- The number of times in which the respondents used marihuana or hash;
- When did the respondents tried for the first time marihuana or hash;
- The number of times in which the respondents got the opportunity to use drugs but they didn't;
- How did they obtain the illegal drugs?
- When the respondents did used a specific group of substances?
- What measures would they take to prevent drug usage?

One of the most harmful legal drugs from our country is alcohol and tobacco therefore we tried to determine the number of consumers for these drugs and the way that the pattern of consumption is promoted from parents to their children.

Results and discussions

As we can see, chart I, is showing data about how many parents are promoting the usage of tobacco at home. As we can see the parents are smoking a lot around their children – 35,6% of the fathers and 20,7% of the mothers are smoking daily, while 45,3% of the fathers and 58,3% of the mothers are non smokers.

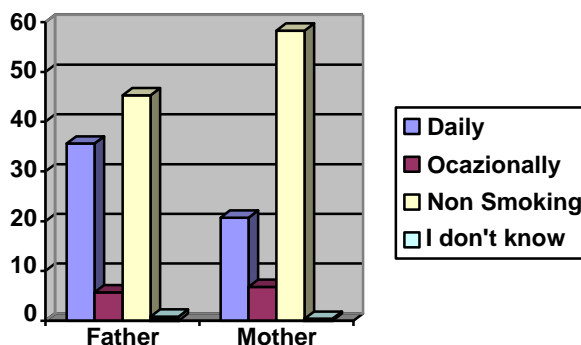


Chart I: Parents that are smoking in front of their children

Regarding the brothers and sisters of the respondents we can remark that only 18, 1% of them are smoking daily and 48, 9% are not smoking. The percentages are similar when we look at situation of the respondents closest friends, 12, 4% of them are smoking and 44, 3% of them are not smoking (Chart II: Other relatives and friends that are smoking in front of the respondents).

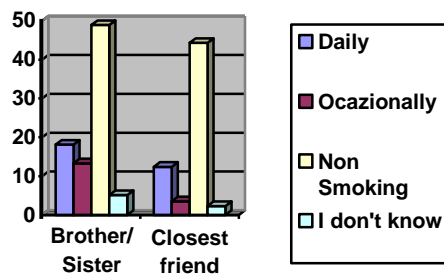


Chart II: Other relatives and friends that are smoking in front of the respondents

Regarding the answers that were given by our respondents about their own experiences with tobacco things look even more reassuring, 40, 6% of them said that they never even tried, 66, 3% of them said that they are not daily smokers, so we have an debut age for the first cigar at 9 years old for 7, 8% and of only 0, 8% for the daily smokers (Chart III: Debut age for smoking).

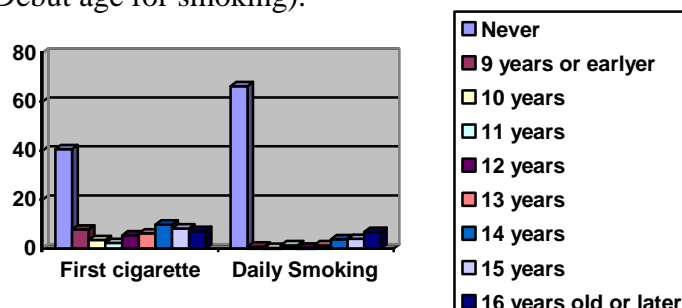


Chart III: Debut age for smoking

Also 55% of our respondents declare that they never smoked in the last 12 months and 64, 8% sustain that they didn't smoked in the last 30 days (Chart IV: Patterns of tobacco usage).

Even though smoking is highly promoted by the parents and the big tobacco companies, children seem to ignore that destructive behavior and to realize what is best for them financially and of course they choose a better and healthier way of life.

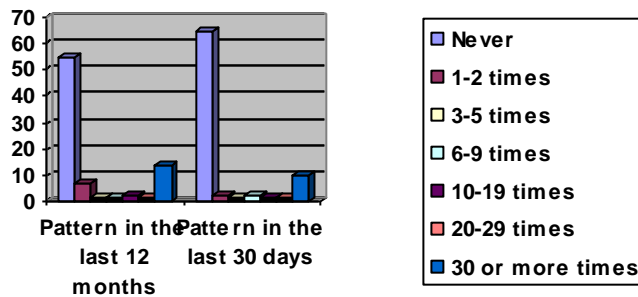


Chart IV: Patterns of tobacco usage

The percentages are very different when we look at the alcohol usage among our respondents, 21,4% of them declared that they never used alcohol until now and 18,1% of them said that they used alcohol more than 30 times (Chart V: Usage of alcohol among respondents).

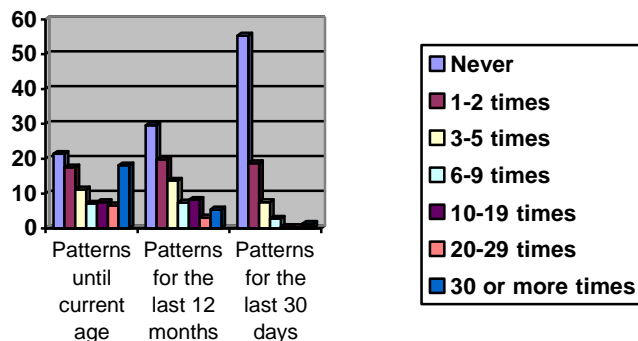


Chart V: Usage of alcohol among respondents

The main purpose of our survey is the drug consumption among adolescents. To determine that in this article we are going to focus on the data obtained in our analysis.

If we look at Chart VI we are going to notice information about the availability of drugs in our community.

Our respondents declare that to 6, 9% of them were offered drugs for money and to 16, 3% had the opportunity to procure drugs for free. This shows a dangerous fact that anyone who wishes to get drugs can do so because of the drug availability and the fact that our country is situated on one of the main route for trading drugs from Asia to Europe.

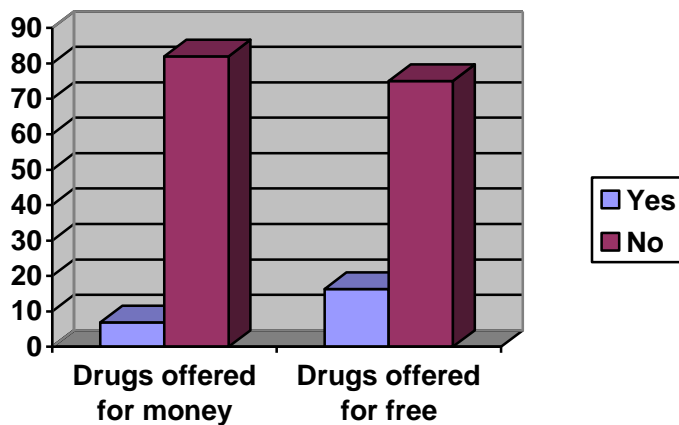


Chart VI: Drugs availability (1)

If we study the information regarding the availability of drugs around schools, neighborhoods and around the paces of entertainment for adolescents we can see that 2% of our respondents are saying that it is very easy to get drugs in these locations especially around schools, while 7, 8% declare that it is very hard to accomplish that and the majority of

our respondents (70, 3%) declared that they never tried to get drugs in locations like that especially near schools.

The percentage slightly increases when we talked about the neighborhood where our respondents live – 3,1% of them declare that it is very easy to get drugs there, 6,1% said that is very hard and 69,9% never tried to procure drugs in a location like that.

An interesting fact is the high percentage of respondents declaring that it is very easy to get drugs in clubs or other places for entertainment (5,7%), only 4,7% of the respondents said that is very hard but not impossible to do that and 68% declared that they never tried such a thing (Chart VII).

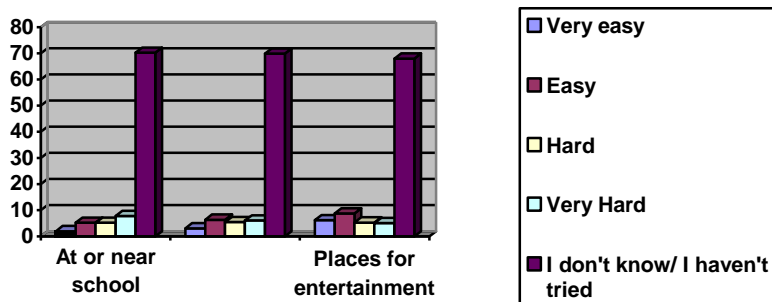


Chart VII: Drugs availability (2)

Also related to the availability of drugs in a specific area we asked about how easy it would be to get specific drugs like marijuana or hash if they wanted to, 4% of our respondents declared that it would be very easy, 9, 6% said that it would be very hard, while 55, 7% affirmed that they don't know that because they never tried (Chart VIII: Usage of marijuana and hash).

One of the “biggest” and important question of our survey was how many times did the respondents use marijuana or hash by this age, 3% of them said that they used these drugs once or twice while the

majority declared that they never used these drugs in their entire life (86,4%).

We also looked at the 12 months pattern of drug usage for marihuana and hash and the results for that time were even more reassuring, only 2,1% of our respondents admit that they tried these drugs once or twice, while the majority of the respondents said that they never used marihuana or hash during that period.

Things are looking even better when we talked about the usage of marihuana and hash in the last 30 days, only 0.6% of the interviewed declared that they used these drugs once or twice and 88.5% said that they never used it.

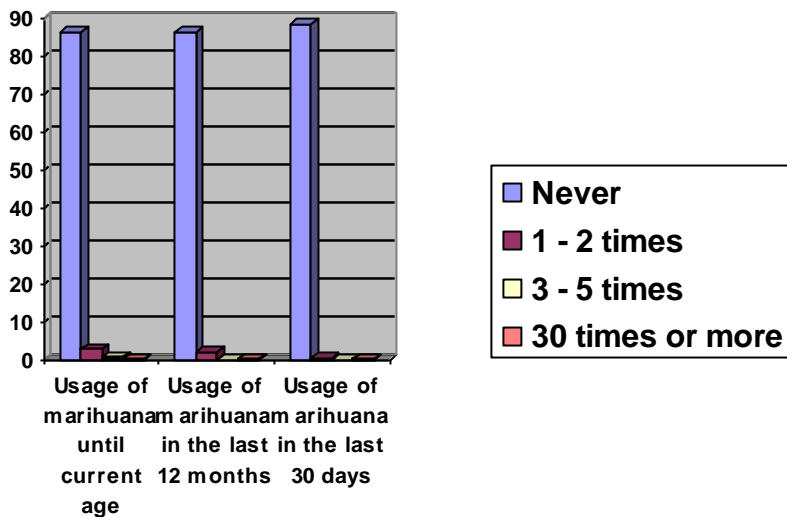


Chart VIII: Usage of marihuana and hash

We also asked about the debut age for using marihuana and hash, 83.3% of our respondents answered that they never used these drugs and 2,8% declared that they started using at sixteen years old or

later. The debut age in present days dropped dramatically, in our field work we encountered cases of students that are curios about the effects of marihuana from the eight grades or even earlier.

An interesting question was if they ever had the possibility to try marihuana or hash but they didn't do that, 18,2% answered yes, I had that option (here it is confirmed the easy access to drugs in our community) and 72,4% answered no. Also 6, 8% said that they had the possibility of using these drugs but they didn't one or two times, 2, 7% of our respondents said that they had this possibility 3 to 5 times and only 0, 3% of our interviewed answered that they had this possibility more than 30 times (Chart IX).

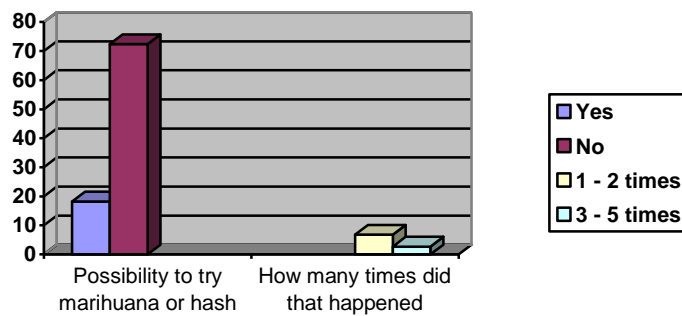


Chart IX: Drugs availability (3)

In our survey we wanted to know the patterns of usage for other drugs than marihuana and hash.

To accomplish that we asked our respondents about the usage of tranquilizers and sedatives without a medical prescription, 5,8% admitted that they've donned that and 84,9% of our respondents answered that they did not used these kind of drugs without a medical prescription. Also when our respondents were asked about if they ever mixed alcohol with

medicines only 1, 7% said that they did that while 88% said that they didn't (Chart X).

One of the most used drugs, beside marihuana and hash, from our region is ecstasy. The results of our survey are showing a very low percent of ecstasy users in 2009, so only 0, 8% declared that they used at least once this kind of drug. Ecstasy usage increased significantly since then, to 2, 6% for the western region of our country (Chart X).

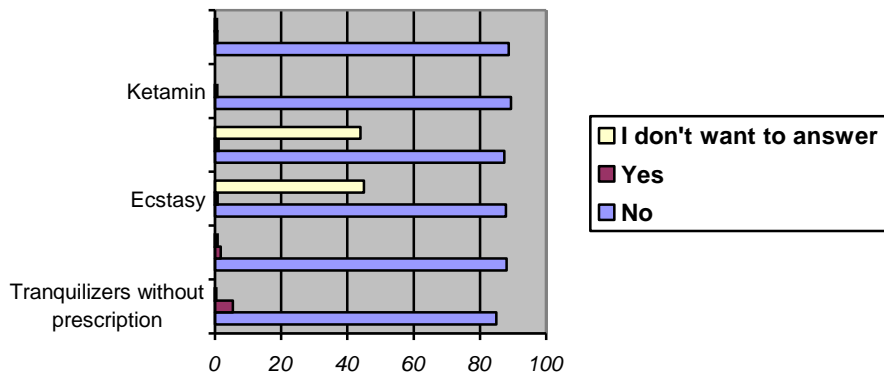


Chart X: Other drugs usage

Usage level of cocaine was high in 2009, 1, 1% our respondents admit that they've used this drug at least once. Even though this percentage seems small, cocaine is a very powerful, dangerous and a highly addictive drug and this percent should be seriously taken into consideration (Chart X).

Usage of ketaminã and steroids among our respondents is only 0, 7% even though usage of these drugs increased since 2009 (Chart X).

Things are looking very different when we look at the usage of marihuana, which according to our survey is one of the most popular drug from our area, 4,1% of our respondents admitted that they used cannabis or hash at least once.

Another point o view that we approached in our survey was the knowledge, opinion and interest of our respondents regarding drug use.

To accomplish that we asked about the obstacles that can stop drug usage, so 30, 8% of our interviewed agreed that one of the factors that can stop drug usage is fear of dying, this was considered to be one of the most convincing thing when somebody is thinking to use drugs. Also 8,5% of our respondents considered conscience to be one of the obstacles in the way of drug usage, other factors that can prevent drug usage were fear of God (10%), fear of becoming an addict (16,1%), awareness of the danger implied by drug usage (7,5%), family and friends support (4,2%), fear or respect for the parents (2,7%) and resistance to group pressure (3,5%) - Chart XI: Barriers to drugs usage.

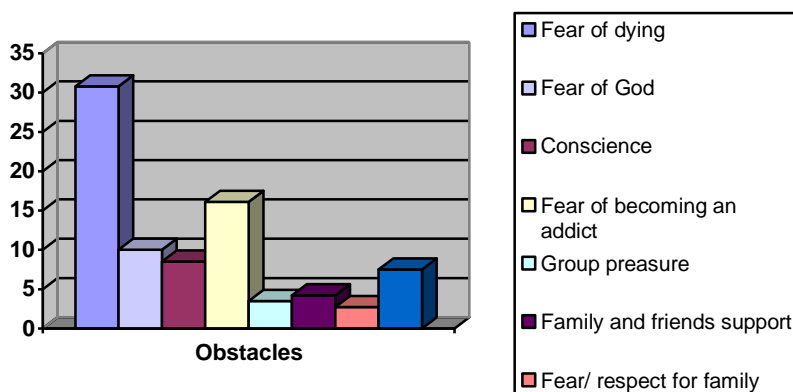


Chart XI: Barriers to drugs usage

Another item of our survey was about what we can do as an individual or as a society to prevent drug usage. In answer to that 48,2 % of our respondents considered severe punishment of drug users to be a solution, only 6,5% considered punishing drug dealers as a way to

prevent the usage of drugs, 13,2% wanted a better communication between adolescent and parents, 8,8% wanted to be able to talk about these problems with a school psychologist (Chart XII: Prevention methods).

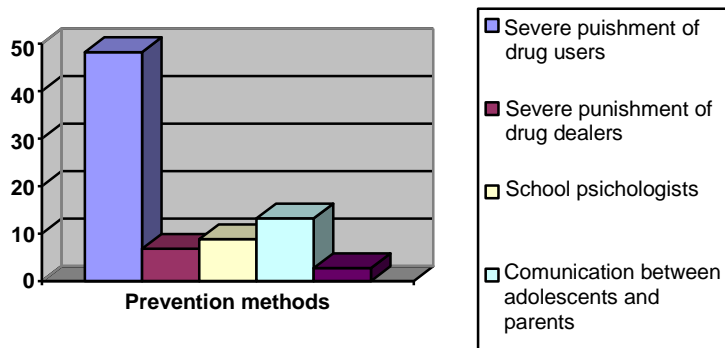


Chart XII: Prevention methods

Conclusions

In conclusion if we look at the results of this survey we can realize that drug usage was and will be a problem of modern society. Also it is not something that should be ignored by the local authorities even though the effects are not always visible. Adolescents are the most susceptible to drug usage because sometimes they lack the experience, they are curious and they can be easily influenced by the group pressure. One of the things that anyone that wants to try drugs must keep in mind is that maybe at the beginning it seems to be something fun and enjoyable but on the long term, the effects of drug use are very serious and can affect a person for their entire life.

I like to end this article with a quote from an ex drug user that states “After twenty years of seemingly hopeless stagnation I had an

opportunity for a clean, useful and rich life. This is a miracle. I believe that the miracle can go on if I am able to express my gratitude for it”.

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THE FUTURE OF THE PSYCHOLOGIST PROFESSION – A STUDENTS PERSPECTIVE

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Abstract: The importance of the psychologist profession in our society is a frequent subject of the discussions especially of the psychology students. What are the problems and the difficulties to which are confronted the young graduates? Why they choose the psychologist profession? What are the advantages of the psychologist profession?

Key words: psychologist, society, opportunities, barriers

In the present the need for psychologist begin to be covered by the young graduates generations of psychologists, starting with the years '90. The evolution of this profession is given by the socio-economic situation and the population education, regarding the psychologist roles and its utility, in differnt field of the economy, education and health. What are the professional perspectives of the psychologists, from the psychology students point of view?

According to Mattu (2012), psychologists need to find what is working and replicate it. He says psychologists must create a path from

the negatives to the positives, and they can do that by investing in the future and finding opportunities for engagement .

Shullman (2012) points out that psychologists have been trained to be critical – to find what is wrong; they need to adjust their mindset and focus on what psychologists *can* do. Psychologists need to recognize opportunities and think globally about the roles they can play in evolving health-care systems.

Methodology and participants

The present study has as main objective the investigation of the issues related to the future of the psychologist profession, from the psychology students point of view. In this manner, the participants were represented by a group of 14 persons, aleatory selected from the first year of study, in psychology, and the research method was the *focus-group*.

We used in the study a semi-structured guide of interview, of which discussion themes are arranged on three categories: „The motivation for the choice of psychologist profession”, „The psychologist job itself” and „Advantages/Disadvantages”.

The proposed theme - The future of the psychologist job – approach the participants with two introductive questions, followed by a series of grouped questions. The questions and their succession were established after a previous consultation with other five students, also from the first year in psychology, but who did not participate to the focus-group. The introductive questiones were formulated as follows:

1. What is your opinion about the higher education in Romania?
2. What are the main problems with which the higher education institutions confront themselves, especially in the psychology field?

The questions series related to „The motivation for choosing the psychology specialization?” is:

1. What is your opinion about the psychologist job?
2. Why did you choose this specialization?
3. What is your family, friends and relatives opinion about your decision to choose the psychology field?
4. With what can this field help you in the personal plane?
5. With what can this field help you on the professional plane?

The category questions – „The psychologist job itself” is made up by the following questions:

1. From the psychology branches – that is clinical psychology and psychotherapy, work and organizational psychology and the transports psychology, on which do you want to work? Why?
2. Why , in Romania, this field does not present any interest?
3. Why the Romanian have a bad opinion about the psychologice consultation ?
4. Why in other countries this field is more accessed?

The last category is named „Advantages/Disadvantages” and includes the following questions:

1. What are the advantages of the psychologist job in Romania?
2. What are the disadvantages of the psychologist job in Romania?
3. What are the advantages of the psychologist job abroad?
4. What are the disadvantages of the psychologist job abroad?
5. You want to work in Romania or abroad?

Each participant was asked to present himself and to offer some informations about the origin environment, age, previous studies, and the residence locality.

To the participants was allocated a code (S), and the numbers were allocated function to their position/physical location in the hall. So we have:

S1 – rural environment, secondary education, 19 years old, female;

S2 – urban environment, higher education, 39 years old, female;

S3 – urban environment, secondary education, 19 years old, female;

S4 – urban environment, higher education, 44 years old, female;

S5 – urban environment, higher education, 23 years old, female;

S6 – urban environment, secondary education, 19 years old, male;

S7 – urban environment, secondary education, 19 years old, female;

S8 – urban environment, higher education, 26 years old, female;

S9 – urban environment, secondary education, 51 years old, female;

S10 – urban environment, higher education, 26 years old, female;

S11 – urban environment, higher education, 34 years old, female;

S12 – urban environment, higher education, 34 years old, female;

S13 – rural environment, higher education, 46 years old, female;

S14 – rural environment, higher education, 32 years old, female;

The participants characteristics can be seen in the table 1. Thus we can say that three persons come from the rural environment, 11 persons from the urban environment. From the studies point of view, five persons have secondary education, and nine persons have higher education. From the age perspective, half of our participants have the age between 19 and 29 years old, than the category of the age between 30 and 40 years old (29%) and the participants with the age between 41 and 51

are only three. The majority of the participants are females, being a single male participant.

Table 1.
The participants percentage distribution fonction of gender, studies and origin environment

	Gender		Age (years)			Studies		Environ ment	
	M	F	9- 29	30 -40	41 -51	Seco ndary	Higher	R	U
Nr. Pers.	1	13	7	4	3	5	9	3	11
%	7	93	50	29	21	36	64	21	79

The results presentation

During the unfolding of the focus-group were given different answers, which detailed more of the attitudes and reactions of the participants. S1 take over the initiative, the other participants having a small reticence, manifested only at the begining. S2 preferred to reserve his answers to each questions on the last place. S3 offered short and concise answers. S4 had an active implication in the debate, sometimes even detoured from the subject. S5 conformed himself to the group opinion, did not have his own opinion, and agreed with his predecessors. S6 was very preoccupied by the subject having different attitudes related to the problems rised by the choosed theme. S7 had a conciliant attitude, reserved in front of the problem. S8 involved himself in the discussion offering moreover other problems for the debated theme. S9 and S10 greatly detoured from the subject and initiated conversations related to their own experiences. S11 gave answers fontion to the other participants opinions. S12 was passively involved and gave simple and short answers. S13 had an intensive participation, supporting the discussion

with enthusiasm. S14 manifested an attitude which reflected problems knowledge from different points of view.

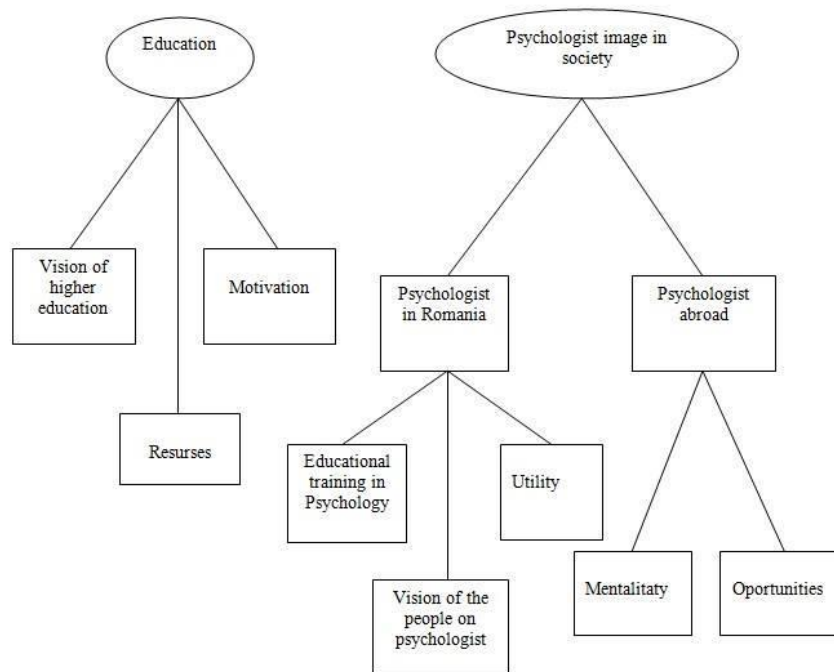
In the phase „The motivation for choosing the psychologist job” were identified the following answers: „it is not enough only a diploma”, „there are too many study places”, „there are only few work places”, „evolution”, „a job without physical effort”, „help for the people”, „helps”, „personal development”, „knowledge”, „learning”, „the help confirming in the family”, „mentality”, „ignorance”, „reticence”.

In the phase „The psychologist job itself” were underlined the following aspects: „education”, „confidentiality”, „the mob effect”, „advertisement”, „transparency”, „useful job”, „opens the thinking”, „helps in communication”, „insertion in work”, „the state does not involve itself”.

In the phase „Advantages/Disadvantages” stood out the following answers: „standard of living”, „neutrality”, „to profess”, „appreciated”, „valued”, „fashion”, „resources”, „incompetence”, „security”, „uprooting”, „breakage”, „stereotypy”, „absence of a timetable”.

The answers received in the three phases were collected thus that we arrived at three conceptual maps. From the received answers were extracted the main words to make up the titles and the themes of the conceptual maps. The main titles are: „the initial studies”, „The psychologist image in society” formed by the following categories: „The psychologist in Romania” and „The psychologist abroad”. After the collection of the data was made an initial theme schema formed by two categories and 57 themes. The second conceptual map is made from 26 themes and the third conceptual map is composed by two categories and ten themes (Braun, Clark, 2006).

In the following rows the analysis is made for the first variant, the final conceptual map, which results after many categorial an thematic analysis and limitations. Thus were obtained two categories – the initial preparation (studies) and - the psychologist image in society, and 10 themes which reflect the real preoccupations of the future psychologists related to their professional future both in the eventuality to remain in our contry to profess or in the case in which they would go abroad to profess. The categories and the themes can be seen in the figure1.



Graphic 1. The theme map - The psychologist image in society

The category „Initial preparation/studies” is made by the themes „vision on the higher education”, „resources” and „Motivation”. The

category „The psychologist image in the society” is composed by the themes „The psychologist in Romania” and „The psychologist abroad”. The category „The psychologist in Romania” is composed by „The educational formation in psychology”, „The society vision on the psychologist” and „Utility”. The category „The psychologist abroad” is made up by the themes: „Mentality” and „Opportunities”.

In the theme „The vision about the higher education” was discussed the high number of study places and the small number of work places in the domain and about the absence of the admission exam, which could sort the interested students from those uninterested. Also, was raised the problem of the fact that the faculties do not create application conditions. Some participants were revolted and mentioned by a „leader” participant in discussions „the quality of the higher education is given by the people and not by the system”. A participant spoke about his opinion that the higher education is very expensive, and the quality-price balance is not justified in this case.

In the „Resources” theme the participants spoke about the state study financing and about the small number of budgetary places occupied by those with high marks at the bachelor exam. The absence of the work instruments, of the courses classes and of the access to the material and the apparatus, as well as their defect technique state were reasons of revolt for those who graduate a specialization.

In the „Motivation” theme was raised the problem of the professor teaching methods, the problem of the students absence from courses and about the development of this field in professional level. The participants identified also the lack of the space for practice, that demotivates the students. The participants identified as reason for choosing the

psychologist job the desire to help the others, by a professional basis not only as friends.

In the theme „The educational formation in psychology” were discussed the problems of self-knowledge and personal development which are realised in the faculty frame. They are necessary both the theoretical part and also the practical one in which they can observe the „humans grotesque and beauty” (S2). The participants show themselves willing to learn new things and to use them to help themselves or to help the others.

In the theme „The society vision about the psychologist” were discussed the Romanians preconceptions about the psychologist, and the lack of understanding the difference between the psychologist and the psychiatrist. The fear to be catalogued „being different” after a visit to the psychologist determines many Romanian people to refuse a professional help which could be salutary for them. Also, few participants took into account their family, friends and relatives opinions when they choose this job.

In the theme „Utility” we observed the concentration of the discussions on the absence of the projects which could help its development and its image, as well as the state does not create conditions for the application of the job itself. The great majority of the participants are disappointed about the fact that there are too many psychologists on the work market and the fact that in our country this job has not success. The subject S3 is very sad because of the fact that he must leave the country if he wants to impose himself as a good professional and in this way an uprooting would be produced. In the other hand S11 wants to remain in the country especially for the reason to help people to change their obsolete mentality

In the theme "Mentality" the discussion took a pessimistic turn about the problem, the general opinion being that the Romanians are strait-laced in fix ideas, limited regarding the psychologist and the visit to the psychologist, comparing with the psychologist image abroad. The majority of the participants manifested their desire to emigrate for having professional realisation in the psychology domain. A part of them are content and confident in their future in Romania. At this theme the comparisons didn't stopped. They talked even about the fact that abroad the psychologist job is taken to ridiculous and that the visits to the psychologist are a fashion that all want to try.

In the theme „Opportunities" the discussion was based much on a positive orientation because they talked about the professional practice outside the country, and the general opinion clear underlined was that the future is more favourable outside the borders due to the fact that the strangers accomodate more easy to this trend.

Conclusions

After the discussions, the general opinion of the participants is that in Romania there are difficulties regarding the society opening towards the necessity and the real value of the services offered by the psychologists. From this reason, the professional development and the rise in career face many difficulties. In the other hand if we refer to the opportunities offered by other states to the psychologists and to their professional development, those are more numerous and are quantified in more substantial financial gains, due to a superior valued recognition in the frame of society.

The specialization in different branches of the psychology and the obtaining of the practice right for the new graduates is hampered by a bushy legislation and by the expensive costs that the young graduates

must support. These do not benefit from any financial support from the state, in the moment of the beginning of their profession.

A last aspect underlined refers to an insufficient practical training of the students, regarding the latter work as professionals, and the access to the special informations is limited by additional financial costs (the access to data bases is generally payed).

Our society has a pressing need for opening and removing stereotypes and prejudices which prevents a large part of the population to seek the services of psychologists, in different stances of their existence. With the change of these erroneous perceptions, provided training and psychological status in our society will change and people will benefit from the services offered by psychologists.

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THE SERVICES PROVIDED BY THE NATIONAL AGENCY FOR EMPLOYMENT TO JOB SEEKERS

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Abstract: This paper includes a review of theoretical aspects pertaining to enhancing labour market participation, and a quantitative research (secondary analysis) on the services provided by the National Agency for Employment Romania (ANOFM) to job seekers. The analyzed timeframe ranges from 2008 to 2012, and the method we used is social documents analysis (ANOFM activity reports). In line with the direction set at European level, employment activation policies in Romania also target the inclusion of persons from groups at high risk of labour market exclusion, such as persons with disabilities, the long-term unemployed, persons living in rural communities, the Roma, persons in prison.

Keywords: job seekers, inclusive policies, vulnerable groups, vocational training, EURES

Introduction

Taking into account the current labour market demands, magnified by the economic crisis over the past several years, finding a job has become a very difficult undertaking.

According to the Activity report (2012) by the National Agency for Employment (ANOFM), at the end of 2012, the national unemployment rate was 5,59%, compared to 4,2% at the beginning of 2008, and in the 2008-2012 period, the highest unemployment rate was recorded in March 2010 – 8,39%. The same source indicates that at the end of 2012, long-term unemployment (calculated as the share of the long term unemployed in the total number of unemployed persons in that specific age group) was 19,78% for young people under 25, and 35,38% for adults.

Overall, employment policies include measures aimed at: workforce training and qualification, increasing labour market flexibility, creating new jobs, reducing unemployment for groups with socio-professional integration difficulties (e.g. the Rroma, persons with disabilities, incarcerated persons, young people leaving child care system) etc.

In a 2009 report (CPARSD, p. 30), the authors showed that "labour market policies are massively underfinanced and consist of a set of active measures which although has continuously expanded, is still underdeveloped" and called for "a change of perspective in employment policies, from coercive policies toward inclusive policies", targeting the inclusion of persons excluded from the labour market.

Full employment (precise targets for the general employment rate, the employment rates of women and older workers) and enhancing social cohesion and inclusion are key objectives in the revised European Employment Strategy (SEO), presented in the European Commission Communication on January 14, 2003 (MMFEŞ, 2007, p. 4). Moreover, one of the priorities set in the "Europe 2020" Strategy adopted in June 2010, aims for inclusive growth: fostering a high-employment economy

delivering social and territorial cohesion. "The adoption of the Europe 2020 Strategy is a reconfirmation of trends of employment policies shifts, from passive toward active measures, by promoting preventive measures for reducing unemployment, especially among youth, persons at high risk of labour market exclusion and persons at a greater risk of becoming long term unemployed" (Constantinescu, 2013, pp. 16-17).

This paper presents theoretical aspects in regard to enhancing labour market participation, and a quantitative research of the active measures taken by the public employment service in Romania for jobseekers. The analyzed timeframe ranges from 2008 to 2012, and the method we used is social documents analysis – secondary analysis (ANOFM activity reports).

Measures aimed at enhancing labour market participation and their importance

Following the revisions and completions introduced by the Government Emergency Ordinance no. 144/2005, Law no. 76/2002 on the unemployment insurance system and employment activation defines the job seeker as: "the person who takes steps to find a job, by their own means or by registering with the employment agency located in their area of domicile or, as applicable, residence or with other employment services provider, accredited according to law" (art. 5). As we previously mentioned, on account of the economic crisis (Bekesi și Coturbaș, 2011) employment opportunities for job seekers are rather limited. People from vulnerable social groups are in a very difficult situation since "labour market does not offer them many perspectives" (Costin, 2014, p. 15).

According to art. 3 of the Law no. 202/2006 (republished) on the organization and functioning of the National Agency for Employment,

ANOFM implements the policies and strategies in the area of employment and vocational training for job seekers, elaborated by the Ministry of Labour, Family, Social Protection and Older Persons.

Measures to stimulate employment are defined as those measures aimed at supporting job seekers in finding a job, and especially, the unemployed in acquiring the status of an employed person (art. 5). In keeping with art. 53 of the Law no. 76/2002, measures to stimulate employment seek to: increase the employment opportunities of job seekers, encourage employers to hire unemployed persons and create jobs, as well as promote the labour market participation of youth at risk of social marginalization.

According to art. 54 of the Law no. 76/2002, "measures to stimulate employment are aimed both at job seekers, as well as employers and are carried out through specialized services, provided by employment agencies or other service providers in the public or private sector".

"Active employment measures consist of a set of interventions which influence directly and in the short term, the volume and structure of employment and correspondingly of unemployment, in order to keep balance between labour demand and supply, either in the sense of increasing labour demand, or reducing an oversized labour supply" (Constantinescu, 2013, p. 21).

Programs aimed at enhancing employment (active employment measures, such as providing benefits to employers, qualification and re-qualification training courses) are part of "measures to stimulate social growth with a direct effect on increasing the wellbeing of human communities" (Chipea, 2010, pp. 20-21).

In the opinion of authors Cojocaru and Popp (2010, p. 394), active labour market policies in Romania "are the most efficient activity of social assistance targeting the unemployed (aiming to counteract the inefficiencies determined by giving cash assistance, helping the population affected by unemployment find jobs through actions such as information, intermediation, vocational training and encouraging labour mobility)".

In keeping with the 2007-2013 National Development Plan, the Public Service for Employment "must be capable in providing job seekers and persons at risk of becoming unemployed a complete set of services, personalized assistance, correlative with the development of an individual action plan for each person, and the most appropriate employment solutions".

According to art. 57 of the Law no. 76 from 2002, the services delivered by ANOFM with the purpose of increasing the job seekers' chances of finding employment are: vocational information and counseling; job-matching (labour market intermediation); vocational training; assessment and certification of professional competences acquired other than through formal means; consultancy and assistance for starting an independent activity or a business; supplementing the employees' wage ; stimulating labour force mobility.

Vocational information and counselling consist of a set of services provided free of charge to job seekers and serve the following purposes: offering information in regard to the labour market and the evolution of occupations; personality assessment and self-assessment for vocational guidance; developing the job seekers' ability and self-confidence, in order to enable them in making career-wise decisions; training on job-searching methods and techniques (art. 58).

According to art. 59 of the Law no. 76/2002, job-matching (labour market intermediation) services connect employers to job seekers, in order to establish labour or employment relations, and consist of:

- information on vacancies and conditions for employment, by means of publishing, posting, and organizing career fairs;
- electronic exchange, by matching the labour demand to the supply, enabled by information technology;
- a preliminary selection of the candidates, according to the requirements of the vacancies available and in line with their training, skills, experience and interests.

Article 63, paragraph 2, stipulates that vocational training programs encompass vocational initiation, qualification, re-qualification, improvement and specialization of job seekers. Access to vocational training programs is provided subsequent to the information, professional counselling or intermediation activity (art. 64, paragraph 1).

In accordance with art. 71, paragraph 1, consultancy and assistance for starting an independent activity or a business are provided through legal, marketing, financial services, efficient management methods and techniques, and other counselling services.

Geographic mobility is encouraged by granting bonus payments on employment or establishment, as applicable. According to art. 74 of the Law no. 76/2006, the persons who take up employment in a locality at more than 50 km from their domicile, while they receive unemployment allowance, shall be granted an employment bonus payment, from the unemployment insurance budget, equal to twice the value of the reference social indicator in effect at the date of granting. The persons, who take up employment in another locality and change their domicile, while they receive unemployment allowance, are granted

an establishment bonus payment, equal to seven times the value of the reference social indicator at the date of employment (art. 75).

The National Agency for Employment provides labour intermediation services in the European Union and the European Economic Area (EEA), as a member of EURES. European Employment Services (EURES) is a cooperation network between European public employment services and was created to facilitate the free movement of workers within the European Economic Area and Switzerland. Within this network, public employment services are partnered with trade unions, employers' organizations and other labour market stakeholders.

The analysis of the services provided by ANOFM to job seekers in the 2008-2012 period

Vocational information and counselling. Vocational information and counselling services have a very important role in the activity developed by ANOFM, their quality shaping the results of implementing the other employment enhancing services, particularly vocational training. As table 1 indicates, in 2012, the number of beneficiaries receiving information and counselling services was higher by 42 percent, compared to 2008, but lower by 8 percent in comparison with 2011. The largest number of beneficiaries receiving information services delivered by ANOFM was recorded in 2010 – 947.560 persons. Furthermore, the data presented in table 1 point to a significantly high figure, reported in 2010 as well, accounting for the persons who were offered counselling for starting a new business, subsequent to the vocational information and counselling (8.884).

Table 1.

Beneficiaries of the vocational information and counselling services in the 2008-2012 period

	2008	2009	2010	2011	2012
The number of jobseekers who received vocational information and counselling services	610.597	762.164	947.560	943.455	867.456
out of which: newly registered persons	479.807	599.174	729.561	661.847	578.317
The number of participants in vocational training courses, following their participation in vocational information and counselling	38.150	30.581	31.164	38.285	34.974
The number of beneficiaries provided with counselling for starting a business, subsequent to the vocational information and counselling	2.108	4.306	8.884	1.594	432
The number of persons employed exclusively through the counselling and vocational guidance services	66.269	53.683	64.784	61.254	56.950
The number of persons with special needs who received counselling services	40.891	49.598	51.165	24.871	33.090

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

Vocational training. Analysis of the data presented in table 2 indicates a decline in the number of persons included in vocational training programs in the reference period, with the exception of 2011, when it reached the peak of the analyzed period. In 2012, the number of beneficiaries who participated in vocational training courses, was lower by 11,46 percent, compared to 2008, and by 19,5 percent lower than in 2011. As shown in table 2, the persons who benefited from free vocational training programs included, in the period under analysis, not only the unemployed, but also persons returning from parental leave of up to two years, or persons who resumed working after a time of invalidity retirement.

Table 2.
Beneficiaries who participated in vocational training programs in the
2008-2012 period

	2008	2009	2010	2011	2012
The total number of participants in vocational training programs	43.915	36.378	35.454	48.321	38.881
out of which: unemployed persons	39.448	32.329	33.682	46.687	37.977
The number of clients receiving free services, other than unemployed persons	4.467	855	666	827	413
The number of persons who do not benefit from free-of-charge services	2.878	3.194	1.106	807	491

Source: ANOFM, Activity report 2008, 2009,2010, 2011, 2012

In regard to the categories of vulnerable persons enrolled in vocational training programs, in the analyzed period (table 3), the National Vocational Training Plan was developed taking into account the need to include persons from disadvantaged groups on the labour market.

Thus, vocational training programs targeted different vulnerable groups, such as: the Rroma, persons with disabilities, persons from rural areas, women, incarcerated persons etc.

Table 3.

Categories of vulnerable persons included in vocational training courses in the 2008-2012 period

	2008	2009	2010	2011	2012
long-term unemployed	2.961	-	-	3.461	5.905
persons from rural areas	18.760	11.940	10.865	15.000	13.920
persons with disabilities	94	79	98	283	91
the Rroma	1.109	775	677	898	1.227
persons in prison	1.546	631	595	583	404

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

The job sectors accounting for most of the courses organized and attended by a large number of participants, are: agriculture (worker in plant and livestock farming), construction (painter and construction labourer), electrical engineering, automatics, electronics, computer science/IT (data entry operator, validation and data processing operator, and computer and network operator), commerce (retail worker and grocery clerk), food, beverage and tobacco industry, tourism, and restaurants (waiter and cook), human resources inspector.

Employment stimulation of disabled persons. As indicated in table 4, in 2009, there was a significant decline in the numbers of persons with disabilities in employment (by 62 percent, compared to the previous year). Actually, compared to 2008, the number of persons with disabilities who received counselling services in 2012 dropped by 25,4 percent, while the number of disabled persons in employment decreased by 42,3 percent. According to ANOFM, "the obstacles to integration experienced by persons with disabilities are particularly diverse, relating to: accessibility issues that the community and employers need to

resolve; workplace accommodations provided by the employers; attitudes toward employing disabled persons" (ANOFM, Synthesis 2010, p.7).

Table 4.

The number of persons with disabilities who received services from ANOFM in the 2008-2012 period

	2008	2009	2010	2011	2012
The number of persons with disabilities employed, as a result of the services provided	1.061	402	718	815	612
The number of persons with disabilities who received counselling services	974	1.169	1.178	809	726
The number of persons with disabilities included in vocational training programs	94	79	98	283	91

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

Stimulating the labour force mobility. This may be a solution for the workforce deficits in some areas, regions or job sectors, but it is a limited measure in terms of results. As mentioned in the ANOFM activity reports, encouraging geographic labour mobility has not produced significant effects, the main reasons for its reduced efficiency being: the mindset of being rooted in one's birthplace, correlated with low wages and other issues such as the possibility of finding accommodations for oneself and one's family (ANOFM, Activity report 2009, p. 16). In 2010, the number of persons receiving a mobility bonus payment reached its peak – 3.410 persons, thereafter continuing to decrease in the following years (table 5). In regard to the beneficiaries' age, the measure was most successful in the 25-35 age group, and also in the over 45 age group, as shown in table 5.

Table 5.

Persons who were employed through mobility bonus payments (total number and distribution by age group) in the 2008-2012 period

		2008	2009	2010	2011	2012
The number of persons who received mobility bonus payments		2.636	2.233	3.410	3.179	1.922
out of which:	under 25 yrs	627	556	642	471	395
	aged between 25-35	765	693	1.138	992	608
	aged between 35-45	615	510	824	837	388
	over 45 yrs	629	474	806	879	531

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

Granting consultancy and assistance for starting an independent activity or a business. According to the 2009 Activity Report prepared by ANOFM (p. 17), the small number of people who managed to start an independent activity or business, following the consultancy and assistance services, is indicative of: the providers' offer of consultancy and assistance services is modest and focuses especially on urban areas where the unemployment rate is usually low; job seekers' inability to start and develop independent activities (also considering the structure of unemployment by level of education and qualification, registered by the Agency) and the economic context which characterized Romania in 2009. The data presented in table 6 indicate that, compared to 2008, in 2012 the number of persons who used consultancy and assistance services, decreased by four times, while the number of persons who started a new business, declined by more than half (similar to the number of women who started an independent activity or business, following the consultancy and assistance provided).

Table 6.

The number of persons who received consultancy and assistance in the 2008-2012 period

	2008	2009	2010	2011	2012
The number of persons who received consultancy and assistance services	11.684	14.340	18.620	6.070	2.773
The number of persons who started an independent activity or business, as a result of receiving counselling and assistance services	593	869	507	264	242
The number of women who started an independent activity or business, as a result of receiving counselling and assistance services	256	297	221	101	112

Source: ANOFM, Activity report 2008,2009, 2010, 2011, 2012

Job-matching. An analysis of the data presented in table 7, points to a 15,3% decline in the number of persons employed through intermediation services in 2012, compared to 2008. The most significant decline in the analyzed period was reported in 2009, namely a decline by over 25 percent compared to the previous year.

The labour market intermediation activity was unquestionably enhanced by organizing job fairs (two general job fairs - targeting all categories of job seekers and for graduates; fairs targeting specific groups - for women in various occupations, for young people leaving child care system, for persons with disabilities, for the Roma).

Table 7.

The number of persons employed through labour intermediation services in the 2008-2012 period

		2008	2009	2010	2011	2012
The number of persons employed through intermediation services		320.544	239.958	305.179	306.206	271.416
out of which:	with an employment contract for an unspecified period	244.995	169.712	207.984	203.867	178.647
	with an employment contract for a specified period	75.549	70.246	97.195	102.339	92.769

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

At the end of the period under analysis, the number of persons employed through job fairs (13.305), decreased by 23,2 percent, compared to 2008 (17.328), as shown in table 8.

Table 8.

The number of persons employed through job fairs in the 2008-2012 period

	2008	2009	2010	2011	2012
The number of persons employed through job fairs	17.328	13.124	15.619	16.532	13.305

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

The job placement of Romanian citizens abroad. The number of vacancies available in the EURES network, as well as the number of job seekers in European countries, who demanded EURES adviser's services, rose in the analyzed period, as shown in table 9. Thus, compared to 2008,

in 2012 the number of jobs doubled and the number of people who were employed through EURES tripled. Similar to implementing other active measures, as the analysis indicates, the number of work placements abroad reached its peak in 2010.

Table 9.

Vacancies available in the EURES Network in the 2008-2012 period

	2008	2009	2010	2011	2012
The number of vacancies available in EURES	1.566	2.122	3.038	2.648	3.302
The number of persons applying for EURES counselling	9.825	10.008	17.441	17.318	16.496
The number of job placements in EURES	226	951	1.885	1.563	715

Source: ANOFM, Activity report 2008, 2009, 2010, 2011, 2012

According to ANOFM activity reports, in the period under analysis, the most popular destinations for job seekers were Spain, Germany, Italy, United Kingdom, and Denmark. In regard to the level of training, in the analyzed period, most of the applicants for a job placement in European countries had primary, lower secondary and vocational training (43-50%). High school and post-secondary school graduates make up a share of about 40%, while the percentage of applicants with a higher education degree is reportedly 10%-15,8%, out of the total number of applicants.

The data in table 9 illustrate a notable difference between the number of persons receiving information and counselling services from EURES and the number of successful job placements through EURES. Activity Reports prepared by ANOFM, from the reference period, describe the main obstacles to labour mobility encountered by Romanian workers in the European space: lack of proficiency in the European language requested by the employer, lack of specialization and

insufficient knowledge among job seekers about working and living conditions in that specific state.

Conclusions

In spite of an overall decline in the analyzed period in the number of persons receiving services delivered by ANOFM, the active measures promoted by ANOFM carry significant weight in enhancing employment. Unquestionably, the economic-financial crisis over the past several years has had a considerable impact on the labour market in our country. An analysis of the data on the persons receiving services from ANOFM shows that in some instances, the number of service users rose to a peak in 2010, when the unemployment rate was also at its highest in the 2008-2010 period. Upward trends are also discerned for the number of persons receiving vocational information and counselling and the number of persons who applied for EURES counselling in the period under analysis. We believe that current labour market demands in terms of qualification and professional experience, relative to the large number of job seekers, are substantial challenges to enhancing employment. Hence, vocational training should be regarded as a central measure of active labour market policies, and the course content should be responsive both to the needs of applicants, and the current labour market demands. There is an increase in workforce mobility abroad, as a result of the services available through the EURES network.

In line with the direction at European level, active labour market policies in Romania target the labour market inclusion of persons from vulnerable groups, such as: persons with disabilities, persons from rural areas, women, the Rroma, persons in prison. Thus, the active measures implemented by ANOFM in the 2008-2012 period aimed to include

persons at risk of labour market exclusion, as the data presented in this paper show in regard to counselling, vocational training, job-matching, consultancy and assistance for starting an independent activity or a business.

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CHRONIC DISEASES AT WASTEWATER WORKERS FROM TIMISOARA

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Abstract: Timisoara 179 wastewater male workers activity and health were evaluated in this study. A part of results was presented and analyzed. Canal and treatment plant workers have a specific exposure, in general in external ambient and implies accident risks, shift activity, physical effort and postural demands, chemical, biological factors, noise, vibration other risks. The studied workers have similar life styles. Their medium age is 45. Chronic diseases represent the main pathology: cardiovascular problems, especially arterial hypertension, spine pathology and obesity are the first causes of health impairment and absenteeism. Respiratory and digestive symptoms occur as chronic pathology and acute episodes. The number of diabetes mellitus cases increased in the last years. Dermatitis and cancers evolution can be caused by workplace conditions. Considering that ageing brings chronic illnesses and this pathology influence and is influenced by professional activity, it is necessary to implement workplace health promotion programs for this category of workers and to maintain a good cooperation between occupational health service and family physician.

Key words: wastewater workers, chronic pathology

Introduction

Wastewater workers are key persons in maintaining proper cities.

Civilization brings an increase of quantity of wastewater, and its pollution.

Several studies analyse the quality of sewage water and the health status of maintenance workers.

This study is a part of a complex investigation of work conditions and health status of professional involved people in canal and wastewater plant activities.

The aim of this work is to put in evidence the importance of early detection of chronic diseases and the necessity of correct treatment for maintaining workers fitness for work.

Material and method

We studied working conditions and health status of canal and wastewater plant workers in Timisoara city.

Working conditions were evaluated: ergonomic study of work, microclimate, noise, chemical substances measurements, and biological risk evaluation.

On the basis of medical records analyse, clinical examination, blood pressure measuring, haematological and biochemical analysis of blood, spirometric tests and standard electrocardiographic records, the impact on health was investigated. Data were processed by means of the EPI 6 Info Program using: the Relative Risk, the Odds Ratio and the Chi Square tests (uncorrected and corrected by Mantel-Haentzel and Yates).

The study involved 179 workers (males): 109 canal workers in the exposed group C (mean age: 44.25 ± 8.51 years, length of exposure to sewage water was 11.71 ± 12.32 years) and 70 workers from wastewater plant in the group P (mean age: 47.22 ± 8.85 years). Total group had 45.41 ± 8.74 years mean age and seniority at work with exposure at wastewater was 12.81 ± 8.65 years.

Results and discussions

Workplace evaluation

Majority of work is performed outdoor, 8 hours per day for group C, respectively 12 hours per day for group P, the entire shift duration, and all the year.

Canal activity is organized in two manners: planned, maintenance works and emergency interventions (preventive and corrective maintenance). The last category implies stress, rapid reactions, distributive and attentive concentration, higher risk of accidents. Some works oblige the workers to enter in the canal. They need to have good physical condition; the musculoskeletal effort can be high, and sustained. Awkward positions are usual adopted and heavy materials must be handled, starting with manhole cover. The new technology implemented since 2009 reduced the time spent in canal, by “C” preventive maintenance group workers.

Wastewater plant workers have 12 hours shift activity, including night shift. Real problems occur in rainy days and in winter time. Professional effort is medium, including handling heavy materials and adopting awkward.

For both groups, fall into tanks and work in confined space where workers enter for maintenance operations represents high risk of accidents; acute poisoning can occur in these workplaces, where VOCs, hydrogen sulphide, ammonia methane, chlorine, sodium and calcium hypochlorite, can be inhaled [1,2,3,4].

In both workplaces chemical, biological and physical noxious were evaluated. The obtained values for chemical noxious show low values for ammonia, hydrogen sulphide, carbon oxide. Wastewater

workers are exposed by inhalation, by dermal contact or by ingestion at chemical and biological noxious [3,4,6,8].

Contact with wastewater in the treatment plant and in the canal system, possibly contaminated with pathogens and/or potential pathogens can cause: hepatitis A, acute diarrheal disease (bacillary dysentery, cholera, typhoid, and diarrhea syndrome), tetanus, leptospirosis, brucellosis, and diverse dermal sufferings, frequent skin infections, etc. [2,5,7,11].

Health status aspects

The mean age of the workers of both groups is more than 45 years, age when chronic diseases occur.

Chronic diseases are not affecting only the life of the individual but they also affect their social environment (family, social and working life).

The study of medical records and a questionnaire shows that the two groups have similar education level, life style, eating habits, professional qualification and seniority at work, including the length in service at the actual workplace. The organization is in developing, so workplace is stable.

There is a significant difference between the two groups in smoking habit ($p < 0.0003$) that is most common in the group C (more than 57%), compared with group P (37%).

Alcohol consumers are more than 65% in both groups, but 8 (11.42) persons in the group C can be included in the alcoholic category.

Arterial hypertension was found in 32.40 % of the studied population, and in 12.84% of those with weight excess. In the group C, there were 29 (41.42%) hypertensive, 16 of them with weight excess

(55.17%). In group P, there were 29 (26.60%) hypertensive, 7 of them with weight excess (6.42%).

The prevalence of hypertension according to the grade of severity is presented in Table 1:

Table 1.

The prevalence of various types of hypertension

Type of AH	Canal group		Plant group		Both groups	
	No.	%	No.	%	No.	%
Grade I	11	15.71	18	16.51	31	17.31
Grade II	13	18.57	8	7.33	21	11.73
Grade III	5	7.14	3	2.75	8	4.47
Total	29	41.42	29	26.60	58	32.40

Chronic pathology represents real problem in establishing the fitness for work of the studied persons (Figure 1)) [5,6,10,12].

Cardiovascular problems, other than hypertension (61 cases – 34.07%) are the most frequent chronic health problem. On the second place, stays arterial hypertension (58 cases, 32.40%). They can be correlated with age, genetic factors, lifestyle and professional demands, especially occupational effort and stress ($p < 0.005$).

Hydrostatic varicose is a chronic disease possible “work related disease”, secondary to activity position and professional effort.

Spine sufferings were found at 57 (53.27%) workers, 35 canal workers (32.71%), respectively 22 wastewater plant workers (31.42%). There were 6 cases with herniated disc (3+3 cases). In the C group one was solved by surgery and for one it was necessary to change the workplace after operation.

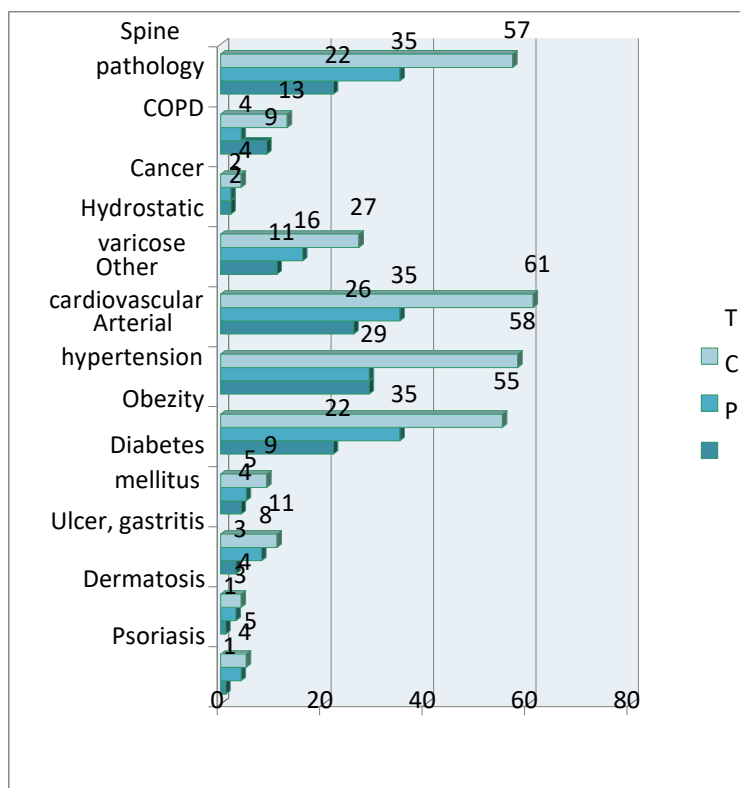


Fig.1. Chronic diseases

Obesity was the third founded health problem. Nutrition status and obesity were presented in Fig.2.

Body mass index (BMI = weight [kg]/height² [m²]) was determined and a weight group classification based on WHO standards was used. Overweight as an important risk factor had a high prevalence in both groups (total, 35.19%): 40% in the P group and 32.11% in C group. In both groups, the distribution of subjects with weight excess showed a maximum in the 45-50 age group (43.18%), but including older subjects (up to 55 years) their proportion amounted to 57.40%. Obesity

represents more than 30% in both groups, in non-significant report. More than 20% of workers are affected by first degree obesity.

Nutrition is specific for western part of Romania, bread, fats, salt in excess, low amount of fruit and vegetables, use of concentrated sugar. In general, the workers have an unbalanced diet. Work schedule conduct at irregular meals and high consumption of food late in the night. That aspect influences the nutritional status.

There were find 9 diabetes mellitus cases, all type two; four cases were found with high values of basic glycaemia, as recent diagnosed cases.

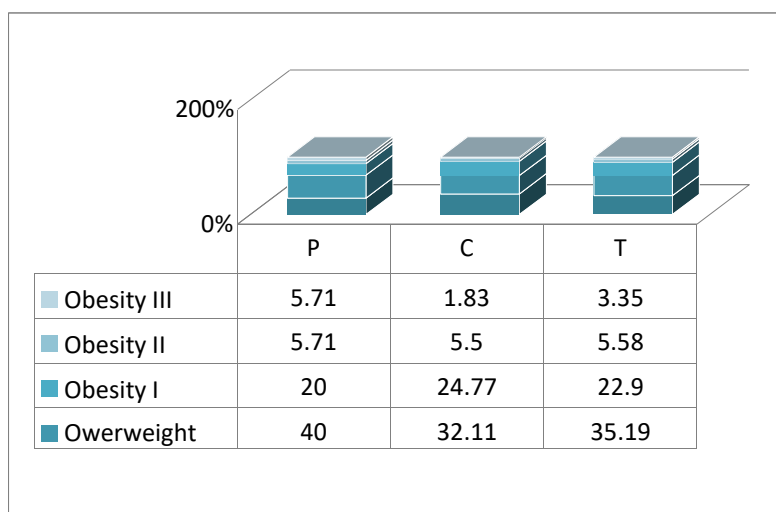


Fig.2. Nutrition status and obesity

Helicobacter Pylori was found at 84.61% of canal workers, similar values with other countries [9,12] and at one half of wastewater plant workers (50%), no statistical signification. Comparing with Romanian asymptomatic population data, which the infection prevalence is 74.3 our study values are similar. It must be mentioned that 11 persons (8 in C group and 3 in P group) were symptomatic for stomach suffering.

Giardiasis [12]. is the most common parasitosis in general population of Romania; we put it in evidence at wastewater workers, too. We did not find evidence based data on the prevalence of it, in our region. No statistical significant values found.

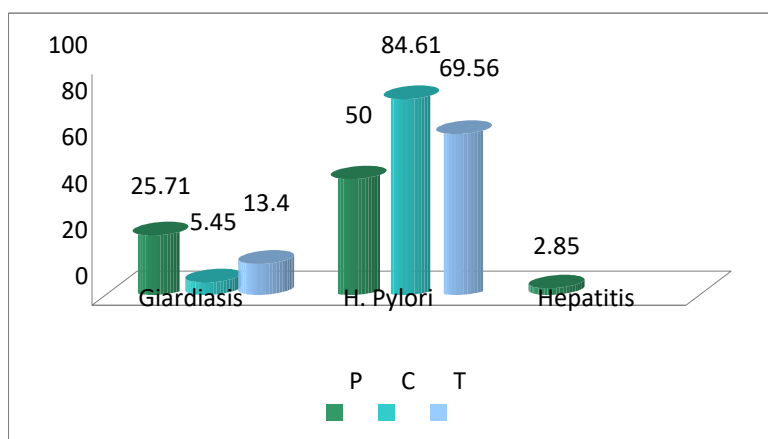


Fig.3. Common infection

Eight workers of the C group and three from P group accuse digestive symptoms and were diagnosed with gastric/duodenal ulcer, gastritis.

There were find four cases with chronic hepatitis B (2 cases) and C (2 cases) without symptoms.

Respiratory pathology consists in 13 COPD cases. Spirometry tests show alterations in 42 of the workers in both groups, as minor abnormalities. Mild restriction (24 cases, 13.4%) and obstruction of small airways (18 cases, 10.05%) were present in non-significant proportion. Obesity can be an important favorable factor. Most frequent acute pathology consists in cold and low back pain, in both groups.

Smoking was a common habit in the studied community with a prevalence of 32.4 %, with a number of 22.3 cigarettes per day. The canal

group workers, 42 persons (38.53), smoked 2 - 50 cigarettes daily (medium consume 21.82) and the plant workers, 13 (18.57%) smoked 23.8 cigarettes daily (8 – 30 pieces).

No significant differences between the two groups were found in the levels of blood tests, the results were similar with general population values.

Chronic dermatological pathology consists in five cases of psoriasis (four at canal workers) and four cases of staphylococcal dermatitis, all at canal workers. Terrain improper hygiene conditions can be considered like a favorable factor) [12].

In the last three years four cases of cancer were diagnosed: in the C group one colon and a pancreatic cancer were found and in the group P a lung and a larynx cancer were diagnosed. Both respiratory cancers occurred at hard smoker persons, at 49 and 52 years old. Three persons retired for health reasons. The lung cancer was treated after surgery and restarted the professional activity like electrician in the wastewater plant. He stopped smoking. It is difficult to prove the link of cancers with the workplace, but a possible association must be considered, too.

Conclusions

Timisoara wastewater workers activity and health were evaluated in this study. A part of results was presented and analyzed. Canal and treatment plant workers have a specific exposure, at a sum of occupational risks. Protective measures are limited, especially at canal activities.

All the studied workers have similar life styles. Their medium age is 45. Chronic diseases represent the main pathology: cardiovascular problems, especially arterial hypertension, spine pathology and obesity

are the first causes of health impairment and absenteeism. Respiratory and digestive symptoms occur as chronic pathology and acute episodes. The number of diabetes mellitus cases increased in the last years. Dermatitis and cancers evolution can be influenced by the workplace, too.

Considering that ageing brings chronic illnesses and this pathology influence and is influenced by professional activity, it is necessary to implement workplace health promotion programs for this category of workers and to maintain a good cooperation between occupational health service and family physician.

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STANDARDIZED PROFESSIONAL COUNSELING TECHNIQUES USING INTERPOLATIVE FUZZY EXPERT SYSTEM IN ROMANIAN PROFESIONAL VOCATIONAL COUNSELLING SERVICES FUNDED BY EUROPEEAN UNION

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Abstract: This paper aims to present an automated model (interpolative fuzzy expert system) willing to verify and assist the decision making process accomplished by POSDRU experts during professional advice and counselling services addressing beneficiaries of projects. Integrated employment services are the core of all POSDRU projects, quality, efficient implementation and achievement of the proposed project outputs largely depends on standardization of information and counselling services, tutoring, training and professional mediation. We understand the automatic model, as POSDRU expert / counsellor assistance in the decision on the employability of the beneficiaries, after following professional information services, mediation, tutoring and training. The automated (interpolative fuzzy expert system) model will refer to a system that takes as input the data obtained in the counselling and/or training services, and as outputs, professional profiles matching actual skills of the beneficiaries and the labour market demands.

Key words: professional counseling, interpolative fuzzy expert system, POSDRU

Theoretically aspects of professional counselling in posdru projects

Career counselling services dedicated to young people and adults experienced standardization when they began to be offered for free, subsidized by EU funds. If by 2007, these services were provided in isolation by the ANOFM throughout county agencies and accredited providers to perform various information services, counselling and vocational training for the unemployed, with service subsidized by European funds, the market of professional advisers experienced a vast development and specialization, depending on objectives and indicators of implemented projects.

Most of the projects were in the centre offering integrated services for socio-professional insertion of beneficiaries will have a base component focused on providing dedicated advice and guidance to vulnerable groups. By vulnerable groups we understand the class of beneficiaries who have less access to labour market information, low skills or unsolicited abilities, low motivation to work or train/professionally qualified in a specific area, groups at risk of marginalization and inexperienced young professional or elderly people who are consider being no longer lucrative in the current context of Romania. It should be noted here, changes to the classification of occupations in Romania, as well as occupational standards, which often put in difficulty authorized providers of training programs. Here is mentioned amendment to labour law and education law, which currently put special emphasis on training and skills / competency based assessment very well defined.

Studying professional counselling services market in Romania, we find various techniques and strategies for obtaining complete and comprehensive information on the skills of beneficiaries who participate in these services, and career plans aimed at socio-professional insertion

final lengthy. The primary means of obtaining information on the professional interests of beneficiaries is Holland type questionnaire used in high percentage by POSDRU counselling experts. These types of questionnaires come to define the scope of occupational beneficiaries, often representing the starting point in ones career plan.

Theorizing professional counselling services sector will need to consider two important variables: the beneficiary and the employer. If most of the techniques used by professional advisers are considering the recipient, with the entire complex skills and attitudes, with the entry of POSDRU grants, there emerged a new profile, the mediation advisor, who will deal with the study of labour market trends and occupational achievement diagnostics in the area offering these services. These diagnostics will provide an occupational endpoint to the career plan, namely specific work, which will be directed towards the recipient, according to its skills. This dual system works very simple, theoretically. Take for example a beneficiary that obtained Holland - type profile mostly realistic, after the interpretation of a questionnaire results. This beneficiary has a higher education degree in Engineering - Automation and Applied Informatics and has completed 1 year of service, being employed on a job in the industrial process engineering field, with an increased motivation to engage in a similar position. The output that results from the first phase of the professional counselling process will be mediation to a similar post, but under another employer. On the other hand, the occupational diagnosis developed to collect all vacancies in the area, show two process engineer vacancies and 50 vacancies product engineer. To what job will he be mediated in order to obtain a long-term employability? This decision, if left to the beneficiary, will not be a decision in itself because the beneficiary will apply simultaneously to both jobs and wait to be

invited by any employer to take the interview. What exactly is the role of mediation advisor? Under no circumstances is limited to collecting vacancies and to indicate their beneficiaries the multiplicity of jobs to apply at random, hoping that someone will click on to an interview. The existence of similar job work experience is an ideal context for beneficiaries, but difficult to manage in the process of professional mediation. Equally difficult is deciding on professional mediation in the absence of a beneficiary job work experience related to it.

People development organization arad branch

People Development Organization Arad Branch (FDP Arad) is a non-governmental organization that has provided educational and / or socio-professional integration for vulnerable people from its inception. Since November 2009 FDP Arad is a National Authority for Qualifications (ANC) accredited entity for providing initial training in input, processing and validation data operator.

Since 2009, FDP Arad is an Arad County Agency for Employment (AJOFM Arad) accredited entity for providing specialized services to boost employment - information, advice and mediation in the labour market. Since 2003 FDP has conducted in collaboration with AJOFM Arad several counselling and guidance activities aimed at socio-professional integration of disadvantaged people in the city of Arad and other rural areas of the county. Starting this service was made possible thanks to projects funded by the Region of Lombardy, MMSSF by Law 34 and Italian Ministry of Foreign Affairs.

Since 2011, FDP is a CNFPA (ANC) authorized supplier for adult specialization programs, offering a training program for Trainer

occupation and since 2012, FDP is accredited to provide training programs for trading workers.

Since 2008, FDP Arad has implemented POSDRU projects (DMI 2.3, 5.1 , 5.2, 6.1) as applicant or partner, aimed at providing professional counselling services to integrated long-term employability of beneficiaries. Integrated services refer to information services, individual and group counselling, Job -club sessions, training, tutoring and professional mediation. All these services have seen through the projects to standardize the procedures for each service provided concerning both the technical side and the proposed outcome. One of the successful techniques used by counsellors in the counselling process is the use of beneficiary vocational skills balance. This instrument determines the current beneficiary's specific expertise and identifies its training needs. Tutoring activity for people who are professional mediated, are mostly oriented to employment education, aiming at developing a positive attitude about people with whom they work with and superiors. People's mindset that has no recent experience in the labour market is anchored in a non-constructive pattern that they should be protected at all times by the professional problems they are faced with.

Once beneficiaries have completed the steps recipients of information, guidance and counselling or mediation, they are prepared for the interview with the employer. Tutor's role begins when the beneficiary has participated in the selection interview. If the beneficiary has not been selected, it is directed to the analysis phase of the interview. He must be aware of the positive and negative aspects with which he was confronted, and this context will have to extract positive experience for him to cultivate in future interviews. Usually expectations of employers and beneficiary's inexperienced workers are very large; tutor's role here is to

alleviate expectations about future employee payroll and received help from colleagues and superiors. When the designated person from the company describes the minimum employment criteria, the role of the tutor is to analyze together with the beneficiary if he or she is able to handle the responsibility or not. Tutor's work is nearing completion when the beneficiary has adapted to working schedule and conditions of work as well as teamwork and there is satisfaction with income.

Tutoring activity for beneficiaries that are involved in a training program aims at developing a positive attitude towards the trainer, knowledge and other students. As the beneficiaries have received information, counselling or career guidance and also a recommendation to follow a training course, they are included in the category of people who will benefit from tutoring.

Tutor's role is to manage throughout education, viewed from the perspective of the learner, not the trainer. First, the educational objectives will relate to adapt to the training program and stimulate student – trainer – content relationship. As the courses are conducted and the adaptation stage is completed, the tutor will start the motivation towards more precise knowledge learning of the beneficiary. The last stage in the framework of the tutoring will focus on providing accurate information about concrete work tasks they will face in a future job. Role plays will take place and the beneficiaries will be directed to jobs as training, regarding their interests, level of specific skills, age and previous work experience.

Interpolative fuzzy expert system in the mediation process work

To facilitate counsellor's decision in choosing a specific job for which to apply for a particular beneficiary, we have developed a decision

making model to assist him in setting the ultimate objective of a career plan. Do not forget to make the difference between finding a job and building a career.

The decisional model proposed in this paper is based on a fuzzy expert system interpolation.

The starting point in the development of this expert system will be setting input variables. These input variables (input) - the beneficiary's personal information are collected by professional counsellor through Holland type questionnaires, individual counselling records, CVs and skills' survey. Output variables (output) will consist of information on the specific areas of expertise, demanded by the job description: low, middle or top management on a specific occupation (for example, low management accounting, senior management engineering). In this paper, we will not analyze the importance of personality profile.

Thus, as input, our expert system will record the scores received by beneficiaries in vocational interest questionnaire, namely Realistic - Investigative - Artistic - Social - Enterprising - Conventional (RIASEC) scores on each dimension, the beneficiary's age, previous work experience and level of competence. The three independent variables entered as input to the expert system will serve to shape the output, the real occupational profile of the beneficiary in order to initiate the mediation process towards obtaining a job. When we talk about real occupational profile of the recipient, we will refer to those jobs which the recipient is advised to apply for. Thus, when the beneficiary enters the mediation process in order to achieve long-term employment, the mediation adviser provides him with a list of vacancies at the time. These lists are compiled daily, representing a collection of about 30 vacancies taken from local press, AJOFM Arad, Bestjobs, EJobs and collaborators.

Besides the name, duties and responsibilities, each post will provide a specification on the previous experience and specific skills required, for example Low Management, Middle Management and Top Management.

For our expert system to operate correlated to vacancies specifications, we chose the output data to be represented in the professional areas form proposed by Holland according to their RIASEC model scores. To facilitate the work of mediation experts, our expert system will show the level of expertise of the beneficiary on Holland occupational profile, for example Low Management technical professions or Top Management social professions.

The fundamental operation of this expert system is to setup multiple decision rules on the classification level of beneficiary's professional expertise (Low / Middle / Top Management) on each of the six occupational profiles RIASEC. The questionnaire scores of professional interest will be corrected mathematically depending on age, experience and level of competencies resulting from the skills balance technique.

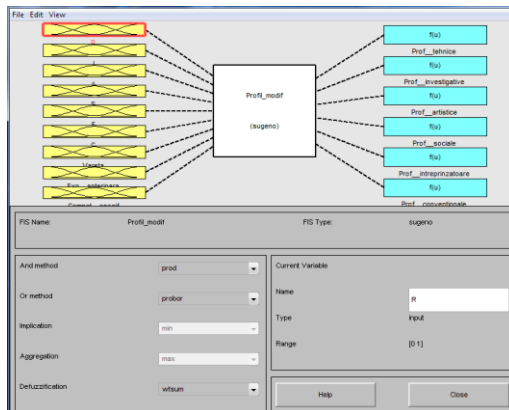


Fig 1. Fuzzy Expert System input and output data

Specifically, we used as input variables the six types of occupational interests with the qualitative descriptors: low, medium and high. These descriptors are defined according to the score obtained by the beneficiary on each of the six types of occupational interests in relation to the minimum and maximum points obtained. Besides RIASEC profile, we took into account the level recipient's specific competency, revealed by the technique used by the counsellor, namely skills' balance, previous work experience (less than 3 years 3 to 5 years over 5 years) and age (between 16 and 24, between 25 and 45 years, 45 years).

For modelling the system inputs and outputs there were used trapezoidal and triangular type sets. The outputs of the expert system refer to the six professional fields that correspond to each RIASEC profile. Every professional field has as a descriptor level of expertise: low management, middle management and top management. These descriptors will provide both the beneficiary and mediation adviser a much clearer picture of the level of professional expertise, organizing the selection of vacancies to which the recipient will be encouraged to apply to.

Expert system's core is represented by the inference rules, decision rules that establish correspondences between variables, in order to determine the level of professional expertise.

Next picture summarizes the inference rules proposed by this model.

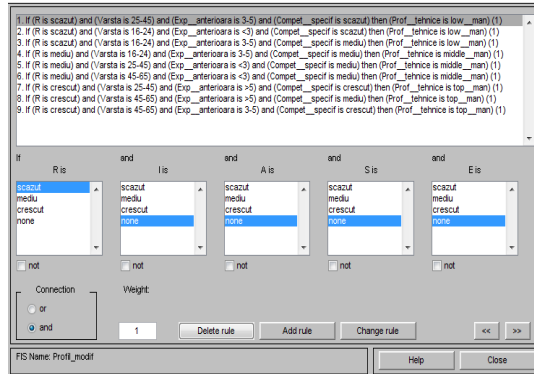


Fig 2. Decisional rules for calculating the Professional expertise level

If the beneficiary has obtained a low score on the REAL (R) dimension, is aged between 25 and 45, has previous work experience under 3 years, and the level of specific skills is low, the proposed model will provide as output a low management area of technical professions.

Results

After determining the inference rules for classifying beneficiaries in one of three specific categories of professional expertise corresponding to the RIASEC model (LM, MM, TM), we present some areas obtained from the simulation process. The most representative results of the estimation obtained (surface) are shown in Figures 3 and 4.

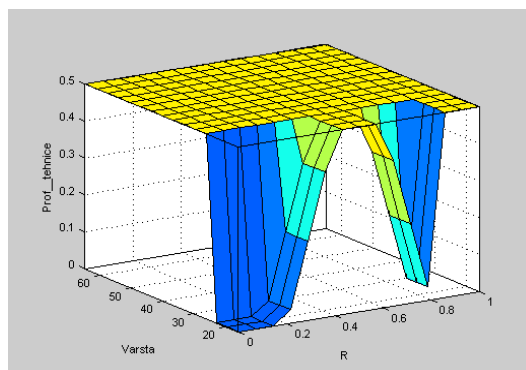


Fig 3. Technical professions – Age Surface

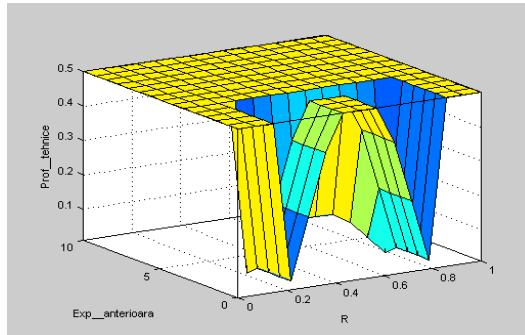


Fig 4. Technical professions – Previous work experience Surface

The above results reveal three areas chosen as outputs and their intermediate levels for the technical professions output, depending on the size of the R score, age and beneficiary's previous work experience.

Conclusions

This type of expert system assisted counselling system is designed to attract the attention of the beneficiary on its real level of professional expertise in a particular area and to facilitate decision making on the vacancy selection to which the recipient will be encouraged to apply to.

Using Holland type questionnaire in adult vocational counselling, we often find ourselves in the situation of not having a vacant job to make the matching between professional interests and professional expertise of the beneficiary and the requirements and responsibilities of a particular job vacancy. When the mediation decision is hampered by various factors related to the personal structure of the beneficiary or the context of the labour market, professional advice throughout the process becomes slow and often unproductive, though latency will induce a beneficiary not to apply for certain posts, or on the contrary, it will send erratic applications for all vacancies. The slowness of the process of

professional counselling will be reflected in the project low index, low employability rate.

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PERSONALITY DIMENSIONS AT THE INTERRELATION OF GAME PLAYERS FROM VIRTUAL SPACE LEVEL

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Abstract: Virtual games represent an activity in which those engaged relate and behave analogously with the real social space. The investigation of some players' personality dimensions with a view to their manifestation in cyberspace represents a desideratum of this study. It takes into account that the need of involvement in the virtual game is a type of energetic and actional activation, which might shape characteristics specific to personality. On the other hand, virtual players use social abilities in their activity.

Keywords: interrelation, activism, energetic tension, dependence-independence, integration.

As in the reality given, in the virtual space there is a certain reference to oneself and others, as well as to the subject engaged in this type of activity. We all know, for instance, about the relevance of the social facilitation phenomenon in the physical environment through which the oneself-other (presence of others) report has as effect the performance increase. (Gavreliuc, 2002)

It is supposed that the virtual games users (especially shooters, those attracted by games with war themes) find in the satisfaction of their activity a method of releasing aggressivity, and within the game there are

certain stimuli sets designed for such release, a thing which is found in reality as well. (Fein, Spencer, Brehm, Kassin, 1996)

The interrelation in virtual space is based on anonymous ideas, assuming a new identity (other than the real one), using the nickname for the initial identification. This type of interrelation involves two aspects:

- tendency of separating the virtual identity from the real identity (dissociation)
- assuming some different roles depending on specific subjective interests or activities.

Dissociation is a method of self-knowledge through exploring the dimensions of your own self, though this type of knowledge does not necessarily mean awareness.

Self-knowledge through virtual space is made at the level of integration of the two modes – „to be virtual” and „to be real”. J.Suler suggests five aspects in order to make this adapting integration (Suler, 1996):

- online revealing to the „other” some aspects connected to the real life (work, family, friends, hobbies).
- revealing to the „other” from the reality given some aspects connected to his/her own virtual identity
- meeting in the real space with the virtual „other”
- offline expressing of online behavior through which the subject discovers new aspects of his/her own identity which might be experimented in reality.
- expressing the offline behavior in the virtual reality is another form of experimentation through which the subject confronts with new situations, with the virtual „others” in front of which adopts adapting strategies.

The online/offline integration is hard to achieve since many times the subjects express in the virtual space that type of identity which are afraid to develop in the physical reality due to moral and even legal reasons.

N. Negroponte claims that we live in the postinformational era which assumes a process of individualization. For using it, the information passes from the group to the individual, case in which the information becomes unique or customized. (Negroponte, 1999)

Cyberspace involves exceeding geographical borders, passing from the real and known space to the virtual space in which the social interactions are mediated based on identity similarities, or on the contrary, the negations of „the other” as being different. The virtual reality space is based on physical reality values, but these cannot be transferred in this virtual environment.

Self-defining in the virtual reality and the identity/affiliation to the „other” are mediated by the computer. The future brings forth inherent progresses with a view to the recognition by the computer of the user personality. (Nadolu, 2001) Therefore, the virtual social space has its own delimitation and characteristics, hence the need of scientific analysis thereof.

The interrelating in the virtual space is also characterized by the simulation phenomenon (especially in the virtual game) through which something unreal becomes real, something fake becomes true, and so on.

Interpersonal relations in the virtual space gained weight in contemporary era. Critics are questioning the authenticity of this type of relating without the cultural mark. Virtual interrelation has the following characteristics (Suler, 1996):

- asynchronous communication, whom the type of creative, more organized, more intimate in relationing can face it (disinhibition effect).
- communication through text at the level of which appears the transfer and through which expectancies, desires, anxieties are projected in what the virtual space interlocutor writes; the contratransfer might appear; this type of mutual reporting makes the interrelation significant.
- the virtual space technique did not develop a strategy through which the connection between people (a hello, a hug, and so on) or the fact of making things together, have the same significance as in the physical reality for those who interact at this level.
- telepathy and empathy make the integration of the five senses within the virtual interrelation be less important, or to put it differently, intuition has a significant role in report to „the other” from the virtual space.

The need to establish interhuman relations at the virtual space level is many times a method to overcome the difficulties of integration into society. The future social interrelation shall consider three aspects: social relation with a person physically present, with a person from the virtual space and with persons we meet in the virtual space but in physical reality as well.

The virtual space is not „real” in the meaning of the term itself, but it becomes socialized at the level of interrelationing through games, chats, and so on.

Hypotheses

Hypothesis 1: There is a relation between activism and energetic tension in the virtual games users, and this relation does not appear in subjects who do not have this preoccupation.

Hypothesis 2: Game users in virtual space differentiate themselves from the subjects who do not have this preoccupation, at the level of the following dimensions of personality relevant to relationing: dependence/independence, integration.

Objectives

- selection of subjects who correspond to the reasearch purpose
- establishing and analysis of personality dimensions in interrelationing, specific to subjects who take part in the study
- statistic interpretation of results obtained

Methodology

1. Sampling

The subjects age were between 18-25 years of age, males, and are pupils and students from the urban and rural environment. Both the computer games users (with war and fantasy themes), who spend at least 7 hours in this activity, and those who do not have this preoccupation were in a number of 30 in each group.

2. Tests applied

Heymans Wiersma Test

The three temperamental and fundamental properties investigated are: sensibility, activism, repercuriveness, with a stress on interpreting the activism

16 PF (Raymond Cattel) Test

The personality factors subject to interpretation are: energetic tension, dependence/independence, integration.

Result interpretation

HYPOTHESIS 1: *There is a relation between activism and energetic tension manifested by virtual games users, and this relation does not appear in subjects who do not have this preoccupation.*

Activism was investigated by applying the *Heymans Wiersma* test and represents a necessity to act “due to one's own will” and without the influence of some exterior impulses, which are nothing but pretexts for action. The active has as dominating part the need to act, and the inactive acts against the will, and not being pleased with the fact that he/she must put effort.

The energetic tension was investigated by applying the *16 PF* test, and it represents recreation, peacefulness, apathy, content, calm, lack of frustration (low energetic tension) or tension, frustration, irritation, overexcitability, agitation, anxiety, dissatisfaction due to an excess of energy insufficiently released.

Table 1.

Activism – energetic tension relation
(experimental group – virtual gamers):

Correlation coefficient	Threshold of significance
r = -.419	p = .021, p < .05

The correlation coefficient (Pearson Bravais) shows us a reverse correlation between activism and energetic tension ($r = .419$) in the case of virtual players at a threshold of significance ($p = .021$) lower than 05.

Table 2.

Activism – energetic tension relation (control group – subject who do not have preoccupation connected to virtual games)

Correlation coefficient	Threshold of significance
r = .167	P = .378, p >.05

Correlation coefficient ($r = .167$) is not statistically significant in the case of control group, the threshold of significance ($p = .378$) being higher than .05, which means that this subjects manifest a relation between activism dimensions and energetic tension.

The virtual games users have a slightly pronounced activism (not in a significant mode) than the subjects from the control lot. The statistic average of the two groups show a medium level of activism in both situations.

Table 3.

Averages obtained by the two samplings at the activism level

Sampling	No. of subjects	Minimum	Maximum	Average	Deviation from standard	ignificance
Virtual games users	N = 30	2	9	m = 6.70	$\sigma = 2.01$	active
Control lot	N = 30	0	10	m = 6.23	$\sigma = 2.82$	active

Only in the case of experimental group, the activism – energetic tension relation is significant. Activism is connected to the basic preoccupation of those subjects (virtual game), the need to act is interiorized and contains unconscious elements. The reverse correlation between activism and energetic tension has the following significance: as activism increases, the energetic tension decreases, and as activism

decreases the energetic tension increases. Thus, there is a relation between the two psychological dimensions investigated within this hypothesis, and this relation is significant in virtual players.

The energetic tension at a high level assumes the accumulation of psychic energy and the need to release it. At the level of virtual players group, the energetic tension I at a medium level, and at the control group level, the energetic tension is at a medium towards high level.

Table 4.

Averages obtained by the two sampling at the energetic tension level

Sampling	No. of subjects	Minimum	Maximum	Average	Deviation from standard	Significance
Virtual games users	N = 30	2	9	m = 6.70	$\sigma = 2.01$	active
Control lot	N = 30	0	10	m = 6.23	$\sigma = 2.82$	active

From an intergroup analysis point of view, both subject groups investigated present an accumulation of energetic tension, which assumes methods of releasing it. The control group presents an energetic tension slightly pronounced, and implicitly it might be about a higher need of release.

As we have shown, at virtual games users there is a reverse correlation between activism and energetic tension, and this fact can be connected to the method of energetic release through activity/preoccupation, namely virtual games.

HYPOTHESIS 2: *Virtual games users differentiate themselves from the subjects who do not have this preoccupation at the level of the*

following personality dimensions of connected to interrelation: dependence/independence, integration.

The dependence/independence and integration personality factors were assessed based on the application of *16 PF* test on the two samplings.

The dependence/independence factor shows social dependence, attachment for the group, for taking group decisions, tendency to comply with the majority (low grade) or, on the contrary, social independence, lack of need to dominate the others, whose support and approval have no importance (high grade).

Table 5.
Averages obtained by the two sampling at the
dependence / independence level:

Sampling	No. of subjects	Minimum	Maximum	Average	Deviation from standard	Significance
Virtual games users	N = 30	5	18	M = 12.40	$\sigma = 3.28$	High level
Control lot	N = 30	4	19	M = 11.13	$\sigma = 3.66$	Medium level

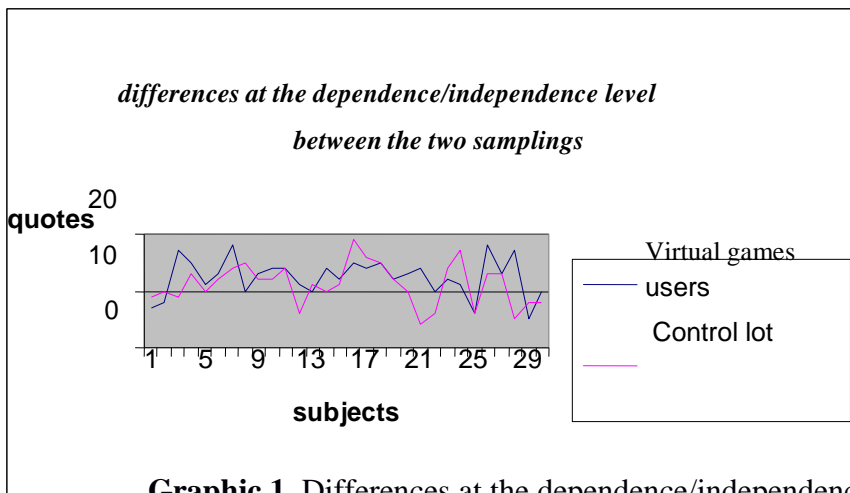
The statistic average of virtual players show that these are placed at a high level (12.40) of dependence/independence, which means a social independence, opinion separated against the rest of the society, and the subjects from the control lot are placed at a medium level (11.13) of dependence/independence. The minimum level of responses (high social dependence) is 5 for virtual players, respectively 4 for the control lot subjects; maximum level (18, respectively 19) show a pronounced independence against the social environment.

Table 6.

Differences at the dependence/independence level between the two sampling:

Sampling	No. of subjects	Average	Deviation from standard	Student test
Virtual games users	N = 30	m = 12.40	$\sigma = 3.28$	t(58) = 1.40, p=.164, p>.05
Control lot	N = 30	m = 11.13	$\sigma = 3.66$	

The (Student) t test shows the fact that there is no significant statistic differences between the two samplings at the level of dependence/independence personality factor, a fact also highlighted by the following graphic:



Graphic 1. Differences at the dependence/independence level between the two samplings.

The integration factor expresses the lack of self-control, negligence against the social aspects (non-adjustment), action based on impulses (low grade) or, on the contrary, self-control, formalism and conformism, but at the same time, conceited personalities who care about their social reputation (high grade).

Table 7.

Averages obtained by the two samplings at the integration level

Sampling	No. of subjects	Minimum	Maximum	Average	Deviation from standard	Significance
Virtual games users	N = 30	5	18	M = 12.40	$\sigma = 3.28$	High level
Control lot	N = 30	4	19	M = 11.13	$\sigma = 3.66$	Medium level

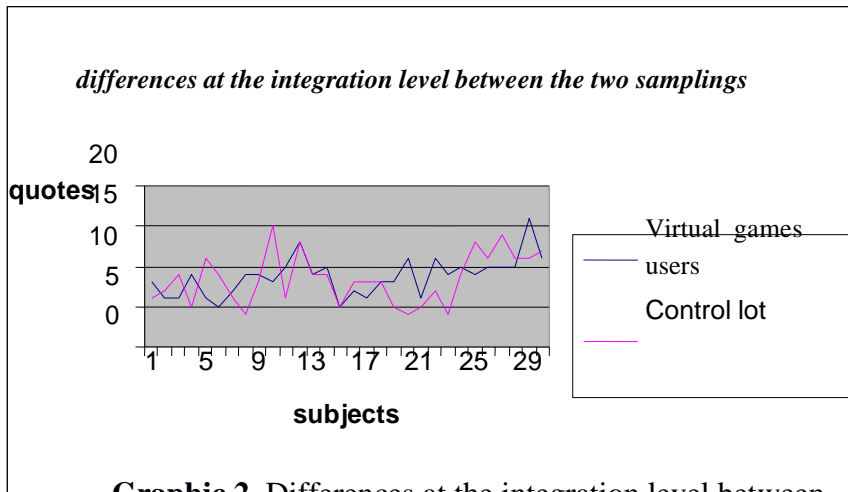
The statistic average of the two groups (8.73, 8.40) of subjects investigated within the study, show a low level of dependence/independence, which means a certain social non-adjustment and action based on impulses. The maximum level of responses (16, 15) represent social adjustment, and the minimum level (5, 4) social non-adjustment.

Table 8.

Differences at the integration level between the two samplings:

Sampling	No. of subjects	Average	Deviation from standard	Student test
Virtual games users	N = 30	m = 8.73	$\sigma = 2.42$	t(58) = .461, p=.647, p>.05
Control lot	N = 30	m = 8.40	$\sigma = 2.13$	

The (Student) t test shows the fact that between the virtual players and the control lot subjects there are significant statistic differences at the level of dependence/independence personality factor. (see the graphic below).



Graphic 2. Differences at the integration level between the two samplings

After processing the statistic data, results the fact that this hypothesis is invalidated. Both the virtual games users and the control lot subjects manifest social independence, non-conformism towards social rules, need for self-determination and actions made based on impulses. Though there are no significant statistic differences between the two groups investigated, in the case of virtual players there is still a slight tendency to accentuate the tendencies from above. Moreover, virtual players manifest conformism towards the rules of the virtual group from which they belong to, this being a condition of affiliation to this group.

Within the virtual group, the interrelating takes place also based on rules (as in the social environment), though there are methods specific to the virtual space such as: the virtual player builds a new identity and hides the real social identity. Through the new identity, the virtual player satisfies some social needs such as those connected to esteem and status, obtaining a new hierarchic position following some habits connected to a certain virtual game. These aspects become complementary to the social reality: social dissatisfaction are / can be

compensated by satisfactions at the interrelating level in a virtual group, and as these become the predominant preoccupation of the subjects, they belong to the dependence towards the virtual space. Within or group of virtual players, this part was not produced as they manifest similarity with the subjects from the control group.

The weak social adjustment of the two samplings investigated, non-conformism, separation from the rest of the society, can be explained by the fact that the subjects are at the teenage period, in full affirmation, search of self identity and establishment of personality autonomy.

Conclusions

All in all, the virtual space players are dominated by the need to „act” (activism), being based on a psycho-energetic tension. This need to „act” appears in these subjects in the form of separation from the physical reality and immersion in the dream world of the virtual reality. Nevertheless, the subjects are integrated in the social environment, and this thing is explained by the fact that a virtual community is functioning primarily based on the social rules given. It is possible that those engaged in such a community to evaluate in a first stage „as if” this would be an authentic social community. But we know that the virtual space dependence (of virtual games mainly) leads in time to the negation of reality, and implicitly of the social environment.

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GENETICS OF HUMAN BEHAVIOR

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Abstract: Human behavior may be represented by a system of rules with dynamic nature, who owns and governs the way of being of a person, the way of asserting its and the person response in different existential circumstances.

Human behavior has a plurifactorial etiology from genetic factors, associating the geographical, cultural and social environment, events experienced and many others. Essential to human behavior is reporting to the ethics rules and to the way of thinking of each person.

Key words: human behavior, etiology, geographical, cultural and social environment

Individualism, perfectionism and rationalism

In the history of Western ethics prevailed three attitudes.

Individualism ethics based on the individual desires. Ethics involves identifying these desires, and action to attain them.

Perfectionism judging whether desires are good or bad, compared to an ideal of what a person means perfect. This ideal is usually based on an idea of the perfect human nature.

Rationalism is the most distinctive modern Western position. He argues that reason is only appropriate ethical guide, defining it as that which allows people to think about things abstract universal.

Individualism never ask if what would a person is good or bad in the abstract. It is concerned only with how it can be best that a person desires. The question is not whether I should I want a Rolls Royce again, but if I could have the car, I can take a vacation and can go to a psychologist. Human reason has an important place in this framework, but does nothing more than to calculate. In fact, if I could get everything I want, would not even have to calculate. Calculating therefore how can most of the things that I want more. Decide, for example, that I really want a Rolls Royce, so quit vacation and psychologist. Or decide that they prefer to go on holiday to a psychologist, so give up the car. Individual wishes basis and rationale allows me to do more effectively what they already want to do.

Those who believe in individualism know that they need the services the company offers, for example, police protection. But they merely want those social issues that would help them achieve what they want, and make calculations based on that. Thus, an individualist might not find any reason to help a poor man. This position individualistic had a very long history in the West, from ancient Greece and continuing until today. Many people, perhaps especially Americans accept as a normal way of thinking ethically.

Perfectionist position is the foundation of most religious traditions of the West. Perfectionists assume that there is a basis for judging whether human desires are good or bad, virtuous or vicious. They fixed standards - for example, selfishness is bad and compassion is good - and use them to judge themselves and others. Perfectionists do not start just wishes they were. They relate more to an ideal, to a perfect human being, and try to work putting into place such a person. question that it puts a perfectionist is not whether they can afford a Rolls Royce, but if you

have to use the money to help the poor or to complete their education, say by studying meditation.

Ideal person representing standards is found commonly in traditional religious dogmas - for example, Jesus' willingness to sacrifice for the sake of others. Perfectionists are not as people oriented as they are, but by men as could be when you are perfect. Reason does not fit in this picture, but it helps people to identify the standard of perfection, and to follow him. An important question that strikes within reason perfectionism is related to the existence of a single type of perfect human condition. For example, a great artist who sacrifices little for the sake of others, may be an ideal fit? Disputes in this regard were lit in the West, but most traditions claim that there is only one perfect condition.

Rationalist position is the most difficult to understand. It restricts ethics to a small number of situations where we can say that the rule applies universally. From this perspective, the reason is defined as allowing people to recognize that it is applicable to a universal rule. Reason is crucial for two reasons. Only she can see the universal rules. Moreover, only by understanding these rules individuals can not figure out why their individual desires can guide such actions. For example, say you want to behave badly just because a person is male or has a different religion. My rationale should make me wonder if I want to make my desire a universal rule. For example, I accept such behavior directed against me? Assuming that I reject the universality of such rules, that I know you do not have to act this way and I have to restrain my desire. According to rationalism, reason discovers rules that apply universally, and only they should guide ethical actions of individuals.

Most Western governments are based on a particular version of rationalism when you take into account the ethical rules that should guide

society. That means that rationality dominates government thinking on key human rights and the minimum conditions for a decent human life. Today, it is a very influential. However, at the same time is a very problematic position. Some proponents of rationalism go to the core of basic ideas that universal judgment should guide our actions.

For example, one of the most famous philosophers of this tradition, Immanuel Kant, maintains that no person should ever lie as meaningful communication that assumes that people tell the truth is a universal reality. However, suppose you lend someone a gun and returns later in a state of agitation, demanding gun back because he wants to kill his sister. Kant would say to give the gun back you do not have to lie. Many have thought that something was wrong with a position that could lead to this decision.

Another problem, perhaps more important, is high that there seem to be few universal laws which reason can discover. This means that ethics covers very little of what human life is. In other words, reason can show that one should not kill or steal, but beyond describing some general laws of this kind, making a person appear to depend only on individual desires. This often meant a combination of rationalism with individualism in the modern West. Many people follow some strict universal rules defined reason. However, in other aspects of life, they are guided only by what they want. Therefore, the only reason they use to calculate how they can better meet the desires.

An explanation of the fact that this combination is so important to support that many people in the West reject perfectionism. Some do not accept religious ideas that support it. Moreover, even if they accept, they think we can not build a real pluralistic society based on certain religious ideas as there are people with different religious ideas or reject all

religious ideas. In addition, many doubt the perfection, because I think Western history demonstrates that people such ideas usually treated in terrible ways some groups. For example, slavery and inferior role of women were often justified by Christians.

Finally, perfectionism must be rejected because it too closely link human beings from the rest of the natural world. Critics argue that we can not talk about the perfection of human nature in the same way that we talk about the perfection of natural beings. A beautiful oak is an example of refined oak seed, but there are too many types of human perfection to be said that only one of these is an example of "seed" perfected human. Therefore natural world functions do not provide a suitable model for human perfection.

Knowledge has arrived in a top particular science series, where Quantum Physics, latest Genetics, successful Psychology or Astrophysics are on an arrow and all the discoveries put you ahead. These changes were made only in a few years.

Important is our open-mind to these torrents of new. Important is the curiosity, the old and the actual engine of scientific knowledge, that "wonder in front of the things", about which Lucian Blaga was talking.

Important is to think systematically, global, predictive but even holistic – meaning correctly, the complexity of life, the not included nature and "The man, this unknown".

Until 1992 the brain was seen as a frozen anatomic table at an imposed shape by its genetic development. In those 20 years that have drowned since then a real scientific revolution in the knowledge of brain produced. Some compare it with the revolution in Physics, produced by Einstein.

How do we think? Each thought or feeling is the brain's activity expression, activity which unfolds in three registers:

- Electric
- Biochemical
- Molecular/anatomic

There is a law of attraction which says that we attract what we think, where comes the idea that the thought has a morphological substrate, an energetic matrix as we discussed, by directing our thought to that something, we invest it with energy.

At an anatomic level the cell can be spontaneous adapted to new functions or as a result of learning and experience. We infer from here that we can be our brain's architects, that through intention and effort in learning, we can shape as we wish our own brain. This is the big lesson that our brain's biology offers us, through Neurocognitive sciences.

Our brain is able to shape, to organize under the pressure of information, of physically exercise, of the feeling of happiness, of joy, of optimism and hope, of a good mood, of relaxation after a physical and intellectual effort and can also devolve through neutralization, through intellectual laziness, through the monotony of a tern existence, through stress, anxiety, depression, fury, hate, malice, obsessions with wish of rematch, of revenge, of frustration, of dissatisfaction, alcohol, drugs, excessive wear of any other kind.

According to these observations, the brain looks like, surprisingly, as a support, as a fundamentally biological base of a new spirituality, of a new conscience.

If until this time the code of social comportment has been dictated only of conventional ethic consequences and religion – landmarks usually ignored, especially nowadays, for the future we can see a new light, a

new hope coming from cognitive neurosciences and from cognitive psychology.

The world is as we think and we think as the world we live in!

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CHILD COUNSELING IN PROBLEMS ASSOCIATED WITH PARENTS' DIVORCE

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Abstract: The issue of divorce is far too vast to be treated exhaustively. With regard to child and adolescent counseling about socio-cognitive and emotional issues when faced with parents' divorce, we review several theoretical approaches of divorce, a number of specific problems that occur with children and parents according to age, proposals for solving them, examples of programs of prevention and intervention and a series of objectives which should be fulfilled in counseling children and parents in case of divorce. The examples above are just some of the whole lot of factors that lead to increased stress and tension in the family and it can result in a change of emotional reactions to the stimuli created in the family. Divorce affects child development very differently depending on many variables: age at the moment of separation, the sex of the child, the reason of the parents' divorce, nature and frequency of conflicts in the family, the children's role in these conflicts, the relationship with the custodial parent and the absent one, any some chronic diseases (of children or parents), changing social status.

Key words: divorce, child counseling, effects of the divorce

The issue of divorce is far too vast to be treated exhaustively. With regard to child and adolescent counseling about socio-cognitive and emotional issues when faced with parents' divorce, we review several

theoretical approaches of divorce, a number of specific problems that occur with children and parents according to age, proposals for solving them, examples of programs of prevention and intervention and a series of objectives which should be fulfilled in counseling children and parents in case of divorce.

1. Incidence of divorce cases

Socio-metric studies show that one third of the children under 18 years in the U.S. are emotionally affected by their parents' divorce. This percentage gets explained at the time when we find out that 50% of U.S. marriages end up in divorce, namely 2 million American children pass through the experience of divorce each year. In Europe the situation is amazing, over 300 marriages out of 1000 fray (Denmark, Sweden, Finland, Hungary, Germany).

2. Research and theoretical approaches on the history and consequences of divorce on child development

Analyzing the demolishing effects the experience of divorce has on the emotional, behavioral, cognitive and social development of the child, at first look one might compare the event of divorce to the death of a parent, the latter consisting in the loss of all backup and need of adapting to the new situation. Regarding this aspect Rutter (1981) sustains that divorce is a more stressful event from the perspective of a child than the death of a parent because they will be forced to live without the latter, adapting to the idea that the parent is not coming, not because he or she cannot come, but because he or she does not need the child anymore.

Researchers have examined the effects of divorce on children at the behavioral and emotional development in terms of gender and age at the time of the event respectively.

Sex of the child

Wallerstein and Kelly (1980) studied the immediate reaction to divorce of the children of 60 Californian families and found out that, regardless of age, boys presented more signs of trauma than girls, these effects are more intense and extensive, but 5 years after the divorce, the differences in behavior and attitudes between the two genders attenuate. Immediately after the event, it has been observed that girls were better adapted to new situations, have open relationships with parents (both the custodial and the absent) were more independent of their parents, were more easily engaged in social relationships and have found many friends, on the contrary, boys have a higher level of stress, frequent aggressive behavior, depressive reactions, and often non-compliance. Developmental psychologists explain these differences through the children's different reaction to the lack of paternal parental model.

Hetherington (1972-1989) studied the long-term response of children to divorce: he notes for the first time the delayed emotional reactions in the case of girls to the trauma of divorce and he called it the sleeping effect: even if in the first years after the divorce they do not present too obvious reactions, at maturity, one third of these girls experience problems in interpersonal relationships, sexual relationships and they often show a tendency towards substance abuse and aggressive behavior.

Studies show that generally, children living with the parent of the opposite sex show more antisocial behavior, are cold and live more intensely the trauma of the divorce.

Nicholas H. Wolfinger, in an article on the effects of parental divorce on smoking and alcohol consumption in children, including adult children claims that parents' divorce facilitates the consumption of alcohol and smoking, through 3 mechanisms:

- reduced-social-control;
- lower socio – economic status;
- reducing psycho- social adaptation.

The conclusion reached by Wolfinger shows that parental divorce increases the chance that their children would become smokers - for both sexes, may be faced with problems related to alcohol – especially boys. On the contrary, parents' remarriage decreases the likelihood of children becoming alcoholic, but has no effect on smoking. Remarriage brings in a foster family, which has the role of a secondary source of authority and discipline. Despite this, the structure of this family is lower than the structure of the original family, so we do not expect to find a more powerful control of the part of the stepfather. (Wolfinger, 1998)

Other studies (Armato, 1996 apud Wolfinger, 1998) note as effects of divorce a lower well - being – in the case of adult children, including the stability of marital and psychological health status.

After a divorce family routine is lost. Usually, after the divorce, the child is given to the mother (in approximately 80% of cases). Mothers pass through a period of emotional distress affecting their parental skills. They are frequently working, so they spend less time supervising their children. The father's visit is often irregular and it is rather a social type (fun and less strict supervision of the child). Due to these changes in structure, parental control will be lower in families with one parent, which will facilitate the child the experience of cigarettes and alcohol consumption. These experiences increase the likelihood of children later smoking cigarettes, or drinking alcohol on a regular basis. (Wolfinger, 1998).

Alcohol consumption is often seen as a coping mechanism, through which the child attempts to defend himself from the stress caused

by parents' divorce by joining various groups of friends through experiencing new sensations. Moreover, school performance is affected by the divisions in his family – lower marks at school, absenteeism, learning difficulties, etc.

The age of the child

It was found out that the problems that arise in a divorce vary according to the age of the children implied. The child is at different levels in developing social and cognitive skills, depending on his age, and this is one of the reasons why they react differently to conflicts and division; their reaction differs from one age to another.

Preschool children (3-5 years) often show separation anxiety, regression to earlier behaviors procurement (refuses to use the toilet), refusal of communication, the occurrence of sleep disorders (nightmares), the occurrence of depressive reactions and various other psychosomatic symptoms. At this age children are dependent on the relationships with their parents, know the family situation very confusedly, they specially respond to parents' emotional reactions (especially to the one which represents a secured benchmark), which they communicate verbally, nonverbally, or by changing their style of taking care. Children feel the effects of parental conflicts after which they note the lack of a parent (Gavrilă-Ardelean, Horvath, 2009).

Between 6 and 8 years, children perceive more accurately the situation of the family, they frequently feel guilty, blame their parents for their irresponsibility, they make up unrealistic expectations to gather the family and from an emotional point of view they feel left alone, rejected, defeated and deceived. It is often observed the decrease in school performance starting with this age.

Between 9 and 12 years, the child perceives parental conflict very intensely from an emotional point of view, both before and after divorce, and manifests obvious aggression especially against the parent whom they believe that has caused the divorce, or cooperate with the custodial parent to regain the stability of the new family environment. This is the age at which, due to anxiety resulting from experienced uncertainty children easily develop somatic symptoms, antisocial behavior and reduce efforts to obtain good results at school; they are also very influential, forming alliances with the custodial parent against the absent one, or ambivalent behavioral reactions.

In adolescence, they acknowledge the effects of divorce on their own personality, and not only its influence on their parents. They struggle for independence living an emotional conflict and dualism, sprinkled with reproach from both parents, with disdain for people who have similar problems to those of his parents' and with the fear of failing in their own interpersonal relationships.

Parental conflicts

Another special effect on children's emotional problems has the frequency and intensity of parental conflict before and after the divorce. Basically, these are the traumatizing events, not the divorce itself. After the event parents often feel depressed, stressed, guilty, change parental style and find it difficult to maintain a consistency in their behavior towards the children.

Hess and Camara saw the divorce as an event that disturbs the development of a child in 3 ways: the increasing the risk of developing anxious and depressive reactions, becoming carriers of a conflict of loyalty between their parents, which is the reason why it is difficult for

them to establish securing social relationships, increasing possibility of altering their mental representations about the role of family members.

Emery (1982) illustrates the two mechanisms by which marital discordance leads to the effects listed above: modeling mechanism - lack of control in parents' behavior is adopted by the children and subsequently translated into their own personal relationships and the inconsistency mechanism – the fact that parents do not stand each other is reflected in inconsistent parental style and approaches to child discipline, so they cannot assist to consistent behavior on the part of their parents.

Addressing the event of divorce from two perspectives:

As we could notice, the issue of divorce is complex and heterogeneous, problems that occur depend on many variables, which is the reason why it is difficult to build a comprehensive theoretical model which addresses all aspects of the divorce issue. The most useful and realistic approach seems to be that one belonging to Bronfenbrenner (1977), which provides an ecological perspective on divorce, recognizing the complexity of it and proposes to discuss five perspectives: social, cultural, economic and psychological. Child development has to be seen as a result of these five factors that interpenetrate in the immediate surroundings.

Kurdek (1985) continues the ecological perspective, restricting the number of levels of analysis. He believes that divorce should be seen at the ontogenetic level, specifically through the socio-cognitive and emotional development of the child which describes the opportunities to react to tense situations, at the level of the intra-familial system (parents' emotional conflicts, the possible reconstitution of the relationship with both parents, the nature of the relationships between parents before and after divorce, etc.) to external factors (exosystem) - which encompasses

all factors that can disrupt the children's adaptation to new social and emotional situation (moving to a new home, the mother's finding a job) and at the level of the macro-system regarding the cultural pattern of the social environment (the prejudices and discriminations against divorced families).

3. Types of programs for prevention and intervention in matters of divorce

Starting with the problems outlined so far, we can define several types of programs addressed to children and their parents.

Target group – initially, attention was focused on activities with children, but the assessment showed that they become effective only by working with parents. Subsequent implementation of the programs pursued the objectives particularly established for parents who were going to divorce or raised their own children after divorce.

Type of program - Individual counseling focuses on the specific problem highlighted after the conflicts related to divorce, both for parents and children, it has proven to be effective as are support groups for children of a certain age and their parents, which face similar problems. It seems most useful to combine these two forms.

Prevention programs in matters of divorce are usually implemented when traumatic events occur and are organized for secondary prevention of emotional and behavioral disorders. We describe an illustrative example: Divorce Adjustment Project (DAP), Stolberg & Garrison (1985) - which consists of group activities for children who have just gone through a divorce situation and a support group of parents. It addresses to children between 7 and 13 years old who have an increased risk for developing emotional and behavioral problems associated with divorce. The basic objectives of the program consist of informing children about major life events related to divorce, and with

parents they discuss issues of child discipline and possibilities of improvement for financial difficulties encountered in the new social state.

Intervention programs organized in schools have the same objectives in sight, but they put greater emphasis on supporting children in optimizing feelings about divorce. They are focused on specific stress factors, arising in this situation: divorce-related anxiety, future expectations, disappointment over the behavior and feelings of the parents. Support groups for parents (Single Parents Support Group) offers the opportunity to share experiences and provide information related to the behavioral and emotional control of both himself and the child.

After the assessment, these programs focusing on support groups led to the best results because they provide emotional support and educates problem solving skills - both are necessary in preventing stress and non-adapting reactions related to divorce, it offers children and adolescents the ability to match the coping mechanisms to the controllability perceived in stressful situations.

4. The objectives of a possible program of intervention in case of divorce

General objectives:

I. Educating the child to overcome problems

I.1. Providing information about divorce in general (related to child age) leading to a realistic view of family problems

I.2. Educating problem solving skills for the optimal management of stress

I.3. Develop effective coping mechanisms to overcome and / or avoid emotional problems

II. Educating parents

II.1. Informing parents about the specific problems arising from family conflicts related to divorce, according to child age

II.2. Providing the necessary emotional support and some examples of alternative behaviors of solving problems related to divorce

II.3. Provide behavioral techniques for overcoming children's problems

III. Informing teachers of the symptoms manifested by children through the event of divorce .

Specific objectives in child counseling

1. Awareness of the reality that parents were divorced

Children often have terrifying fantasies, they feel abandoned, have negative emotions and in order to avoid these experiences, they tend to deny the reality of the family situation. They show insufficiently matured coping skills and psychosomatic symptoms. The adviser's role is to give parents explanation about the intellectual and emotional capacities of the child depending on his level of development and to train them to discuss clearly with the child the changes that will occur in their lives from now on, to explain that although parents can no longer live together, their love to the child has not changed.

2. The conflict and lack parental distress

To distance the crisis in home maintenance is recommended completion of routine tasks (to keep out with colleagues, have extrafamilial activities to continue to prepare for school tasks). Parents are advised not to give detailed information about the conflict and have no emotional reaction exaggerated, uncontrolled, not to worsen the child's daily activities.

Recommended techniques in counseling: active listening, reflection, clarification, problem solving, relaxing techniques and controlled imagery.

3. Not getting implied in the parental distress and conflict

In order to apart the child from the crisis from home the completion of routine tasks (keep going out with colleagues, have extra-familial activities, continuing to prepare for school tasks) are recommended. Parents are advised not to give detailed information about the conflict and not to have exaggerated and uncontrolled emotional reactions, in order not to worsen the child's daily activities.

Recommended techniques in counseling: quota management - to maintain satisfactory academic results

4. Resignation to the loss

Divorce does not mean only the loss of a parent from a physically close environment, but the loss of a condition which provided child support (a comfortable lifestyle, secured personal relationship etc.). In order to overcome these problems, the child should be helped to move from feelings of humiliation, reject, abandon.

Recommended techniques in counseling: preschool and young students - play therapy (games with dolls, reading, writing, playing with books - to encourage expression of emotions and feelings). For example, children between 7-12 years can be used as the so-called "puppets who feel". The child makes it himself, of a material - after a model - a puppet large enough to fit on one hand. After making it, the child (it can work both in groups and individually) is encouraged to tell a story or invent one, about the separation of two persons very dear to the puppet. The counselor will ask open questions to encourage children to communicate their emotions, fears, beliefs. Playing with puppets is an indirect means of communication or symbolic communication of what the children really feel, the way they feel what is in the child's mind.

Diminishing the fury against parents and self-blaming

Children understand that divorce is the result of voluntary decision of one or both parents. This motivates them to accuse their parents of

selfishness, lack of responsibility or to blame themselves. Fury can be very intense towards a parent and it comes from the difficulty of forgiving them for their failure in the relationship with each other.

Recommended techniques in counseling

- **Bibliotherapy:** it is important that children read books and sites where they can find other reasons why adults divorce (they cannot live together, cannot resolve disputes between them) and find out about the details of the divorce process. Later, impressions formed after lecture can be discussed. Therapeutic fairy tales for children are metaphorical stories addressed to the child who has a particular problem, but they treat it in an indirect manner, so that an anxious child can use them.

- **Group counseling:** role playing (empty seat technique - the child is asked to imagine that on a chair in front him is sitting the parent he wants to send some thoughts and feelings to. With this technique the child practices certain ways of expression of his emotions to the parent he is no longer living with), play therapy (drawings, games with objects made by children - plasticine, painting with fingers, not using the brush) to help them express their anger (let them have a pillow or a bag of sponge he can hit with a tennis racket), the feeling of defeat; group discussions focusing on problem solving: each participant explains how to solve a specific problem or what solution would be found for a situation.

5. Acceptance of the permanence of divorce

Even if parents have remarried, children persist in fantasizing about family reunification.

Recommended techniques in counseling:

- **Individual therapy** – in order to accept the permanence of divorce there are some useful techniques of reality therapy (direct

confrontation with the actual events) play therapy (drawing: Draw a family before and after divorce, draw any family and then your own - assuming that the first is the ideal family for the child, then the differences between the two drawings can be discussed).

- **Group counseling** - discussion and viewing of movies about families with one parent, share experiences with other children who went through the same problems.

7. Formation of realistic goals for their inter-personal relationships

In adolescence there are frequent behaviors of acting-out indicating low self-esteem (promiscuity, abuse of alcohol and drugs, etc.). Often, adolescents do not involve in intimate personal relationships because they are afraid not to be hurt or lose the loved person, it seems that they are more sensitive to being abandoned by close friends.

Recommendations in counseling: adolescents are encouraged to be open in social relations even if there is a possibility of loss. Also, he is explained the necessity of granting second chances in a social relationship.

Tips for parents:

1.) they are encouraged to talk to the children about divorce according to their cognitive level (the parent must understand how the child perceives and interprets various things they do). They are encouraged to express their emotions appropriately, in a controlled manner and not to denigrate the other parent. He is offered the necessary information to recognize as soon as possible the fears and the erroneous perceptions of the child about this problem.

2) they are encouraged to make a plan as stable and accurate as possible about the child's life (even if it requires certain changes): routines in

household activities, schedule tasks, rules of discipline. They aim to make the child understand that family environment disruption was only temporary, after which everything will return to normality. Parents are also encouraged to seek professional help.

3) they are explained the negative effects of using children as the bearer of messages or a spy to learn about the other parent's life. It should be clear to the parent that, regardless of their manipulation, the child loves both his parents and he is suffering from the conflict of loyalty between them

4) they are encouraged to respect visiting hours and phone calls to which the absent parent has the right – the latter should understand the efficiency of avoiding the child's disappointment and the custodial parent should help his child to establish an adaptive relationship with the absent father.

5) they are encouraged to make long term plans with the child without also including the other parent - because children need realistic expectancies about the future.

6) parents are reminded that a child still passes through an emotional, behavioral and socio-cognitive stage of development. Therefore, do not oblige them to assume responsibilities inappropriate for their age, to be "family man", "the baby sitter or mother's confidant.

Types for teachers:

1) they are informed about the consequences of divorce (emotional, behavioral, cognitive) upon the children (by the school counselor) by reading some leaflets, brochures on the subject: the possibility that the academic performance gets lower for a period of time, adolescents may show a higher level of absenteeism, aggression in relationships with other colleagues, with teachers.

- 2) they have to monitor the child's evolution, any negative events in a grid / schedule of observation, and in case of more serious complaints to notify the parent who has obtained custody. Eventually, with his consent, teachers can make a referral to a counselor.
- 3) to avoid the stigmatization of the child at school
- 4) not to give the child a preferential treatment among the colleagues - to be more lenient with him or ask other children so
- 5) confidentiality towards the child's problems
- 6) neutral attitude towards the child's parents - not to agree with child visits from the part of the parent who has not obtained the custody of the child, in the absence of the other parent.

Change is essential for counseling. Each perspective on counseling is built on a set of ideas on how and why change is happening, but also which professionals can promote it. A particular approach on change is provided by the assimilation model developed by Stiles and co. (1990). The fundamental idea is that the individual possesses a model of the world or a set of cognitive schemes that guide his behavior. In these schemes the assimilation of new experiences is required, if the persons concerned want to be understood by others and to have a point. According to Stiles, the stages of problematic experience assimilation in counselling, include:

1. Ignoring the problem - the customer is not marked by the problem. He may be affected less, reflecting on its avoidance.

2. Occurrence of unwanted thoughts - the customer prefers not to think about that experience. The problem is caused by a counselor or by external circumstances. He shows strong feelings, but they are not centered and their connection with the contents may be unclear.

3. Vague awareness - the customer is aware of the existence of problematic situations, but cannot make it clear. He can manifest an acute painful feeling, or panic associated with the problematic experience.

4. Clarify the problem - the problem is made clear as something that exists or may exist. Leave the idea of a resolution, the client is negatively affected, but not in a panic.

5. Psychological understanding – the problematic experience is formulated or understood in a specific way. The customer may be affected by uncomfortable recognition, but also pleasant surprises like "aha!"

6. Investigation of the problem – client's understanding is required for the management of the problem. The affective tone is positive, optimistic.

7. Solving the problem - the customer reaches a successful solution for a specific problem. His mood is positive and the client is satisfied, happy with the stage reached.

8. Mastery of the problem - the client automatically generates solutions. His mood is positive or neutral, the problem not presenting anything disturbing for him.

At the beginning of the process, the problem is ignored, and the client does not complain about any strong feeling. When the problem starts to come into focus, in the center, through thoughts he is vaguely aware of, the client appears to have very strong feelings. As the process evolves towards a clarification, interiorization and solution, the states caused by the problems become less intense. The assimilation model brings together aspects of several different theoretical models. Dealing with experience makes the client not to talk about a certain topic or issue. The assimilation model is a useful incentive for the counselor-social

adviser, making him reflect upon their own repertoire of skills. The challenge for the adviser, at the closing phase, is the use of this stage of counseling in the client's maximum benefit. The goal regards the consolidation of what has been accumulated, the generalization of the things he has learned to new situations and use the experience of loss or disappointment in building strategies to cope with future situations.

The most developed strategies are those referring to the prevention of relapsing, mainly found in cognitive-behavioral tradition and in exploring close relationship issues, of the loss associated with short dynamic counseling. The answer to the question: when is the client ready to end counseling? represents a subject of analysis. Research has identified significant differences between treatment completion criteria used in the public sector and those used in the private sector. Counselors working in the public sector report that the most common causes of closure are the great number of the cases and administrative factors. A special type of ending is sending the client to another counselor or another agency. This may involve another initial evaluation or other counseling sessions. For example, some types of counseling, clients receive a limited number of meetings - sometimes not more than six – and these are followed by being sent to another specialist, once the number of scheduled meetings was exhausted.

The experience of being sent from a counselor to another is difficult sometimes to the same extent, both for the counselor and the client.

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