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DEPRESSIVE DISORDERS IN ADOLESCENCE

O.D. Moldovan

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Abstract: Depression is a major public health problem affecting in a greater or lesser extent, all people, at least once in life. It ranks second on the list of the most common medical conditions, being exceeded only by hypertension. This moral and mental pain is particularly intense, associating generally with anxiety. Feeling depressed patients living with helplessness, hopelessness, desperate fatality, ridden and often tends to self depreciate himself and also may occur thoughts of suicide that can be completed. The author presents the research carried out on a group of 60 teenagers to highlight depressive symptoms at this age.

Keywords: adolescence, depression, suicidal risk, prevention

Theoretic framework

The affective disorders were among the first set of mental illness throughout the history of psychopathology. Homer, Plutarch and Hippocrates made the first references to cases of depression and melancholy, the latter putting at their basis the four humors: melancholy came from the excess of black bile.

The most important step was made by Kraepelin (1882) describing mood disorders: mania, melancholia, recurrent depression, mood medium swings. In Kraepelin's conception these diseases have several defining characteristics: clinical are expressed by the affective

disorder in the center of symptoms, and in the patients family history there are mental illness and especially emotional ones. The name given by Kraepelin and the diagnostic criteria persisted until the emergence of modern diagnostic criteria, ICD-10 and DSM (Fodoreanu, 2004).

Depression is a widespread phenomenon across the planet and that why many scientists were and are concerned about its study. In the psychiatric literature depression is defined as a "mental illness characterized by a profound change of the thymic status, of the disposition, in the sense of sadness, moral suffering and psychomotor slowing" (Micluția, 2002, p. 101).

The concept of depression is found in a variety of areas such as psychiatry, pharmacology, neurophysiology, pathophysiology, psychoanalysis, cognitive-behavioral theory. We will address the views of psychoanalysts and cognitive-behavioral on mood disorder.

For psychoanalysts depression can be compared with the labor of mourning which is not achieved, the Ego identifies with the "lost object", taking into account his ambivalent feelings (the love and especially the hatred) towards the object. Freud in "Mourning and melancholia (1917)" says that "the shadow of the object falls thus on I, which can then be tried by a special court that an object dropped. Thus, loss of the object turns into a loss of Ego and the conflict between the Ego and the loved person turns into a split between the Ego critic and the Ego amended by identification". Thus depressive must face an imaginary loss and addresses his aggression and reproaches to himself instead of the naturally reproches for the lost object. Stressing the importance of losses in depression, Freud believes that some depression are of psychogenic origin, others are biologically determined. Psychogenic depressions

respond to psychotherapy treatments, while the endogenous to drug therapy (Freud, 2010).

The cognitivists G.A. Kelly and A.T. Beck understand depression as a disturbance of cognitive processes saying that these are inadequate and affect three areas: the Ego, the outside world and the future, which in turn disrupts representations about them. The three cognitive processes correspond to particular errors: arbitrary inference (remove the plausible explanations), selective abstraction (focus on a detail taken from the context), abusive generalizations, over- or underestimation and inadequate names. The patient should focus the misconceptions, the distortions and the maladaptive assumptions in order to correct the inadequate vision of events and Ego (Kasper, Resinger, 2003).

Each of these approaches contribute to the efficiency of depressive patient treatment and it should be chosen according to the method conducive to healing. In the past it was thought that depression is in "mind" and that a person with depression is able to heal itself. Today we know that depression is a medical condition that requires treatment and it is not a flaw or weakness (Gavrlă-Ardeelea, Gavrilă-Ardelean, 2010).

The term "depression" is subject of contrasts. It has become so common, that it is no longer taken seriously. However, it describes a real condition that we must not underestimate. In the worst case lead to suicide after states of anxiety.

In psychopathology, the disturbances of affective states were assessed according to polarity, intensity, strength, lability, content and motivational appropriateness (Ionescu, 2006).

The prevalence of depression in the general population is 5%. In the United States the prevalence of major depression is 2.6% -5.5% for

men and 6% for women. Many studies have found that unipolar depression is, in general, twice as common in women. Lifetime prevalence (= frequency of cases of disease in a community) of the major depressive disorder (disease the most common) is 15% (maybe 25% in women).

Differences are noted by gender and age. The prevalence of major depressive disorder is more common in women (explanations could be the hormonal differences, the differences between the stress factors for the two sexes, the effects of birth) (Fodoreanu, 2004, p.196).

The clinical manifestations of depression can be summarized after Kielholtz by the triad: sad mood or anxiety, inhibition of thinking and centrifugal mental disorders and psychomotor functions (Galbard, 2007).

The clinical picture is represented by the cardinal psychopathological manifestations and accessories manifestations. The cardinal psychopathological manifestations consist of depressed mood, thought inhibition and inhibition of the centrifugal functions.

Depressed mood is manifested as: sadness, tension, anxiety, inner restlessness, dysphoria (sullen indifference), the impression that you can not have feelings, vital sadness with body location (Gelder, Gath, Mayou, 1994).

Inhibition of thought is expressed by: limited and poor associations, slow thinking and tiring, thinking in vicious circle, obsessions, monoideism, interior vacuum, suicide ideation (Lăzărescu, Bărnănescu, 2011).

Centrifugal functions inhibition is found as: inhibition of the will, the inability to make a decision, ambivalence, difficult start, depressive stupor, psychomotor inhibition, bent posture, bradikinesia, soft and monotonous voice (Montreuil, Doron, 2009).

In other clinical picture is present the agitation as motor restlessness, crying, lamentation, the feeling of being overwhelmed hopeless, tedious, harassed. Delirant manifestations and the somatic symptoms are interpreted by the Swiss school as accessories symptoms (Robinson, 2010).

In many depression, especially in the melancholic type, we meet what Kurt Schneider described as vital sadness. It is a devitalization of the existence accompanied by limitation and inhibition of vital feelings, emotional background of existence, of all emotional experiences, being profoundly altered. The disorder of the vital feelings outwardly by tension, weight and pain are felt, especially in the field of heart, respiratory and gastric and less cephalic sphaera (Tudose Tudose, Dobranici, 2011).

For Staehelin, the vital sadness is a kind of defeat of the "vital moose" manifested by the inhibition of the primary instinctual impulses, of the start-up energy, of the resistance reaction, followed by an awkward feeling and a heavy and unpleasant mood. Many authors agree that the vital sadness is a feature of melancoliforme endogenous depression. In many types of depression (reactions, fatigue, involution), the sadness can secondary devitalize but the clinical manifestations are the same. The presence of the vital sadness early in the disease advocates an endogenous depression (Birt, 2001).

On the inelectual plan the inhibition is felt as bradipsychia and impoverishment of the ideational content. Memories are evoked with difficulty. The efforts of concentration and reflection are impossible. The patient focuses heavily on a conversation or reading, his speech being fragmented up to mutism. Although the orientation and perceptions are correct, the patient being overwhelmed by his mental pain not give any

attention to the outside world at all and did not retain anything but only the elements that feed his depressive rumination (Enăchescu, 2008).

Frequently, the depressed consciousness is besieged by ideas of autolysis (suicide), the death is desired as an atonement, an obligation, a penalty, as the only possible solution to evade from the unbearable moral torture. Refusing food is a way to express refusal to live. Suicidal behaviors are frequent and severe onset and may occur during the early period, in the period of chemotherapy or in the recovering period (Cosman, 2010).

The depressive supports painfully his vital fatigue, being unable to conceive, decide and react. The requests seeking to distract him from his morbid concerns or to stimulate him, merely amplify the feelings of incapacity and personal impairment.

The affectivity inhibition is expressed by anesthesia, the patient being unable to be more exciting, having no feelings for the persons close to him.

Indecision and feeling of helplessness, expression of the inhibition of the will, which exists since the beginning of a melancholic episode becomes worse up to complete aboulia. The entire activity is slowed. Ordinary acts require a huge effort, body cares are neglected.

Sleep disorders are present mostly in the form of insomnia and rarely as drowsiness. Clinicians felt that morning insomnia are characteristic of endogenous depression, while sleep insomnia advocating a psychogenic depression. From the predominance of psychopathological symptoms, clinicians described as clinical forms: simple depression, anxiety, stuporous and delirante depressions.

In the simple form the patient is inactive, asthenic, the moral pain is low, often absent, the patient charging a ridiculous helplessness and intellectual sterility (Micluția, 2002).

As clinical forms the authors recorded also the mixed forms and monosymptomatic ones.

After the symptoms intensity the depressive disorders can present as severe depressive episode, moderate and easy one.

Major depressive episode is overlapping the unipolar depression in the sense of many authors.

Major Depressive Disorder in American psychiatrists concept (DSM IV) is characterized by one or more major depressive episodes (at least 2 weeks of depressed mood or loss of interest) accompanied by at least four additional symptoms of depression (DSM IV, 2003).

To count as major depressive episode a symptoms must be present soon, or be clearly worsened compared with the pre-episodic condition of the patient. The symptoms must persist for most of the day, nearly every day for at least 2 consecutive weeks. The episode must be accompanied by sadness or clinically significant impairment in social, occupational or other important areas of functioning. In patients with mild episodes, functioning may be normal but requires an effort considerable increased (Galbard, 2007).

Loss of interest or pleasure is nearly always present and is associated with social withdrawal and neglect of the hobbies.

On the clinical level are frequent sadness, irritability, tendency to introspection, obsessive rumination, anxiety, phobias, and excessive concerns relating to health. Sometimes panic attacks may be present. In interpersonal relations may occur problems of marital couple, professional, school, drug or alcohol abuse, excessive attendance of

medical services. Attempted suicide or achieved suicide are common, the risk is increased in people with psychotic paintings with previous suicide attempts in the personal history and hereditary history etc. It can also be recorded a high rate of premature deaths by general medical condition (Gelder, Mayou, 1994).

The major depressive episodes may be preceded by psychosocial events with high load (death of a beloved one, divorce, etc.). The symptoms of a major depressive episode is influenced by sex, ethnic and cultural factors.

Prodromal period manifested with symptoms of anxiety and depression can last for weeks or months. The duration of a major depressive episode is also variable. An untreated episode last usually 6 months or more.

The research

The chosen research area was that of clinical psychology, with particular reference to the study of depression in adolescence. This research aims to show how depression among adolescents is presented, focusing on sex (male and female).

In our research we started from the following hypothesis:

H: We assume that depression is more common and has higher degrees in the girls than in the boys adolescents.

For this research we chose a group of subjects consisting of 60 adolescents, 30 boys and 30 girls, aged between 15 and 25 years. In the three age groups considered: 15-18 years, 19-22 years and 23-25 years are assigned an equal number of subjects, including: the first age group have 19 subjects, the second age group have 21 subjects, and the third group have 20 subjects.

To collect data on depression, we applied a single questionnaire: Beck's Depression Inventory - BDI.

Suitable for all ages, BDI, is the best known inventory for measuring depression levels and has been translated and used successfully in many socio-cultural spaces. It is easy to administer, requires a short time, can be applied to different segments of the population, regardless of culture or age, thanks to a friendly language. Beck Depression Inventory (BDI) from 1988 is the most frequently quoted and most widely used measure of depression based on selfdescription. Moreover, it has become a benchmark for validate other instruments or scales of selfevaluation.

Verification of the hypothesis:

- There are gender differences in the frequency and the intensity of the depression in adolescents.

Table 1 and Figure 1 shows the results obtained by the BDI for the whole lot of teenagers.

Table 1.

The frequency of depression in the studied group

Depression presence	Number
depressed	35
non- depressed	25

The table and the figure illustrate that data obtained by us not match the literature concerning the prevalence of depression in the general population (which varies between 2% and 25%). In this case, as a percentage, the frequency of depression should be more than 50%. We interpret this as being influenced by two factors: on the one hand the studied sample size (our sample is small compared to the general population and can not provide estimates for this) and secondly, due to

age segment chosen to do the sample (adolence - age period in which depression are very common and might even say that it is a feature of this age, due to many changes that occur in adolescence and numerous social and professional requirements with which must cope the adolescents).

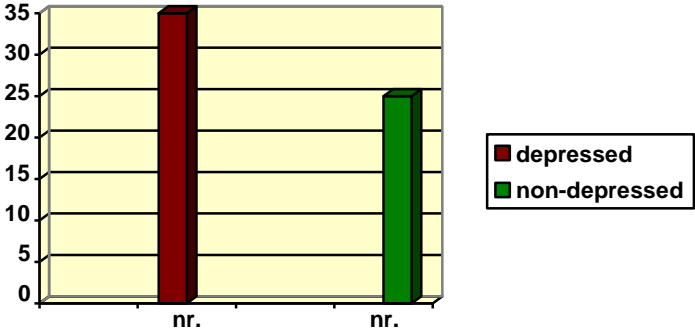


Figure 1. The frequency of depression in the studied group

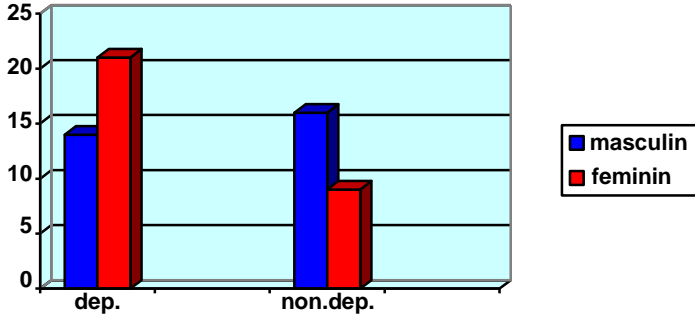


Figure 2. Distribution of cases of depression by gender

Looking at the table and figure above, we can say that if the gender distribution of depression, our results are consistent with the literature. The number of cases of depression among female subjects is

almost double the number of subjects with depression among male subjects.

Although adolescence is in itself a very vulnerable period, it seems that girls are more prone to depression than boys. We interpret this aspect, on the one side, by the fact that the hormonal changes that occur in the body of the girls are more numerous and more important than for boys. On the other hand stressors acting on girls are different from those acting on boys - one example is the stress induced by the ideal of feminine beauty as required by the society and which is one of the main concerns of girls at this age, appearance that boys are not experiencing.

Thus, the results of the research on gender differences in depression are congruent with most international studies on this issue, showing predominantly female subjects.

The differences between the frequencies of the two groups (boys and girls) are statistically significant at a significance threshold of $p < .01$.

These data support that the first part of our hypothesis was confirmed: *depression is more common among girls than among boys during adolescence, in a proportion of about 2 for 1.*

The second part of the hypothesis concerned the fact that there are gender differences in the intensity of depression.

For a more detailed analysis of gender differences on depression, we compared female subjects and male subjects according to three levels of intensity of depression (according to Beck Depression Inventory): mild depression, moderate depression, severe depression.

Of the total number of female subjects ($n = 30$) included in the survey, 21 reported depressive symptoms, of which - two severe depression, 6 - moderate depression and 13 - mild depression (Table 2 and Figure 3).

Table 2

Frequency of depression forms for the sample of girls (N = 30)

Depression Types	Fr. Abs.	Fr. Cum.	Fr. Abs(↑)	Fr. Abs(↓)	ν	ν^2
A	13	30	0,44	1,00	27	729
B	6	17	0,2	0,57	24	576
C	2	11	0,06	0,37	28	784
D	9	9	0,30	0,30	21	441
Total	$\Sigma=30$		$\Sigma=1$		$\Sigma=100$	$\Sigma=2530$

where: A - mild depression; B - moderate depression;
C – severe depression D – non-depressed

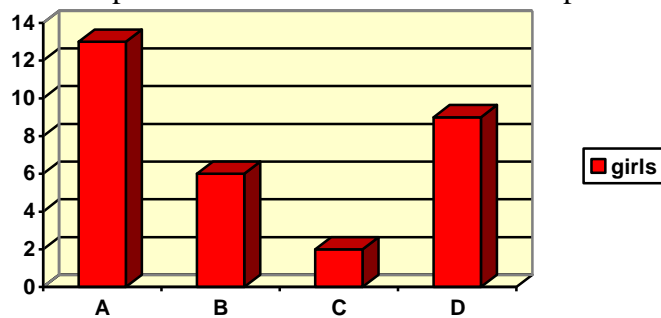


Figure 3. Frequency of the forms of depression for the sample of girls (N = 30)

It can be seen that the highest number of subjects which recorded significant scores for depression is the female subjects with mild depression. We could say that this type of mild depression usually accompanies adolescence female subjects being due to various internal and external factors facing subjects. The internal factors include: hormonal changes, body changes that occur during this period, acceptance and habituation with her own body image, building a new self-image etc. The external factors include: the strained relations with the parents, the growing professional requirements (school has great demands from

students arrived at this age) large volume of material to be learned, adapting to new roles and social responsibilities etc.

A total of 6 subjects had scores that classified them as moderate depression. For them the tiredness is almost constant and the depressed mood and the feeling that they are not loved are present almost daily. The subjects in this category were reported also sleep disorders, consisting in sleep insomnia, mainly due to ruminative thoughts that they will not meet the demands of school and social, that they will not be at their parents' expectations.

A total of 2 cases were categorized as severe depression. For these cases, the BDI scores should be a warning and an incentive to consult a specialist in the area (whether it is a psychiatrist or a clinical psychologist). The accentuated depressed mood became permanent and they will not be able to extricate themselves from this situation without professional help.

From the sample of boys, 11 cases had scores that include them in the category of mild depression. Boys do not have the same stressors as the girls, but they face a number of bodily changes, and they have to accept the new self-image and adjust it in accordance with the requirements of social and personal ideals. In addition, at this age for boys comes also the fight for supremacy, in the school group or the environment, as the necessity to join a group of elderly people who provide them with appreciation and recognition. Difficulties in relationships with parents grow, because at this age boys are considered biologically independent, but still dependent of their family financially and emotionally. These discrepancies may contribute to a feeling that they are not understood and not appreciated at their true value.

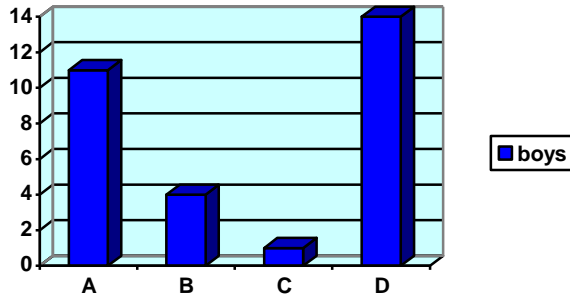


Figure 4. The frequency of the forms of depression for the sample of boys (N = 30)

where: A - mild depression; B - moderate depression;
 C – severe depression D – non-depressed

A total of four cases obtained scores equivalent to mild depression. For these cases over the problems inherent in this period overlapped acute family problems (divorce of parents in two cases, parents going abroad for work in two other cases). This has fueled the already existing depressive manifestations and led to accentuate them.

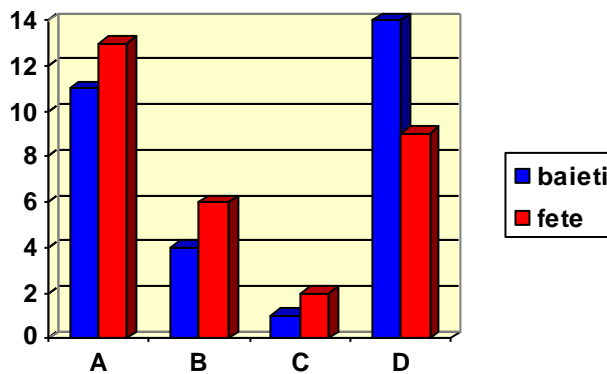


Figure 5. The compared frequencies to boys and girls on the intensity of depression

where: A - mild depression; B - moderate depression;
 C – severe depression D – non-depressed

A single case of group of boys shows scores to amount to severe depression. In a way this aspect is justified (the father died in a car accident), but goes beyond a prolonged duration of mourning and the depression requires professional help.

It is noticeable that girls record higher levels in all the three forms of depression: for mild depression compared with 11 boys and 13 girls; moderate depression compared with 4 boys and 6 girls; and severe depression compared to a boy and two girls. Number of non-depressed subjects is lower among girls than among boys.

These data allow us to state that in terms of intensity of the depressive states there are significant differences by gender. Differences between boys and girls for the three types of depression are statistically significant at a significance level of $p < .01$. Thus *the second part of our working hypothesis has been validated in the practical research.*

The hypothesis that we assumed at the beginning of the research that there are gender differences in the frequency and intensity of the depression among adolescents is fully confirmed by the practical research done.

Conclusions

Depression is the most common of the psycho-emotional disorders of the modern world. It is characterized by very diminished mental tone, accompanied by lower self-esteem and lack of any kind of pleasure or interest in things around. The impact of the depression on individual lives is major: about 4% of patients come to commit desperate acts and suicide attempts.

Also, 60% of all suicides occur against a background of major depression or other mental disorder from this category. Depression

interferes with thinking and actions on short and long term of the patient and in the severe cases it greatly affects the quality of life, interfering with daily activities, work or relationships with loved ones.

Experts consider depression a chronic condition that requires long-term treatment, as with other chronic diseases that have an organic component. Despite the fact that most people face at some point in life with an episode of depression, there are many cases recurrent or persistent that are a real therapeutic challenge for physicians or psychologists.

By establishing an effective treatment we can relieve symptoms and the patient life returns to normal even after few weeks after the start of therapy.

Currently there are several treatment options for treating the depression and the disorders with depressive component such as bipolar disorder. Medications administered to patients enter in the class of antidepressants and include monoamine oxidase inhibitors, tricyclic antidepressants, tetracyclic, selective serotonin reuptake inhibitors.

Psychotherapists and psychologists began to take seriously the risk of depression in children. Research shows that often the depression that occurs in children persists and becomes recurrent during adulthood, especially if untreated. The presence of depression in children is predictive of severe depression in adults.

Depression in adolescence comes at a time of great personal transformation - teen develop their distinctive identity not identical with that of his parents. Depression in adolescence often coexists with other disorders such as anxiety, eating disorders or substance abuse.

Depression can be approached through various psychotherapeutic methods. Mainly depression can be treated by short-term therapies, such

as cognitive therapy, interpersonal therapy, behavioral therapy. Depending on the profile of the person with depression and the type of depression can be advised also psychoanalytic guidance therapy, family therapy and other types.

The effectiveness of psychotherapy in depression is widely recognized. Psychotherapy contributes to improve the quality of life and to reduce the total cost of treatment by decreasing the number of episodes. Psychotherapy as the only method of treatment is an important strategy applied to a relatively small group of patients with mild and moderate depression. It is an essential approach for patients who can not take drugs.

Combining psychotherapy with antidepressant medication has been shown to have superior results of each approach separately. Psychotherapy augments the effect of antidepressant medication and is a factor that increases compliance. Psychotherapy is not only effective in depression, but can reduce costs by improving the disability associated with depression.

The cognitive-behavioral therapy has been the most studied and found to be most effective in depression. It is a structured method and generally consists of 12-16 sessions.

The management of depression and depressive problems in adolescence is part of a paradox, which explains the difficulty, specificity and importance of treatment.

In fact, the first aim of care is to achieve a reduction or disappearance of symptoms:

- the most debilitating: slowness, withdrawal, lack of interest, irritability blocking the major social relationships etc.

- the most painful: the moral suffering, the devaluation, the idea of guilt etc.

- the most threatening: suicidal ideas or plans.

The overarching goal of the therapist must be to reinvigorate, revitalize and re-launch the mental process of this age. This mentally labor confronts the ill teenager with sadness, bad mood, depressed mood or even depression, with everything that characterizes this feature of puberty dysphoria in which the ability to distinguish, the frustration tolerance, the acceptable losses are elements that are part of the psychodynamic stakes: many teens, if not all, have at some point experienced a depression.

Treatment of depression in adolescence would not be limited to symptoms sedation (important, of course), but also be concerned with the recognition and promotion of the maturation process specific to this age, process which incorporates a component with depressive disorders.

Bad mood, sadness, have a positive and favorable potential, as these conditions allow to the adolescent Self, temporarily depressed, to engage in a process of disinvestment-renunciation and to overcome the fear of a depressive collapse. If subsequently, there will be new period of depression, the teenager will know how to overcome them, due to its old experiences.

Psychotherapy can be done in groups or individually by psychologists, psychotherapists and psychiatrists, counselors. In more complex forms of depression is used a combination of medication and psychotherapy. Cognitive behavioral therapy is the most studied form of treatment for depression in children and adolescents. Successful psychotherapy reduce the recurrence of depression even after it was over and replaced by occasional meetings.

The most studied form of psychotherapy for depression learn patients how to defend themselves, new ways of positive thinking and the modification of counterproductive behaviors. Combining medication with psychotherapy seems to give good results. Some variables predict success for cognitive behavioral therapy in adolescents: high level of rational thinking, less melancholy, fewer negative thoughts. It is especially beneficial in preventing relapse.

In conclusion, depression in adolescents is common, severe and result in intermediate and long-term morbidity and in mortality. For clinicians who work with young people and their families is important to know the issues reported so that high-risk adolescents can be detected, evaluated and treated using appropriate therapy. It will put more and more emphasis on prevention strategies for high-risk groups.

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TRANSVERSAL COMPETENCES AND INTERACTIVE TEACHING STRATEGIES

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Abstract: In a research organized at “Aurel Vlaicu” University of Arad within the “SocioPlus” project, it has been found that students have not properly developed transversal competences needed in order to adapt to the labour market: communicational, inter-relational skills, or skills of managing their own professional path etc. In this study we aim to present the importance of interactive pedagogy during teaching, and also some examples of methods/ exercises applied to courses that facilitate the development of those transversal competences.

Keywords: transversal competences, teaching strategies, university curriculum, students, employers.

Theoretical frame

There are numerous definitions of the term competence but in procedural terms they all share functional notions such as: „a set of resources” – cognitive, motrical, affective etc. related to knowledge, knowledge of the self, attitudes and skills, action schemes, habits that „mobilize” dynamically as well as the ability to „face” problem situations in learning, problem solving, projects (Le Boterf, Paquay, Rey, Wittorsky etc.).

The competence in a certain field consists of knowledge („to know”), abilities and skills („know how”), as well as attitudes and values

(„to be”); the attitude-value component turns an individual into an expert. Competence involves „cognitive, operational, affective-attitude related and conative potential, which successfully emerges when the situations call for it” (M. Ștefan, 2006, p.57). „Competences are complex structures with operational and instrumental value that are placed between knowledge, attitudes and abilities and have the following characteristics: ensure the achievement of assumed roles and responsibilities; are linked to performance in activity; can be measured based on performance standards; can be developed through learning” (V. Chiș, 2005, p. 136 after S.B. Parry, 1998).

Any field of activity or profession contains a system of general and specific competences, their achievement and development being considered a continuous process; an individual’s knowledge and skills are permanently enriched and strengthened as the professional experience increases. The system of professional competences represents the acceptable standard for practicing a certain profession. Thus, systems of initial and continuous training in all professions are responsible for the development of a system of professional competences (V. Chiș, 2005). Transversal competences need to be developed in addition to these categories of competences. They are acquisitions in terms of values and attitudes that exceed a certain area/field of study and are expressed through autonomy and responsibility, social interaction, personal and professional development.

Consequently, initial training in academic programmes aims two complementary aspects: the acquisition of field related/ specific competences and the acquisition of transversal competences.

Research

One of the major objectives of the Project *SocioPlus – Training, documentation and access services for students in Undergraduate and Master Studies in Sociology and Social Work* is represented by the improvement of undergraduate and Master study programmes in the fields of Sociology and Social Work by increasing the relevance of contents for the demands of labour market.

Therefore, the training needs of specialists in the field of Sociology and Social Work (undergraduate studies), Human Resources Management, Social Services Management and Social Work Management (Master studies) have been investigated. We have focused on the demanded and scarce competences and abilities which are needed for the fulfilment of real professional tasks.

Knowing the competences and abilities needed by the graduates` from the perspective of the coordinators of their professional activity is a fundamental condition for efficient revision of study programmes and their adjustment to the demands of the labour market. The study involved the identification of 100 organizations, public and private institution from Oradea and Arad, which have employed graduates of at least one of 5 study programmes targeted by the project.

The study on the training needs involved the usage of two research methods: survey questionnaire and focus group. After analysing and interpreting the data it has been noticed that employers focus on specific competences developed through academic programmes; yet they also revalue the graduates` transversal competences. We will further discuss data referring to the students enrolled in the study programme Social Work at „Aurel Vlaicu,, University of Arad.

Results and discussions

Collected data reveal that employers of Social Work graduates appreciate the employees` specific competences related to the knowledge and usage of intervention methods in their work with the beneficiaries and the development of prevention services. Thus, handling social cases is one of the abilities each Social Work graduate should possess. These competences are regarded as developed to a large extent.

Referring to the category of transversal competences, their list has been made by experts involved in the project starting from the specifications of the National Higher Education Registry (RNCIS), namely the qualification summary for the fields targeted by the project. According to RNCIS, the transversal competences that would be developed in the future social worker are:

- Objective and argumentative approach both theoretical and practical of certain problem situations seeking for an efficient solution, respecting values and principles specific to social work
- Applying techniques of efficient work in trans-disciplinary teams developed around hierarchical positions at intra- and inter-organizational level.
- Objective self-assessment of professional training needs and the identification of resources and ways of personal and professional development aiming the insertion and adjustment to the demands of labour market

A scale of 16 items has been used to assess the importance given by employers to *transversal competences* within the study programmes. The results are illustrated by the figure below.

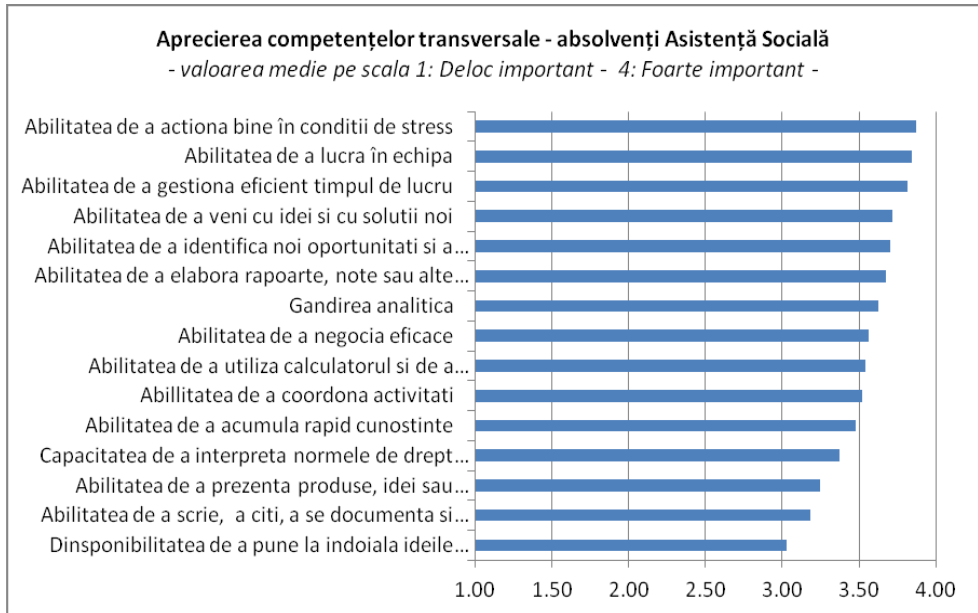


Figure 1 – Appreciation of transversal competences – Social Work Graduates

After analysing these results and having a look at the average values obtained for the study programme Social Work, we notice that employers give more importance to transversal competences transmitted to the graduates of this study programme (undergraduate and master studies). Within the project these competences are identified as:

- ability to acquire knowledge rapidly
- ability to act well in stressful conditions
- ability to manage working time efficiently
- ability to work in team.

For social workers, qualities such as the ability to coordinate, communicate and synthesize are considered necessary.

After performing the focus group with employers, we conclude that the most commonly encountered proposition of curricular improvement refers to internship, conducted in social institutions but also

in foundations, associations, etc. Other improvement propositions of these study programmes refer to the development of transversal competences with emphasis on: the development of communication abilities with people belonging to vulnerable social groups: (the elderly, children, and people with disabilities); the development of communication and teamwork abilities.

Thus, we further want to present some methods that would help in the development of transversal competences; the methods are applied as part of interactive learning strategies.

Models for the development of competences can be built. They are the consequence of learning activities and learning situations in which students are placed. A learning situation which favours the development of competences relies on sequential, gradual involvement of ten types of activities:

1. Facing problem situations (new and challenging);
2. Exploration of resources (available through learning);
3. Acting internally and externally
4. Interaction (for research, confrontation, analysis, understanding, etc.)
5. Reflexive activities, attitudes
6. Co-evaluative activities
7. Structuring new acquisitions
8. Integration in systems, inter- and transdisciplinary context (to practice new long-term acquisitions)
9. Activities of constructing meaning and
10. Preparation of transfer possibilities.

Obvious progress has been registered in the development of formative aspects of learning but this area remains restrained to „learning to know” and „learning to do..”. Aspects such as „learning to be” and „learning to live among others” remain at the teacher`s decision.

The interactive student is the student who „actively interferes in the didactic activity and changes its variables, makes efforts of personal reflection and thinking, does mental and practical activities of search, research, rediscovers truths and reissues knowledge” (M. Bocoş, 2002, p.59). He assumes the role of an actor in the educational act by becoming a co-participant of his own training and co-responsible for the achievement of learning.

An active student seeks solutions to the problems he faces, being intrinsically motivated by the desire of knowing and training for the future; he „elaborates personalized projects of learning, assumes responsibility for them, is aware of them, applies, assesses and improves them, manages his learning by gradually acquiring autonomy in learning.” (M. Bocoş, 2002, p.58).

The efficiency of learning and the development of competences depend on the degree of students` involvement in the fulfilment of their learning tasks. There are two ways of approaching learning: “surface” approach and “deep” approach to learning. The surface approach to learning is based on the student`s intention of fulfilling a tasks without any authentic personal involvement. It relies on memorizing information and events, retention of concepts without personal reflection upon them, handling learning tasks as something imposed from the outside, the acquisition of knowledge with no connection to reality, etc. Surface learning is of „learning everything type ... of recognition and reproduction

from one's memory– reason, reflection and questioning remain in the background” (V. Chiş, 2005, p. 93).

The active/interactive student is the student who strives for autonomy in learning/training, who learns from his own initiative, individually, independently and in a personalized manner, who reflects upon his own person, researching and understanding himself; he has an active, positive and favourable attitude towards lifelong learning.

We want to underline the importance of using such methods in the training of students for their future professional activity and also in the development of their transversal competences, by taking into consideration the above mentioned arguments. Below, there are some methods used in the activities with students.

A first example is the method “*I as a professional (social worker)!*” (adapted from Filimon, L., Chioncel, N., training course “Trainers of professional competences”, AntrES Project). The method can be used focusing on the following objectives: to use correctly concepts specific to the field of social work; to report strong points and week points depending on theoretical frame of their professional competences; to prove the ability to perform a realistic self-assessment of their own personality; to find proper solutions to balance their week points.

Task: Design a worksheet for individual work entitled „I as a professional”. Start by assessing yourselves: reflect for a couple of minutes upon your strong points and week points as future social workers; think how well you use your strong points and how you deal with the week points.

Individual work will be followed by group discussion.

Strong point and weak point as future social worker

a) 3 strong points	How do I use them?
b) 3 weak points	How do I handle them?

Another method that can be used is the *Journal of Self-reflection*. The aim of this method is the discovery of difficulties encountered by students in their training, organization and presentation of their practical endeavour, the analysis of lacks and errors, dissatisfactions but also expectancies. The journal is also a self-assessment tool, which measures the students` progress in terms of goal achievement and professional training.

- What new knowledge have you acquired through the conducted activity?
- Which of the debated ideas have you found interesting?
- What difficulties have you encountered during your activity?
- What difficulties have you encountered in the interaction with the others?
- What are your dissatisfactions related to the activity?
- What could you improve?

The exercise “*Absurd explanations*” can start with the following objectives: overcoming an extreme, unexpected situation in a controlled environment; improving self-control when facing a distress factor; awareness of exterior, non-verbal signs which betray stress and uncertainty generated by an unexpected, apparently unsolvable situation;

improvement of socializing abilities and awareness of their role in overcoming unique situations; checking the students` creative skills.

The exercise has the following *stages*:

1) Five students are selected randomly and are asked to come in front of the classroom, placed so that the other students can constantly observe their reactions and behaviour. Each of these 5 students is asked to present a notion which is completely new to him and the rest of his peers. Notions belonging to a specific field can be selected for this purpose, supposedly words they haven`t had contact with (e.g. medicine, aviation, geology, etc.). Each student is assured by the leader of the exercise that he would get support in form of a certain short written description of the notion. The student has then the opportunity to read it before the presentation. Attention should be drawn upon the fact that after the distribution of all cards, no participant can address any questions to the leader or talk to other participants under no circumstances.

The five sheets with the explanations will contain the following:

- correct explanation of the word;
- wrong but plausible explanation of the word (a notion with close meaning and form will be written on the sheet);
- wrong explanation of the word, even an absurd one (another notion than the one referred to will be written, preferably a notion familiar to all participants but with no connection to the initial word);
- correct explanation in a foreign language which may be familiar or unfamiliar to the student;
- no explanation (blank sheet).

Each student of the five will randomly choose one card and will be given 10 minutes time to prepare the presentation. The rest of the

group is asked to observe the 5 colleagues` reactions. 2) After 10 minutes, before the start of the presentation, the observers are asked to make a written hierarchy of the students with the best presentation. The written results will be kept by the students and they won`t be disclosed at this point.

3) Beginning of presentation. Each student of the five „protagonists” will try to describe the notion in 15 minutes. The person who has the wrong but plausible answer on the sheet will start first (so as to create a state of doubt regarding the accuracy of answers given by those two students who have correct answers) and will end with the presentation of the student who hasn`t received any explanation (to give him the possibility to try to put together and acquire information offered by the previous speakers– it would be interesting to observe which version will he try to imitate).

4) After finishing the presentations, students will be asked to make a hierarchy of each colleague`s performance, according to the manner they managed to transmit the information.

5) The leader of the exercise will present the correct version and the difficulties encountered by the presenters will be debated upon. Then peer evaluations will be analysed. It will be checked whether the correct version has been perceived as real by the participants; otherwise the reasons why another version has been accepted as convincing or real have to be identified. It will be also checked whether initial behaviour analysis corresponds to results presented in stage 4 (after students` performance) and causes that have generated the differences will also be analysed.

Another method which facilitates group communication based on photos is *Photo-language*. It contributes to highlighting the representations. Symbolic photos from magazines can be used for this

purpose. These photos will be displayed in a corner of the classroom and students arranged in a semicircle will observe the clichés. They will have to choose one or two photos that present, in their opinion, a situation connected to social work. Each student presents then the photo and explains the reasons for his choice. The other ones can react or assign the photo other meanings. The last stage consists of the identification of all subjects approached by the group and writing them down in clusters connected by arrows.

The *Exercise “Ways of communication”* can be used starting from the following objectives: diminishment of unjustified trust in one`s own abilities; increase of the degree of assimilating notions with abstract character; awareness of advantages offered by interaction based on communication and the development of relationships based on equality and partnership.

1) A person from the students` group is selected either randomly or voluntarily and is asked to present the group an abstract notion under the leader`s guidance. The concept must be familiar from previous training. The topic should be of medium to high difficulty. The student has 5 minutes to prepare the speech and 15 minute for the actual presentation. When the presentation is delivered, both colleagues and the teacher have the opportunity to ask questions to the topic.

2) The leader of the exercise will present the same topic using a different approach and another presentation method. Emphasis will be laid on communication and constant group interaction. Timing should be strictly respected, namely 15 minutes for initial presentation followed by a question session.

3) Analysis. A debate will be organized to identify the advantages and disadvantages of communication with the group as well as the group's reactions to the author's "performance".

Another example is the technique of *symbolic drawing* which consists of drawing something on a sheet of paper of large dimensions. It shows their representation of a discriminating situation and it is a method of knowledge and awareness of their own representations and affective experiences in the field of social work. All works on the discriminating situation can make the object of a mutual portfolio.

Another technique is the *self-biographical approach*. It determines the student to have a look into his personal experience and identify a concrete, positive or negative situation when he needed the help of a specialist. The activity can be initiated by evoking cases which describe such a situation. Each student writes a short summary of the experience and presents it to the others. The analysis of the event is made by asking questions such as: "What has made this situation so important that I remember it?" (the person who helped him, the nature of intervention, the circumstances it was issued, the consequences of the intervention): "What lesson can be extracted from this situation?"

Autoscopy comes to help students' self-assess/self-observe their own evolution, performance/competence with their colleagues' help or personally (Tăutu, C.M., Tăutu, M. G., 2000). If applied in an organized manner, the technique of autoscopy can aim the fulfilment of important objectives, some of them being:

- favouring confrontation between student and his own behaviour in concrete situations that are premises for critical analysis, reflection and self-reflection for the improvement of upcoming activities;

- supporting the awareness of obstacles that need to be overcome for an efficient management of activities and analysis and reflection techniques of one's own behaviour;
- favouring organized and guided dialogue, conducted by teachers and oriented towards students.

In a first stage, autoscoping can be used as follows: the teacher assigns specific observation tasks of specific situations, when students stated their own points of view, thus triggering an objective and meaningful discussion based on the observations made.

In further stages, a video camera can be used to record, review and analyse a student's performance (see table); the performance can be assessed/self-assessed constructively and obviously improved, too.

Behaviour self-analysis/ self-observation

Sequence	Behaviour	Strong points	Weak points	Improvement measures

Conclusions

Introducing such interactive strategies and methods of team work in the academic curricula gives students the opportunity to collaborate, intensify their interactions, take part in discussions and debates, research activities, role plays and micro-projects. Such interactive/group learning is beneficial under several aspects, contributing to the improvement of horizontal communication, stimulating the strengthening of student-student and even teacher-student relationships, making learning more efficient, generating feelings of acceptance and sympathy, stimulating the

increase of self-esteem and trust in one's power; in a word – developing communication and teamwork competences.

All these methods are used with the aim of activating the student, stimulating cooperation and intensifying vertical and horizontal communication relationships. The teacher is mainly concerned with the development of superior mental attitudes, reason in students, stimulation of discussions and group debates.

Therewith, teachers must take into account the students' need of knowledge and professional competence in their interactive academic endeavour. The main difference between pupils' learning and undergraduate students' learning is given by the fact that students should know what they are about to learn, how learning is organized and especially how they will revalue learning in the profession they have chosen.

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PREVENTION AND CONTROL OF OCCUPATIONAL STRESS PHENOMENA AT YOUNG WORKERS

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Abstract: Work-related stress is one of the biggest challenges for safety and health at work, facing Europe today. Occupational stress is the second factor determining occupational hazard occupational diseases. European Risk Observatory Report shows that in the European Union have been affected by occupational stress 22% of workers and their number is increasing (European Risk Observatory Report, 2005).

Key words: stress, occupational stress, relaxation techniques, young people, prevention.

Problem Statement

Stress at work is common throughout Europe. As shown European Agency for Safety and Health at Work, prevalence of stress in the European Member States (EU) in 2005, the level of reported stress was lower in EU (20%) than in in two acceding countries (Bulgaria and Romania, 31%). However, significant differences were also observed among the EU countries. The highest levels of stress were reported in Greece (55%) and in Slovenia (38%), Sweden (38%) and Latvia (37%) and the lowest levels noted in the United Kingdom (12%), Germany, Ireland and the Netherlands (16%) as well as in the Czech Republic (17%), France and Bulgaria (18%) (<https://osha.europa.eu/en/publications/reports/>).

"The European Union is the second work stress related health problem professional activity after dorsal disorders, the most common

health problems in the workplace. It affects 28% of EU employees " (European Agency for Safety and Health at Work, 2002).

Studies suggest that stress is a charge of 50% and 60% of working days lost in sick leave. This represents a huge cost not only human suffering, but mainly by economic costs related morbidity indicators evaluated by professional (EUROSTAT, 2010).

A very important feature, specific to the psychic stress, taking into account the stress agent involved, is the anticipative character of the psychic stress face to the impact with a certain event which can be a threaten to the subject psychic equilibrium, becoming itself a stress source (Cummings and col., apud Cungi, 2000).

The effects of the institutionalization on each young man will very function to the manner in which the adults reacted towards the child, function to the environment it self and the own personality of the child. To adolescents and young peoples appear: the lack of adequate social abilities required for a life outside the institution, the lack of a social support network from the community or the family, the incapacity to establish and to maintain durable relationships (Roth-Szamoskozi,1999).

A sounding research carried on in jun 2001, by the Study Center for researches on Youth Problems, hows that the great majority of the young peoples consider as being a vital problem for them the possibility to have a house and a work place (in proportion of 96% an respectively 95%). Also a very important aspect that affect the young generation is the fact that three qurters of the young peoples consider as problematic the life conditions that they could have and the eventual founding of a family (92%, respective 84%). It is not surprinsing that the sociologic researches show an increasing of the age at which the marriages are contracted, taking into account the fact that the young people do not feel

capable to support an eventual family in decent living conditions (apud Zamfir, 2002).

Underlines the specificity of the stress reaction determined by the particular features of the person, and also by the stress situation characteristics (Moldovan, 2005).

Occupational stress is the cause of more than a quarter of all sick leaves with a duration of at least two weeks, absenteeism from work. Stress at work can be caused by psychosocial risks such as design activities, work organization, management employment (special professional applications and have limited control over their activities or problems such as violence and harassment in the workplace). Physical hazards in the work environment, noise type, temperature can also cause stress at work and lead in time to disease (occupational diseases and work-related diseases), (Gavrilă, Gavrilă, 2010).

Prevention of work-related stress is one of the objectives set out in the Communication of the European Commission for Employment and Social Affairs on the new strategy on health and safety at work.

A topical issue for Europe in 2014, as a present European Agency for Safety and Health at Work (EU-OSHA) is stress and psychosocial risks in the workplace and community actions to prevent them. Doctor Christa Sedlatschek, director of OSHA, said: "This is a problem which may involve huge costs for the health of employees and companies alike. Given that stress at work is the second most common health problem in Europe and declared that the estimated costs for companies related to mental health disorders is approximately 240 billion per year, it is something that simply can not afford to ignore. As shown eventful program of the week, our network in Europe is doing well in capturing the attention of employers and employees " (<https://osha.europa.eu/ro>).

Purpose of Study

The authors present their research carried on 90 young workers (45 from the institutionalized environment and 45 from normal families) employed in a factory in Arad. The starting hypothesis were: H1- we supposed that the young people come from institutionalized environment feel a greater occupational stress than the young people come from normal families; H2 – we supposed that the learning of certain relaxation techniques and of some elements of behavioral cognitive therapy will lead to the diminish of the occupational stress to the young workers come from institutional environment.

Methods

The subjects had to answer to the scale for the occupational stress, part of the Personal Evaluation Inventory for Stress, made by Melgose (2000). Both sample were asked to answer to the questions at the beginning and at the end of the research. Between the two examination the lot of young workers come from institutional environment was taught relaxation techniques and benefited from cognitive-behavioral psychotherapy in weekly sessions. The sample of young workers come from normal families was the control sample.

Findings and Results

The results obtained by us confirmed in practice both our hypothesis: the young worker from the institutional environment feel a greater occupational stress than the control sample. After two month of the experimental phases, the occupational stress of the young workers come from institutional environment diminished in a significant statistic proportion.

The obtained results allow the statement that these methods are of great utility in preventive purpose and in the stress prophylaxy.

The subscale for the occupational stress used by us had an Alpha-Cronbach coefficient of fidelity of .771 which is statistic significant and shows that the measurement is trust worthy.

The results obtained by the subjects of the two samples at the first evaluation, to the occupational stress subscale are presented in the table 1.

Table 1.
The results obtained by the subjects of the two samples at the first evaluation to the occupational stress subscale

	Average	Standard deviation
Sample YI	30.19	5.04
Sample YN	24.17	4.85

The differences between the two averages, calculated with the t Student test, are significant to a significance threshold $p < .02$. This means that the sample of the young workers come from intitutional environment presents a degree significantly greater of occupational stress than the young peoples from the normal families. The hypothesis 1 is confirmed by the practical study.

We can explain this significant difference by the fact that the young people come from institutional environment present increased difficulties to integrate in the medium (whether it is social or professional) and have reduced abilities for the management of the new or conflictual situations. Moreover their selfesteem is more reduced, due to the environment in which they lived and as a consequence they will underestimate their own capacities and their possibilities to face the work

situations. As a consequence their efficiency and yeild will be lower, they will have errors in the task execution which will lead to o new source of stress. Also, the fear to not loss their work place, which is their only support after they leaved the institution brings an increasing in the internal psychic tension and thus of the psychic stress.

Their abilities to maintain collaboration with their colleagues and with their superiors are reduced and the conflictual situation may appear from derisory reasons. All these contextual factors create many sources of occupational stress which are not felt by the young peoples come from normal families, who always could be supported from their origin families.

After the two month in which the experimental sample YI was tghauht relaxations techniques and the subjects benefited by weekly cognitive-behavioral therapy sessions, the both samples had to answer aganin to the occupational stress subscale. The results obtained at the final evaluation are presented comparative with the first evaluation in the table 2.

The table analysis shows the increased utlity of the methods introduced by us for the stress diminishing. The difference for the YI sample between the first and the second evaluation is significant at a significance threshold $p < .01$. The control sample YN registerd also a small diminution of the stress but this fact is due, in principal, to the accustomed to the work situation and with the new collective of colleagues. Thus the hypothesis 2 is confirmed by the experimental study made.

Table 2.

The comparative results for the first and the last evaluation of the two samples of young workers

	YI sample		YN sample	
	First evaluation	Second evaluation	First evaluation	Second evaluation
Averages	30.19	19.59	24.17	23.12
Standard deviations	5.04	4,92	4.85	7.29

The difference between the YI sample and the YN sample after the second evaluation is also statistic significant at a significance threshold $p < .01$. For the YI sample the differences between the two evaluations are much bigger and to this fact contributed the learned relaxation techniques and the weekly sessions of cognitive-behavioral psychotherapy. By these methods the young workers learned to become counscious about the professional failure causes and to modify their behavior for avoiding future failures.

Moreover they were able to establish collaboration relations with their colleguse and superiors and to improve their professional performances. Their integration in the work collective was greater and they even arrived to establish some friendship relations. Being a part of the team and feeling as a part of the team they became more confident in their capacities and possibilities to keep their work place and their selfesteem increased considerable. All these aspects lead to the diminushion of the occupational stress.

Conclusions

The occupational stress can be an important factor that could produce different psychosomatic troubles it is not treat from the begining.

The consequences for the individual life, for the work team and finally, on the society are great and need to be take into account for being prevented.

The learning of some relaxation techniques and the support of a cognitive behavioral therapy makes that the sample of subjects come from the institution environment record a statistic significant diminution of the occupational stress. Consequently this leads to an increasing of the selfesteem, of the cooperation with the others and of the work efficiency (the hypothesis made by us at the begining of the research were confirmed by the experimental practice).

We consider that the used methods with the purpose of the reducing stress to the young peoples come from insitutional environment, may be used successfully also in preventive purpose and in the occupational stress prophylaxy.

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GOOD PRACTICES OF ACCESSIBILITY ASSURANCE IN EUROPEAN AND US. UNIVERSITIES FOR STUDENTS WITH DISABILITIES

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Abstract: The facilitation of the access of students with disabilities to different activities from university is actually a common and an important issue. The modalities for assurance of this principle are various and adapted to the general policies or specific procedures in each university, but more important to the students' needs. In this article, we want to identify the types of accessibilities for students with disabilities from US. and European universities. We analyse the information available on the sites of universities (32 support centres for students with disabilities from US. and 26 from Europe) from the same content analysis indicators. Also, we made a comparative analyse between the results of the two selected samples. The content analyse reveals the similarities and differences between the support centres for students with disabilities from the two samples. The analysed good practices models of accessibility assurance for students with disabilities could be optimised on a particular dimension in each university case. Only a few support institutions, mostly from US. universities, make visible on their web sites all the modalities for accessibility presented in this article.

Keywords: students with disabilities, support institution, accessibility modalities.

Theoretical frame

The *World Declaration on Higher Education for the Twenty-first Century* (1998) points out that the access to higher education, despite possible limitations owing to institutional or governmental financial resources, must be assured to all qualified individuals regardless of their background and personal characteristics. Therefore, the assurance of equal chances and opportunities for students with different disabilities is an important issue for each university and its campus. This could be possible only if each university policy is centred on the access assurance at the level of each type of activity initiated by the students with disabilities in the institution of the university or in their campus. S. Griffiths (2010:5) shows that embedding provision for disability in universities is not only about providing suitable physical resources, but it is also about providing a climate where matters to do with student disability are seamlessly integrated into the standard procedures. Following the author' idea, we consider that the approach of this issue must be made considering the wide range of modalities to attend this specific issue for the policy of universities: institutional procedures and methodologies for assuring the access of students with disabilities to the specific activities, access to the physical environment of the institution, assurance for the social relations of the students with disabilities, curricula and curriculum adaptation and collaboration with the socio-economic environment in order to assure the access of students with disabilities to the future workplaces.

In the scientific literature, the facilitation of the access or implication of the students with disability to the university courses is treated mentioning one of the particular approaches of this issue. In the following, we mention a few researches which debate specific issues

regarding the students with disabilities in the educational institutions from higher education:

Braga, L., Tracy, J., F., Taliaferro, A., R., (2015) presented challenges for instructors with regards to appropriate inclusion, pointing of the growing number of students with disabilities in higher education settings. Also, they identified the lack of knowledge or resources to make modifications and accommodations for inclusion of students with disabilities in the physical activity courses in higher education. In this respect, the authors uses Newell's model of constraints to demonstrate how to apply modifications for students with disabilities to the task and the environment, specifically for net/ wall games.

K. A. Myers, J. Jenkins Lindburg, D. M. Nied (2014) have examined the problems and challenges faced by people with disabilities in higher education in the US., discussing the models of disability, student development theories related to disability and attitudes toward disability. Also, are mentioned which are the responsibilities of the faculty, staff, and administrators at post-secondary institutions to assure the accessibility for all students.

Ch. Kelepouris (2014) analysed in his article the transition of students with disabilities from secondary school to post-secondary institution, pointing off the differences of governing law for disabled students in post-secondary institutions. These are important issues in order to assure facing off with the transition to higher education. The author was made some suggestions regarding the process of instruction of the students with disabilities. He proposed procedural differences for students with disabilities for their accommodation in different places.

L. C. Koch , K. Mamiseishvili and K. Higgins (2014) mentioned that the enrolment of students with psychiatric disabilities in U.S. postsecondary institutions is on the rise. The authors accentuated that these students are not persisting to degree completion at the same rate as their peers without psychiatric disabilities. The study concludes that students' with psychiatric disabilities academic and social integration into their institutions was limited by some specific aspects.

N. Schreue and D. Sachs (2014) established as a goal of their study the identification of universal and personal accommodations that students with disabilities used in order to assess students' appraisal of the accommodations' efficacy. The authors established the validity and reliability of the Physical, Human and Academic Accommodation Services (PHAAS) that evaluates the use of accommodations and their efficacy. The results of the study revealed the existence of uncovered gaps in the application of accessibility and universal design principles and lacunas in provided services. These issues can be used as principles in setting up policies in higher education and workplaces to create an inclusive and accessible environment.

The ASHE Higher Education Report (2013) presented the status of disability in U.S. higher education, describing students and employees with disabilities, the college or university's Disability Services offices, the process of arranging accommodations for students and employees with disabilities, perceptions and preferences of students and employees with disabilities and areas in higher education that may affect their outcomes.

M. Agran, S. Alper, M. Wehmeyer (2002) have conducted a survey obtaining opinions of a sample of teachers about relating the access to the general curriculum. The findings of the survey suggested

that the majority of respondents believed that access is not appropriate for students with severe disabilities and that these students should not be held to the same performance standards as typical peers. Also, the study revealed that a number of teachers were not actively involved in planning the access and that almost half of their districts did not have a clear strategy on this issue.

Methodology

We observe that the previously presented articles describe some specific issues for assuring an efficient access for students with disabilities to the services of institutions from higher education.

In our study we made content analyses on the specific types of accessibilities for students with disabilities from the US. and the European universities. The goal of the case study was to present the specificity of institutional bodies which try to facilitate the access and the equal chances assurance of students with disabilities at the university level. We analyse the information available on the sites of 32 support centres for students with disabilities from US. and 26 from Europe, randomly selected, from the same content analysis indicators. Also, we make a comparative analyse between the results of the two selected sample, in order to establish the similarities and the differences between the two samples.

Results and discussions

*Content analyse on US. universities regarding the accessibilities
for students with disabilities*

We identified the following support centres for students with disabilities in US. universities and we analyse their offer for students with disabilities (see Table 1.)

Table 1.
Support institutions for students with disabilities in US.
universities

University	Name of the institution which offers support for students with disabilities	Link
University of Kentucky	Disability Resource Center	http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/
University of Connecticut	Center for Students with Disabilities	http://www.csd.uconn.edu/
Syracuse University	The Lawrence B. Taishoff Center for Inclusive Higher Education	http://taishoffcenter.syr.edu/
University of New England	Special Needs Office	http://www.une.edu.au/current-students/support/student-support/disability-support
Delaware State University	Office of Student Accessibility Services	http://www.desu.edu/academics/office-student-accessibility-services
Canton State University of New York-	The Office of Accommodative Disability Services	http://www.canton.edu/accommodative_services/
University of Maryland	The Office of Educational Support and Disability Services (ESDS)	http://www.umaryland.edu/disabilityservices/
University at Albany State University of New York	Disability Resource Center	http://www.albany.edu/disability/index.shtml
Stony Brook University	Disability support services	http://studentaffairs.stonybrook.edu/dss/
California University of Pennsylvania	Office for Students with disabilities	http://www.calu.edu/current-students/student-services/disability/
University of Rhode Island	Disability services for students	http://web.uri.edu/disability/aboutdss/
James Madison University	Disability Resources Committee (ADA)	http://www.jmu.edu/humanresources/ada.shtml
Regent University	Disability Services	http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm
Virginia State University	Students with Disabilities Program	http://www.vsu.edu/student-life/support-and-resources/students-with-disabilities/index.php
Washington and Lee University	Accommodations for Students with Disabilities	http://www.wlu.edu/the-college-for-students/disability-accommodations
American University, Washington DC	Services for Students with Disabilities	http://www.american.edu/oclsccrs/Services-for-Students-

		504.cfm
<u>Georgetown University</u>	Students with Disabilities	http://scs.georgetown.edu/academic-affairs/students-with-disabilities
<u>Concord University</u>	Disability Services	http://www.concord.edu/student-affairs/disability-services
<u>Drake University</u>	Disability Services	http://www.drake.edu/acadassst/disabilityservices/
<u>Baker University</u>	The Office Access Services	http://www.bakeru.edu/student-life/student-academic-success/access-services
<u>University of Cincinnati</u>	The Disability Services Office	http://www.uc.edu/aess/disability.html
<u>The Ohio State University</u>	The Office for Disability Services	http://ods.osu.edu/
<u>Concordia University</u>	Disability Support Services	https://www.cuw.edu/Departments/Irc/dss.html
<u>University of Florida (Gainesville)</u>	The Disability Resource Center	https://www.dso.ufl.edu/drc/
<u>Georgia College & State University</u>	The Office of Disability Services	http://gcsu.edu/disability/
<u>Kentucky State University</u>	Disability Resources	http://kysu.edu/administration-governance/finance-business/human-resources/disability-resources/
<u>North Carolina central University</u>	Student Disability Services	http://www.nccu.edu/students/student-services/disability/
<u>McNeese State University, Lake Charles</u>	Office of Services for Students with Disabilities	https://www.mcneese.edu/swd
<u>University of Houston</u>	Center for Students with Disabilities (CSD)	http://www.uh.edu/csd/
<u>California State University, Bakersfield</u>	Services for Students with Disabilities	ivServicewww.csub.edu/Uns/SSD/
<u>California State University, Los Angeles</u>	Office for students with disabilities	http://web.calstatela.edu/univ/osd/jobs.php

Analysing the previously mentioned examples, we present some remarks, as basis for a better understanding of this issue:

-The centres and institutional bodies for students with disabilities are active in the US. universities.

-The offered information on the web sites is easy to access from the initial website of the university in which exists.

-The information is clearly presented, punctually and accompanied with explications, on line resources and forms and useful links for every issue.

-The most frequently policy documents which sustain the functioning of these centres, institutional bodies, offices for students with disabilities is The Section 504 of the Rehabilitation Act (1973) and in a few cases are mentioned also The Americans with Disability Act (1990) and ADA Amendments Act of (2008).

-The centres, institutional bodies and offices for students with disabilities have as an objective the integration of the student with disabilities as a part of academic community. This goal must be attended with the sustaining and accessibility assurance process, through the following indicators:

A. Accessibilities for the institutional procedures and methodologies

The centres, institutional bodies and offices for students with disabilities set up specific institutional procedures and methodologies regarding every type of activity in which could be involved the students with disability. In particular cases, these documents provide to faculties and departments from university some responsibilities for managing activities of the students with disabilities, respecting the existent methodologies of the institution. In particular situations, the accessibility process offers a specific admission or evaluation methodology, adapted to the needs of the students with disabilities. Also, some institutions have the same procedures and methodologies for all students, mentioning the use of a counsellor for admission in the case of students with disabilities (for example the Office of Student Accessibility Services).

B. The accessibilities regarding the collaboration with social and economic environment are implemented through the following:

- Assurance of the adaptation to the student life.
- Assurance of the preparation of the student with disabilities to the labour market integration.

- Information about the possible labour places.
- Collaboration with the local educational institutions.
- Support from the local services agencies.
- Collaboration with students' parents.
- Confidentiality assurance.

C. The mentioned accessibilities for the psychical institutional environment are:

- Accommodation for students' with disabilities needs.
- Differentiated parking places.
- Adapted transport possibilities.
- Adapted classrooms (furniture, lighting, endowment with media etc.).
- Adapted access to the entire campus.
- Adapted services offered by libraries.
- Adaptation for the on line services.
- Safety assurance.

D. The accessibilities for students' with disabilities social interactions are:

- Integration of students with disabilities as part of the academic communities.
- Information on programs and specific events of the university.
- Inclusive services with extracurricular flexible offers for students with intellectual or other types of disabilities.
- Establishment of the relationships between students with disabilities and other students with or without disabilities.

E. The most frequent curricular accessibilities presented on the sites are implemented through the following:

- *The educational objectives* allow adaptation on different level of performance, particularly for students with disabilities. The

educational objectives must be established at the beginning of the educational programs through an academic counselling activity.

- *The curricular contents* presented in the curricula offer allow adaptation for students with disabilities through the possibility of choosing the curricular contents and adaptation of it to the individual needs.
- *The teaching strategies* adaptability supports the learning process of the students with disabilities through the following:
 - The course and seminar materials* are adapted to the specificity of the students with disabilities and will be sent in advance and in specific formats.
 - The teaching methods* sustain the learning process of the students with disabilities and must be modified in accordance with their needs.
 - The educational resources* are adapted for the specific disabilities: audio books, Braille books, assisted technologies, large scale printed materials etc.
 - The group organisation modalities* allows individual support, through tutorial activities offered by teachers or specialised tutors, by persons who take notices or a translator.
- *The learning strategies* are adapted for the specificity of students with disabilities through guides and specific links for optimizing the learning process.
- *The evaluation strategy* assures adaptation for the needs and particularities of different disabilities through the following: alternative evaluation modalities, differentiated evaluation, commonly established with the instructor, coordinator or trainer (for example the requirement for the data, the hour of exam,

assurance of a scribe/ reader for the exam, the extension of the evaluation time etc.).

- *The didactic time* assures the differentiation of learning tasks and partial evaluation, depending on each disability through the following: accessibility of the time, extended evaluation time, development of the abilities for time management and stress management, periodical counselling offered by a tutor or other specialised persons.

Content analyse on European universities regarding the accessibilities for students with disabilities

The approach of the analyses regarding the existence of a centre/ service for students with disabilities in European universities from five different countries has raised a few problems related to the on line visibility and the used language for the university' sites (the sites use the national language and the translation into English or other international language offers only a generic information). For a pertinent content analysis regarding the types of the accessibilities for students with disabilities from European universities, we will present in the following the specificity of the accessibility offer in the organisations which have as a goal to facilitate the access and equal chances for students with disabilities (these accessibility ways are not used by each centre, but we present a general overview on it).

Table 2.
Support institutions for students with disabilities in European universities

University	Name of the institution which offers support for students with disabilities	Link
Universities from England		

Aston University	The Disability Team	http://www.aston.ac.uk/current-students/hub/thedisabilityteam/
University of Bradford	Disability Service	http://www.bradford.ac.uk/disability/
University of Birmingham	Disability and dyslexia support	http://www.birmingham.ac.uk/undergraduate/support/disability/index.aspx
University of Bolton	Services for Disabled Students	http://www.bolton.ac.uk/Students/AdviceAndSupport/ServicesForDisabledStudents/Home.aspx
Bournemouth University	Additional Learning Support Team (ALS)	http://www.bournemouth.ac.uk/futurestudents/apply/additional-learning-support.html
University of Cambridge	Disability Resource Centre (DRC)	http://www.admin.cam.ac.uk/univ/disability/
Universities from France		
Aix-Marseille University	Disability Support Services	http://edu.univ-amu.fr/en/student-life
Bordeaux Segalen University	Le Relais Handicap	http://www.univ-bordeauxsegalen.fr/fr/campus/relais-handicap.html
University of Auvergne	Service Université Handicap (SUH)	http://www.u-clermont1.fr/etudiant-en-situation-de-handicap.html
L'Université de Lorraine	Service d'Intégration Scolaire et Universitaire	http://handicap.univ-lorraine.fr/
L'Université Montpellier 1	La Cellule Handiversité	http://www.univ-montp1.fr/vie_etudiante/services_aux_etudiants/cellule_handiversite
Université d'Avignon	Cellule d'accueil aux étudiants en situation de handicap	http://www.univ-avignon.fr/en/campus/campus-pratique/cellule-daccueil-aux-etudiants-handicapes.html
Universities from Spain		
University of Leon	Unidad de Apoyo a Estudiantes con Discapacidad	http://servicios.unileon.es/area-de-accesibilidad-y-apoyo-social/unidad-de-apoyo-a-estudiantes-con-discapacidad/
Universitat Autònoma de Barcelona	The Disability Service – PIUNE	http://www.uab.cat/web/discapacitat/estudiants/guia-de-serveis-1283408901177.html
Universitat de Salamanca	Servicio de Asuntos Sociales Unidad de Discapacidad	http://sas.US1.es/index.php/discapacidadprincipal/atencion-a-la-discapacidad
Universitat de Barcelona	Unitat de Programes d'Integració del Servei d'Atenció a l'Estudiant,	http://www.ub.edu/integracio/presentacio.html
Universidad Europea Miguel de Cervantes	Conserjería	http://www.uemc.es/p/conserjeria
Universidad Carlos III de Madrid	Integration program for students with disabilities (pied)	http://portal.uc3m.es/portal/page/portal/cultura_y_deporte/discapacidad/english
Universities from Italy		
University of Bari	"Settore disabilità" (alias Special Needs Sector)	http://www.uniba.it/english-version/students/services/student-services/english-version/students/services/special-needs-sector
University of Bologna	Disabled students and dyslexic students services	http://www.unibo.it/en/services-and-opportunities/guidance-and-tutoring/disabled-and-dyslexic-students-service/disabled-and-dyslexic-students

University of Milan	Disability Service	http://www.unimi.it/ENG/student/31204.htm
Sapienza Università di Roma	Sportello per le relazioni con gli studenti disabili	http://www.uniroma1.it/didattica/sportelli/sportello-disabili
University of Verona	Centro Servizi per Studenti Disabili	http://www.univr.it/main?ent=servizioaol&idDest=1&serv=37&lang=it
Università degli Studi di Pisa	USID - Unità di Servizi per l'Integrazione degli studenti con Disabilità	http://www.unipi.it/index.php/servizi-e-orientamento/item/1172-usid-unit%C3%A0-di-servizi-per-lintegrazione-degli-studenti-con-disabilit%C3%A0
University of Bologna	Disabled students and dyslexic students services	http://www.unibo.it/en/services-and-opportunities/guidance-and-tutoring/disabled-and-dyslexic-students-service/disabled-and-dyslexic-students
University of Bari	"Settore disabilità" (Sector of Special Needs)	http://www.uniba.it/english-version/students/services/student-services/english-version/students/services/special-needs-sector
Universities from Germany		
Heidelberg University	Beauftragte für behinderte und chronisch kranke Studierende (Councelling for students with disabilities and chronic diseases)	http://www.uni-heidelberg.de/studium/kontakt/handicap/
Ludwig Maximilians University Munich	Studium mit Behinderung (Studing with a disability)	http://www.hu-berlin.de/studium/behinderte/

A. Accessibilities for the institutional procedures and methodologies

On the analysed sites are mentioned only the legislation which sustains the activity of centres/services. In a few cases is mentioned a specific documentation as: The book of Services and Rules, The book of services for evaluation, Modalities of request for services or Regulation for studies (for example at the site of Centro per Studenti Disabili from University of Verona). Also, must be pointed the financial support offered for students with disabilities (for example *Disability Service from University of Bradford, England*).

B. The mentioned accessibilities regarding the collaboration with social and economic environment are:

- Assurance of the adaptation to the campus life.

- Information about the offer for workplaces.
- Adequate vocational counselling for labour market integration through involvement of the students with disabilities in practical activities, adapted to their personal needs.
- Collaboration with other local institutions as: local transport, counselling, health care services, local community services.
- Services related to physical and sport activities.
- Communication with students' parents.
- Confidentiality assurance.
- Guidance of students with disabilities for using other services and collaboration with other specialised persons which can support them in the administrative and academic activities from the university.

C. The accessibilities for the physical institutional environment regard:

- Accommodation to the needs of students with disabilities.
- Accessible parking places.
- Transport between university and home.
- Elevators and specific access ways.
- Assurance of monitoring for students with disabilities.
- Adapted classrooms to the specificity of different students' disabilities, with specific endowment.
- Easy access to the campus of the university.
- Safety assurance.
- Adapted services offered by libraries.
- Adaptation for the on line services.

D. The identified accessibilities for students' with disabilities social interactions are:

- Interaction with students with disabilities from superior year of study.
- Meetings with experts for familiarisation with the curricula.

- Delegation of some administrative services, hardly accessible for the students with disabilities.
- Sustainment and help from colleagues for the educational activities.
- Personal assistance in day to day life.
- Coordination and control of the teachers that are dealing with disability students.
- Information on free time activities.
- Assurance of the motilities for study in other countries or universities.

E. The curricular accessibilities are manifested at the level of:

- Services for Psycho pedagogical Counselling.
- Information and support guides for the staff and students with disabilities.
- Information of the teachers about: the specificity of disabilities, the possibilities for curricular adaptation, teaching methods and using of the support technologies.
- Information of the academic community members and defining of their responsibilities.

More concretely, the curricular adaptations are the following:

- *The educational objectives* are adapted to The Individualised study Plan or Program for each student with disability.
- *The curricular contents* presented in the Curriculum are accessible for the students with disabilities through: personalised selection of the training stages, adaptation of the specific Curriculum for each discipline of study and reconsideration of the curricular contents relating to the student needs.
- *The teaching strategies* assure the accommodation to the students' with disability needs through the following conditions:

-The support materials are adapted to the specific disabilities and students' personal needs (Braille transcription, videoconferences, photocopies, audio formats, large scale formats, accessible notes of the courses);

-The teaching methods are adapted to the students with disabilities teaching and learning processes;

-At the level of the support technologies is assured the possibility to borrow the digital recorder, laptop and to use the digital pen, audio books, Braille books, assisted technologies or the large scale print formats.

-The students' group organisation ways assure the permanent educational support through colleagues' tutorial, specialised tutors, relay teachers, educational support teachers, coaches, support mentors for lecture, persons which take notices, translators, counsellors etc.

- Development of a positive attitude for learning with the sustaining of tutors and permanent meetings with teachers having as a goal the organisation of the learning activities at the best conditions.

- The strategy of evaluation is adapted to the needs and particularities of different disabilities through the following: particularisation of the exams for each evaluation type, increasing the length of time for the evaluation time, using of software, using of a scribe' services, sustaining the exams in other room and periodical meetings with teachers for assurance of an efficient evaluation. These are very important modalities for students with disabilities for developing skills of evaluation and self evaluation, because in every evaluation process "a full transparency regarding the used scoring criteria is

needed, a continuous interaction, a mutual knowledge and a permanent encouraging regardless of the size of success (Balaş, E., 2013:207).

- *The didactic time* is differentiated depending on each student's disability.

Conclusions or a comparative analysis on best practices for assurance of students' with disabilities access to the university

The following analysis is not an exhaustive one, but proposes to highlight the similarities and the differences regarding the types of accessibilities for students with disabilities at university level. Thus, could be suggested the guidelines for setting up a best practice model for the previously mentioned issue.

First of all, it must be mentioned that the name of the institutions which offer services for students with disabilities is different from one university to another, also at geographic region level: these institutions are named as centres, offices or services. The US. sites of the universities present de policy document as a base for the centres' activity, instead the European sites which present mostly the institutional policy for facilitate the access and activity of students with disabilities.

Also, differences are identified at the structure of the site presentation: some of these sites are much complex than others, with detailed information, procedures, regulations, forms and a link for each type of offered service, while other sites offer only a general description of the services and invites the applicants to contact face to face the institution. As a general remark, the sites from US. are better organised, using concrete and explicit information. Each university site presents and has a link for a support centre for students with disabilities, while the

research on these centres in the sites of the European universities is much difficult and the identified results are less (one of the causes for this situation was that the language of the sites were in national language, without a translation into other language known by us).

Analysing each direction of accessibility for students with disabilities at university level, we could identify the following:

Regarding the accessibilities for the institutional procedures and methodologies, the US. centres are much transparent then the European centres, offering in a public manner the entire online formats. The European centres presents on their sites the governmental and institutional policies regarding their activity, without or slightly mentioning the other specific methodological documents.

At the level of accessibilities regarding the collaboration with social and economic environment the similarities between the universities are obvious. These centres assure collaboration and opening to the economic environment, public services, families of students with disabilities or other institutions which can be offer support for them.

The accessibilities for the psychical institutional environment reflect that the services are the same in Europe and US. universities and regard the accommodation, parking, access to the building, adapted course classrooms, specific library services and online access.

The accessibilities for students' with disabilities social interactions in European universities offer a wide range of possibilities to interact with specialised or support persons for students with disabilities, extending the social interaction to other universities through the mobility offers. Instead, in the US. universities, is more accentuated the adaptation o the curricular offers to the students' with disabilities. Regarding the day to day activities, the US. centres call for the development of the

autonomy of the students with disabilities, while the European centres offer personal support for each activity of students with disabilities.

The similarities are very close at the level of curricular accessibilities mostly regarding the elements of the adopted curricular model: the educational objectives, the curricular contents, teaching strategies, evaluation strategy and the didactic time. The difference consists in a better valorisation of the teachers' for students with disabilities, through the offered professional training in the European universities to their development in this issue. In the US. universities it is accentuated the idea of students' with disabilities independent learning development, with the support of the tutors, mentors or coaches. In the European centres, the didactic time is extended only in the evaluation process and not for the learning process like in the US. centres.

In conclusion, also in the European and US. universities are a various modalities for assuring an efficient adaptation and integration of students with disabilities to different type of activity in the university. The online analysed models present models for good practices in assuring the students' with disabilities accessibility to university. These models are professionally presented on sites of the support institutions, with a clear institutional visibility and transparency. However, if we analyse separately each mentioned university, the models could be optimised on a particular dimension of the accessibility assurance and only a few support institutions (mostly from US. universities) use and make them visible on their web sites all the modalities previously presented in this article.

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THE BRIEF RESILIENCE SCALE – A ROMANIAN-LANGUAGE ADAPTATION

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Abstract: The purpose of this article is to present the adaptation of the Brief Resilience Scale developed by Smith et al. to the Romanian language. The scale was applied in two different samples at different times. In the first study, conducted on a sample composed of 198 military students, factor analysis revealed the presence of a single factor, weakly charged with five of the six items of the scale. The internal validity coefficient of the scale is low, but convergent validity is well supported by strong correlations between the level of resilience and other measured constructs (perceived stress, self-efficacy and self-regulation). In the second study, conducted on one sample made up of 166 employees in the Romanian military system, all items satisfactorily loaded on a single factor and Cronbach's alpha value indicated good internal consistency of the scale. The staff resilience level was positively correlated with skill use and social support at work and negatively with perceived stress. The t-test highlighted a strong association between professional status of respondents and their level of resilience, military personnel obtaining higher average than civilian personnel as well as a weak association between the respondents' gender and their level of resilience, men achieving higher average than women. Students have lower resilience scores than staff whilst also reporting higher stress levels. Although BRS did not prove satisfactory psychometric properties for the sample of military students, it proved suitable for the sample of employees of the Romanian military system.

Keywords: Brief Resilience Scale, reliability, validity

Introduction

The word resilience came in Romanian psychology mainly through English language literature. Romanian authors have taken this term and have included it in their research work of clinical psychology, psychotherapy, psychopathology, developmental psychology etc.

The term *mental strength* was used in Romanian for a long time, defined as the limit of the human psyche beyond which it loses its ability to adapt successfully, from a functional point of view, to environmental demands. This term denotes what English literature defines as the term *hardiness*.

The term used in Romanian military psychology is that of *psychophysical strength* defined as „the human capacity (of the military, of the fighter) to engage in activities as long as possible with maximum efficiency, under the assumption of the resisting to the influence of a variable number of physical and psychosocial factors, internal and external” (Totolici, 1994: 82). Equivalent to the above term is the *psychophysical stability* as the ability of the human body to maintain physical and mental strength to an optimum level under the influence of disturbing factors having extreme values. If we consider these two terms, we see that they correspond in English literature to those definitions that focus on the adaptive aspect of resilience such as, for example, the definition of Allison et al.: „the capacity to develop a high degree of competence in spite of stressful environments and experiences” (Meredith et al., 2011: 77).

But resilience in the sense understood by Earvolino-Ramirez, as the capacity of the individual „to bounce back from stressful experience quickly and efficiently, just as resilient metals bend but not break” or in

the basic sense studied by Smith et al.: "the ability to bounce or spring back" and Carver: "the homeostatic return to a prior condition" (Meredith et al., 2011: 77-79) is not found in the Romanian military literature. The focus is placed on resistance to the stress generated by military activities, on types of psychophysical strength (muscular, cardio, mental) on the relationship between psychophysical strength and energy burn-up. In terms of mental strength, military studies discuss about sensorial and emotional strength. The accent is placed on factors that determine the dynamics of psychophysical military strength: physical, psychosocial and individual factors, environmental factors, those related to fighting techniques, to specific tasks and to the battlefield. Widely discussed are ways to increase psychophysical resistance: appropriate professional selection, intensive and prolonged training, appropriate psychological, medical and physical training assistance, adequate mental preparation for combat and military life in general. Particular emphasis is given to moral issues in military actions, a field in which studies are more numerous.

However, discussions rely more on adaptation to risk and extreme events and less on the return to optimum functioning and adaptation to normal life of the military after he/she experienced it. This is due mainly to the fact that for a long time - the period between the Second World War and Romania's entry into NATO, in which we must also include the „endless” years of communism - the Romanian army did not participate and was not involved in open conflicts. Only after numerous missions to different parts of the world, as part of the alliance, the Romanian Army began to face the consequences of being exposed to risk and specific combat situations. These situations were true tests Romanian military psychological training programs had to pass.

Compared to the military psychology literature of the countries in the NATO alliance, in Romania less is written in this area and studies that relate to post-deployment consequences of participating in NATO missions are even fewer.

Our interest focuses on resilience as an integrating concept whose operationalization should allow the creation of advanced training programs for militaries under conditions of social and military context in modern times. An important first step is to clearly define resilience to reflect both literature and military culture. A clear definition of the concept is the essential starting point for those who have the responsibility to create, implement and evaluate programs to increase the resilience of soldiers.

We believe that the way Rutter (2006) defines the concept of resilience is best suited for the type of activities carried out by the military and can be more easily operationalized for this area: „Essentially, resilience is an interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences.” (Rutter, 2006:2).

Rutter discusses two types of research that have generated significant results for the notion of resilience for the purposes set out above. First, he refers to the large number of studies which indicate the relationship between inter-individual differences and how people react to environmental disasters; but, before making inferences about resilience out of these differences, Rutter shows that:

there are two major methodological artifactual possibilities that have to be considered. To begin with, apparent resilience might be simply a function of variations in risk exposure. This possibility means

that resilience can only be studied effectively when there is both evidence of environmentally mediated risk and a quantitative measure of the degree of such risk. The other possible artifact is that the apparent resilience might be a consequence of measuring too narrow a range of outcomes. The implication is that the outcome measures must cover a wide range of possibly adverse sequelae. (Rutter, 2006: 2).

Secondly, we must bear in mind that exposure to stressful or risk situations often increases resistance to this type of stressors. Conditions under which those situations increase human strength compared to the ones leading to its decrease should be studied. Rutter shows that such research is rare enough but research already carried out indicates the presence of effective coping mechanisms that may include elements of physiological adaptation, psychological habits, feelings of self-efficacy, the use of coping strategies and the cognitive ability to redefine life experiences.

The creation of programs to develop resilience and the assessing of their efficiency require standardized instruments to measure it and the features, factors and associated mechanisms. A milestone in the study of military resilience is to identify and validate those measuring instruments suitable and relevant for this domain. In this respect, the scale constructed by Smith and his colleagues seemed appropriate as a starting point because it is an understandable scale, easy to apply and interpret and relates to the basic meaning of resilience: the ability "to bounce or spring back" or to recover from stress.

The authors examined the psychometric characteristics of this scale using data obtained by applying the scale in four samples, including

two student samples and samples with cardiac and chronic pain patients. In their study, BRS demonstrated good internal consistency and test-retest reliability. The results of statistical analyzes indicated the connection between resilience and personal characteristics, social relations, coping, and health in all samples. BRS was positively correlated with other resilience measures, with optimism, purpose in life, social support, active coping, positive reframing, positive affect and with exercise days per week in a cardiac rehabilitation sample; it was also negatively correlated with pessimism, alexithymia, negative interactions, behavioral disengagement, denial, self-blame, perceived stress, anxiety, depression, negative affect and physical symptoms and also with fatigue in a cardiac sample and with fatigue and pain in a sample of middle-aged women.

Based on these results the authors concluded that the “The BRS is a reliable means of assessing resilience as the ability to bounce back or recover from stress and may provide unique and important information about people coping with health-related stressors”. (Smith et al, 2008: 194)

Amet, Subhan, Jaafar, Mahmud and Johari (2014) examined the psychometric status of BRS in a sample consisting of 120 international students studying in a public university in Malaysia. Through factor analysis, the authors have established the presence of one single factor with eigenvalues greater than 1.0, responsible for 73.54% of the total variance. Cronbach's alpha coefficient was .93, which indicates a good reliability of the scale.

Design

The adaptation process of BRS followed the steps recommended in the literature. Thus, during the first stage, there was conducted a review of national and international databases to identify the possible adaptation/uses of the scale. During the second stage, two translators performed a translation and back-translation of the scale. Two English teachers independently translated the scale from English into Romanian. This translation was analyzed by the author together with two psychologists employed in the military structures. The back-translation was performed independently by two professional translators. The final version of the scale was analyzed again by psychologists after which it was submitted to testing on a group of 74 military students who completed the scale again at a distance of 4 weeks from the initial testing.

The final version of the scale was validated on two independent samples, being included in two different questionnaires containing other scales for testing convergent validity.

In both studies, the primary analyses assessed the factor structure, reliability, and validity of the BRS. The factor structure was examined by principal components analyses (PCA) with a varimax rotation retaining eigenvalues >1 . Internal consistency was examined using Cronbach's alpha. Convergent validity was assessed by correlations between the BRS and other measures. Also, the differences between the two samples were tested by statistical t- test.

Study no.1

Participant Sample.

The sample investigated in the first study consists of 198 military students, all male. The average age is 20.4 years (s.d. = 1.8). In addition

to age there were also considered the academic year and the graduated high school type: military (46.5%) or civil (53.5%). The students completed tests voluntarily in their spare time.

Measures

1. *The Brief Resilience Scale (BRS)* is an instrument designed to assess the ability to bounce back or recover from stress. The scale consists of six items. Items 1, 3, and 5 are positively worded, and items 2, 4, and 6 are negatively worded. Items 2, 4 and 6 should be reverse coded. The BRS is scored by finding the mean of the six items. The following instructions are used to administer the scale: "Please indicate the extent to which you agree with each of the following statements by using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree."

2. *The Perceived Stress Scale (PSS; Cohen, Kamark, Mermelstein, 1983)* is an instrument designed to measure the degree to which people perceive their life situations as stressful. It contains 14 items responded to on a 5-point scale. PSS scores are obtained by summing all the 14 items, after reversing the scores on the seven positive items.

3. *The General Self-Efficacy Scale (Jerusalem and Schwartz, 1981)* is designed to assess optimism as a self-belief that one's actions are responsible for successful outcomes; therefore, the optimism measured by this scale is explicitly related to personal agency. In our study we used the Romanian version of the scale translated by Băban, Schwartz and Jerusalem in 1996. The scale has 10 questions and the possible score for each question ranges from 1 to 4. Higher scores indicate that the person has strong beliefs in his or her self-efficacy.

4. *Self-Regulation Scale (Schwarzer, Diehl, & Schmitz, 1999)* refers to the self-regulation processes (attention-regulation and emotion-

regulation) of individuals who are in the phase of goal-pursuit and face difficulties in maintaining their action. In such cases, is required to focus attention on the task at hand and to keep a favorable emotional balance. The scale consist of 10 items and the score for each item ranges from 1 to 4; items 5,7 and 9 has to be reversed.

Results

The specific statistical tests indicated that the structure of the questionnaire is suitable for factorial analysis: KMO = 0.668., Bartlett's Test of Sphericity: $\chi^2 (15) = 131,634, p < .0001$.

The table below presents the six items of the questionnaire and the factor loadings. As it can be seen, item no. 6 does not exceed the significant threshold of .40. The identified factor is responsible for 34.48% of total variance.

Table 1.
The Brief Resilience Scale: Items and Factor Loadings (Study 1)

Items of BRS	Loadings
1 I tend to bounce back quickly after hard times	.69
2. I have a hard time making it through stressful events (R)	.58
3. It does not take me long to recover from a stressful event	.69
4. It is hard for me to snap back when something bad happens (R)	.71
5. I usually come through difficult times with little trouble	.48
6. I tend to take a long time to get over set-backs in my life (R)	.11

Cronbach's coefficient is .56 for the scale with 6 items. After removing the item no. 6, the coefficient increased to 0.63, indicating poor internal consistency of the scale.

Table 2.
The Brief Resilience Scale: Cronbach's Alpha if item deleted (Study 1)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	18.85	10.769	.374	.491
Item 2	19.23	11.306	.390	.491
Item 3	18.80	11.512	.364	.502
Item 4	18.91	10.966	.407	.481
Item 5	19.10	11.827	.286	.531
Item 6	19.10	11.178	.132	.637

The following table presents the correlations between BRS and perceived stress, general efficacy and self-regulation. Resilience is positively correlated with self-efficacy and self-regulation and negatively correlated with perceived stress.

Table 3.
Correlations of the Brief Resilience Scale, Perceived Stress, Self - efficacy and Self-regulation

	Perceived Stress	Self- Efficacy	Self- Regulation
Resilience	-.285**	.424**	.220**
	.000	.000	.002

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The t-test application to highlight significant differences between subgroups of the sample indicates differences between students based on the graduated high school. Thus, students who graduated from a military school ($m_1 = 3.04$, $s.d. = 0.39$) reported lower levels of resilience compared to students who have graduated from a civilian school ($m_2 = 3.17$, $s.d. = 0.47$, $t = -2.15$, $df = 196$, $p = 0.033$). The effect size index $\omega^2 =$

0.018 indicates a low association between resilience and type of graduated high school.

The high correlation coefficient between resilience and self-efficacy prompted us to test the relationship between these two constructs. Therefore, in the first stage we achieved a simple linear regression which indicated a positive relationship of medium level ($r = 0.42$, $p < 0.001$) between resilience and self-efficacy ($\beta = 0.42$, $t(198) = 6.54$, $p < 0.001$). The prediction accuracy of scores for resilience increases by 17% if the prediction is based on the scores of the self-efficacy scale ($r^2 = 0.179$).

We also tested the possibility of a moderated relationship between perceived stress and the resilience level, from the part of the general self-efficacy level of the students surveyed. To this end, in a first stage, the means were centered for the resilience level (as independent variable) and for the overall self-efficacy level (as moderating variable) and then, in the second step, there was generated a new variable by multiplying the centered averages. This new variable (interaction variable) quantifies the interaction between the independent variable and the moderating one. We accomplished a hierarchical regression in which the level of the stress perceived by students entered as the dependent variable. The level of resilience and that of self-efficacy were placed in block 1 of the regression, and the interaction variable was introduced in block 2. The R^2 change value for the interaction model is 0.044, being statistically significant ($F(1,194) = 14.947$, $p < 0.001$). This result indicates that the general self-efficacy moderates the relationship between resilience and the stress perceived by students. The moderating effect is still quite low and is manifested by diminishing the relationship between resilience and perceived stress level when the feeling of self-efficacy increases.

Study no. 2

Participant Sample. The sample investigated in the second study consists of 166 employees of the Romanian military system, military (53%) and civilians (47%), men (64.55%) and women (35.5%). The average age is 41.3 years (s.d. = 8.07). The employees voluntarily completed the test in their own time.

Measures

1. *The Brief Resilience Scale (BRS)*

2. *The Perceived Stress Scale (PSS; Cohen, Kamark, Mermelstein, 1983)*

3. *The Demand-Control-Support Questionnaire (DCSQ)*, is a shorter and modified version of Karasek's Job Content Questionnaire (JCQ). The 17-item J-DCSQ consists of three subscales: psychological demands (PD - assessed with 5 items), decision latitude (DL - 6 items) and social support (SS - 6 items). The DL scale includes decision authority (DA: 2 items) and skill use (SD: 4 items). For PD and DL items, the respondents chose one of the following four frequency-based options: 'often', 'sometimes', 'occasionally', and 'never or hardly ever' (scored as 4, 3, 2, and 1, respectively). For each SS item, the following options are offered as possible responses: 'completely true', 'true to some extent', 'slightly untrue', and 'completely untrue' (scored as 4, 3, 2, and 1, respectively). Subscale scores equal the sum of the scores of the relevant items. When calculating the subscale scores, the PD item number 4 (enough time) and DL item number 9 (repetitive work) should be reverse-scored. The greater the subscale scores, the higher the levels of PD, DL, and SS.

Results

The specific statistical tests indicated that the structure of the questionnaire is suitable for factorial analysis: KMO = 0.79., Bartlett's Test of Sphericity: $\chi^2(15) = 459.975, p < .0001$.

The table below presents the six items of the questionnaire and the factor loadings. Item no.2 has the lowest load factor. The identified factor is responsible for 55.9 % of total variance.

Table 4.
The Brief Resilience Scale: Items and Factor Loadings (Study 2)

Items of BRS	Loadings
1 I tend to bounce back quickly after hard times	.75
2. I have a hard time making it through stressful events (R)	.59
3. It does not take me long to recover from a stressful event	.82
4. It is hard for me to snap back when something bad happens (R)	.73
5. I usually come through difficult times with little trouble	.84
6. I tend to take a long time to get over set-backs in my life (R)	.70

Cronbach's coefficient is .83 for the scale with 6 items, indicating a good internal consistency of the scale.

Table 5.
The Brief Resilience Scale: Cronbach's Alpha if item deleted (Study 2)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	18.55	14.383	.594	.815
Item 2	18.95	14.827	.473	.840
Item 3	18.60	13.891	.691	.796
Item 4	18.89	13.472	.627	.809
Item 5	18.78	13.241	.722	.788
Item 6	18.57	14.696	.589	.816

The following table presents the correlations between BRS and perceived stress, psychological demand of the job, skill use, decision latitude and social support at the working place.

Resilience is positively correlated with skill use and social support at the working place and negatively correlated with perceived stress.

Table 6.

Correlations of the Brief Resilience Scale and the subscales of DCSQ – Psychological Demands, Skill Use, Decision Latitude and Social Support

	Perceived Stress	Psychological demands	Skill Use	Decision Latitude	Social Support
resilience	-.401**	-.142	.191*	.132	.191
	.000	.067	.014	.089	.014

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

The application of t-test revealed a significant difference between the averages obtained at the resilience scale measuring by men and women. Thus, the men ($m_1 = 3.85$, s.d. = 0.72) reported higher levels of resilience against women ($m_2 = 3.53$, s.d. = 0.72, $t = 2.69$, $df = 164$, $p = 0.08$). The effect size index $\omega^2 = 0.03$ indicates a low association between resilience and gender of the respondents.

Also, there is a significant difference between the averages obtained when using the measuring scale of resilience by the military and civilian staff. Therefore, the military personnel ($m_1 = 3.93$, s.d. = 0.70) reported higher levels of resilience than civilian employees ($m_2 = 3.52$, s.d. = 0.71, $t = -9.97$, $df = 164$, $p < 0.001$). The effect size index $\omega^2 = 0.07$ indicates a medium level association between resilience and employment status.

Finally, we applied the t-test to find statistically significant differences between the two samples - students and staff - in terms of the level of resilience measured by BRS. As a result, the students ($m_1 = 3.11$, $s.d. = 0.44$) reported lower levels of resilience against staff ($m_2 = 3.74$, $s.d. = 0.73$, $t = -9.57$, $df = 362$, $p < 0.0001$). The effect size index $\omega^2 = 0.19$ indicates a significant association between resilience and the social status of the respondents. This difference correlates with the fact that students report higher levels of perceived stress ($m_1 = 21.95$, $s.d. = 5.84$) compared to employees ($m_2 = 19.14$, $s.d. = 4.34$, $t = 5.24$, $df = 364$, $p < 0.0001$; the effect size index $\omega^2 = 0.06$ indicates a medium level association between resilience and stress levels perceived by respondents)

Discussion

The purpose of this article is to present the adaptation of BRS to the Romanian language. The Brief Resilience Scale is simple, easy to understand and apply, and therefore it was easily translated and adapted. The conceptual equivalence was investigated by literature review. The scale format was maintained, thus ensuring also the operational equivalence to the items. The semantic equivalence was provided during the process of translating the scale.

In the first study the scale was applied to a sample of military students. Factor analysis indicated that the first five items loaded satisfactorily one factor, while the sixth item does not pass the established threshold of 0.4. Moreover, the results of the first sample indicate poor internal consistency of the scale, which improved after removing item 6.

The level of resilience was positively correlated with the level of self-efficacy and emotional and cognitive self-regulation of students and differs significantly depending on the type of school completed by them: students who graduated from a civilian school reported higher levels of resilience than their peers who graduated from a military school, although it was expected that the latter, being accustomed to the environment, to obtain higher scores. However, in our study the association between resilience and the type of graduated school is poor.

Although in the first study the identified factor was poorly loaded by the items and the internal validity coefficient is low, however, convergent validity is well supported by strong correlations between the level of resilience and other constructs measured, in particular between resilience and self-efficacy. Therefore, we believe that the study of the scale can be deepened for this category of students.

The situation is, however, different in the second study in which the scale was applied to a sample of employees of the Romanian military system. All items loaded satisfactorily one factor and Cronbach's alpha value indicates good internal consistency of the scale. The level of staff resilience was positively correlated with the ability to use their skills at a high level at work and the social support felt from colleagues and superiors. Still, there is a strong association between the professional status of respondents and their level of resilience, the military personnel obtaining higher average than civilian staff. There is also a weak association between the respondents' gender and their level of resilience, men obtaining higher average than women.

In both studies, there was identified a negative correlation between the levels of resilience and the level of the stress perceived by the subjects. The two samples differ significantly from these two points of

view: students have lower resilience scores than staff whilst also reporting higher stress levels. It is possible that military students have not yet developed sufficient individual strategies to meet the challenges posed by both the preparation for the military profession and military academic requirements, which are numerous and demanding.

Conclusion

Although this tool did not prove satisfactory psychometric properties for the sample of military students, it proved suitable for the sample of employees in the Romanian military system. Differences between the two samples suggest the possibility of a significant influence of age on the level of resilience, issue that deserves further investigation. It is possible that the ability to respond significantly to the scale depends on the individual's degree of self-knowledge and on the life experience gained by the time of the survey.

Also, further studies may reveal significant correlations between BRS and other instruments that measure the same construct or related constructs.

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THE IMPACT OF THE PERSONALITY AND SOCIAL ENVIRONMENT IN ADOLESCENTS CAREER CHOICE

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Abstract: The aim of the research was to demonstrate the existence of an association between social background of the subjects, their personality and the their careers choice, assuming that there is a correlation between career choice (RIASEC type) and professional interests priority , and also that there is a significant difference between students who live in urban areas compared to those living in rural backgroud and their career choice. To achieve the present study we used a random sample consisting of 98 subjects aged between 16 and 19 years , students of class XI and XII of a batch of 56 from urban and 42 from the rural areas. The study is based on results obtained through two questionnaires, Holland Vocational Interest Inventory and the Eysenck Personality Inventory. Subjects were interviewed in the presence of an operator involved in research and in the presence of a teacher. Subjects were informed about the research prior to their consent to conduct the research.

Keywords: adolescent, personality, professional interests, Holland questionnaire

1. Conceptual

Adolescence is the period of deepening understanding of the surrounding reality, both by assimilating school knowledge and by enriching life experience. Now, self-consciousness arises. Most teenagers tend to introspect. They try to understand their qualities, defects,

motivations, interests, feelings, attitudes, value system. This is the period in which the sense of identity is borne (teen wants to know, to realize who he is and to separate itself from the others) (Braconnier, 2001, p. 212).

Sense of identity formation is long and difficult. Most teenagers go through a period of "identity crisis" in which they put a lot of questions such as: who am I, how should I behave in certain situations. This crisis has many causes.

One is that the teenager should take important decisions regarding its future, he wants to find the best solutions, but their search is accompanied by uncertainty and anxiety.

Educational and vocational guidance action comes just to meet these challenges and began in the early years of school and follows a continuous evolution, characterized by clarifying and gradual completion of the option to continue studies after eight general classes or after school, those professional options after a technical school, a vocational / degree or a university. But even when school choice and / or professional appear to be completed, changes can occur in terms of the individual interest profile. (Pitariu, 1983)

An important influence on individual interests exert the social environment represented by all economic, political and cultural, material factors, division of labour, national and social structure, the political, spiritual culture, social consciousness, etc., which will influence the psychological development. Their action may be direct through their influence in the human psyche and indirect through their influence and determinations on education.

General or specific interests questionnaires are helpful in making an appropriate decision on further education and professional career choices

and associated with a skills test, intellectual skills lead to a fair and appropriate career choice and to a easier life for the adolescent.

John Holland's personality theory provides professional-theoretical support for the realization of the interest questionnaire used in this study, the questionnaire used otherwise on great scale in vocational guidance. This theory attests the link between profession and personality type, this being the main factor in profession choice. Everyone is looking for occupations that are congruent with his personality and to allow him to exercise his skills and qualities, because a good match leads to success and satisfaction. Holland believes that people show different interests to work with people or objects and preferences for working with ideas or facts, according to their personality type: Realistic (R) Investigative (I) Artistic (A), Social (S) Entrepreneur (E) and Conventional (C) (Baban, 2001).

Holland has made his Interests Inventory that identifies the type of professional personality and he believes that a person can turn his choices also to other neighbour areas if the work according to their personalities can not take place. He thinks that an individual may correspond to one, two or all six types of interests. Currently, in assessments and interventions are used only three of the most important letters of the code. Three-letter code, known generally as the Holland code allows understanding the individual's personality. Therefore, there is no pure type of interest, but different combinations. The degree of similarity between these types of interests determines its coherence and reflects the extent to which possible future conflicts of interest can occur. Example: type A manifest a greater degree of similarity with the interests of type I and S but is in conflict with personal interests C. If the pattern contains two types of interest (A, C), there is a potential conflict issue

that makes a difficult career decision. If the type of personal interests has a greater degree of similarity, a greater coherence appears and lowers probability of conflicts, which facilitates career decision (Baban, 2001, p. 212).

2. Objectives

Objective 1 – The investigation of the students professional preferences according to their origin (urban /provincial) and by gender.

Objective 2 - Highlighting the association between personality dominants (especially extroversion - introversion) and RIASEC career choice.

Objective 3 - Highlighting the association between the type of career (RIASEC) chosen and vocational interests.

3. Hypothesis

Hypothesis 1. It was assumed that there is a correlation between chosen career (RIASEC type) and professional interest priority.

Hypothesis 2. It was assumed that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice.

Hypothesis 3. It was assumed that there is a significant difference between male and female and their career field (RIASEC type) chosen and professional interests investigated with the Holland's Inventory of Interest.

Hypothesis 4. It was assumed that there is a preference depending on the type of personality introvert / extrovert in terms of career choice (RIASEC type) and professional interests priority.

4. Variables

Research variables are:

1. Independent variables: gender (male / female) and their origin environment (urban / provincial), chosen career (RIASEC type)

2. The dependent variables: professional interests, personality type (introversion / extroversion, psychotics, neuroticism, behavioural disorders).

5. Sample

To achieve the present study we used a random sample consisting of 98 subjects aged between 16 and 19 years, students of class XI and XII of which a batch of 56 from urban areas that study at the National College Moses Nicoară from Arad and 42 from provincial areas, and they are students at Chişineu- Cris High School . By gender, 50 of the subjects are male and 48 are female.

6. Tools

The study is based on data collected through two questionnaires: John Holland's Professional Interests Inventory and Eysenck Personality Inventory (EPQ)

1) *Professional Interest Inventory (IIP)* (Holland, 1966) - this inventory can be applied both to students who wish to continue their training to baccalaureate level and high school graduates who are thinking about admission to college.

Inventory is designed to evaluate the six types of interest described by Holland's model. To This six types of interests correspond Professional Interests Inventory scales, namely:

Realistic-type activities rather explicit, ordered, this category includes people who see themselves as demonstrating their more mechanical than social skills.

Intellectual/Investigation type is an analysis observer, being determined in his action by the knowledge purpose. He prefers research or consultancy (psychologists, biologists, chemists).

Artistic-type prefers activities rather unsystematic, ambiguous, without constraints. Thus he prefers artistic products, whether manipulation of words, influencing human or physical forms of creation.

Social- type prefers positive handling of others, assuming information, training, developing or healing. This will opt for professions as doctor, nurse, counsellor or teacher.

Entrepreneur- type prefers to work with people but in order to exercises control and direction for business success. He develops activities involving initiative.

Conventional-type prefers activities that are organized, explicit. They are conformist people who like standardization. (Panisoara, 2005)

2). *Personality Inventory - EPQ*, the subject was required to answer "yes" or "no" to 90 questions. EPQ inventory items are forcing the subject to choose between two possible topic response, this limits the possibility of expression for the subject, but relieving the quotation. EPQ does not raise difficulties of understanding, and it can be applied from 16-18 years, regardless of socio-cultural background. Subjects are not given a time limit for completing the questionnaire, the questions being short list, it can be applied in about 10 minutes.

7. Quantity and quality analysis of data

7.1. Descriptive statistical analysis

Applying descriptive statistical analysis the following tables and charts appeared:

Table 1
Mean and standard deviation for the studied dimensions

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation

Career choice	78	1	6	2,73	1,393
Holland_interests1	98	1	6	2,84	1,441
Age	98	16	19	17,62	,681
Extroversion_Introversion	98	1	20	14,49	4,021
Psychotism	98	1	16	6,85	3,078
Nevrotism	98	3	22	12,53	4,660
Behavioral disorders	98	4	27	13,74	5,014
Valid N (listwise)	78				

In the entire sample, in Table 1, we included descriptive statistics of mean and standard deviation for the studied dimensions .

In the chosen career, we quoted realistic Holland vocational personality type (R) 1, investigative (I) 2, Artistic (A) 3, social (S) 4, entrepreneur (E) 5 and conventional (C) 6, noting an average $m = 2.73$, which means an orientation towards investigative jobs (I) and artistic (A). Regarding subjects age between 16 and 19, the average is at the level of 17.62 years.

In terms of extroversion - introversion subjects had scores between 1 and 20, the average stood at 14.49 level of extroversion typical.

The subjects have obtained psychotism scale 1 to 16 of 25 possible points, with an average of 6.85 and neurotic scale points of the subjects were between 3 and 22 of the 23 possible, with an average of 12.53 . The scale of behavioural disorders subjects had scores of 4 and 27 from 33 possible, with an average of 13.74.

In the full sample of 98 students surveyed only 20 had not chosen career (RIASEC type) that they wish to follow, the rest have choose according to the chart below (Chart 1).

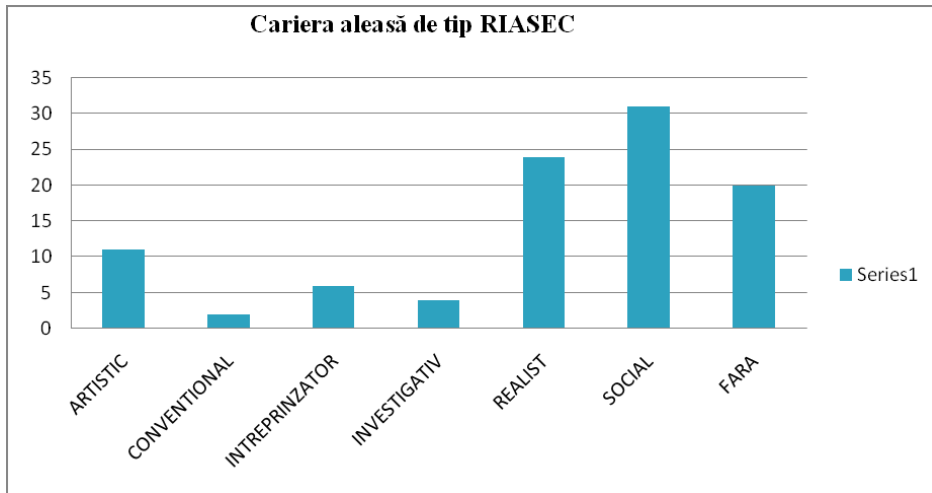


Chart 1 The career choice (RIASEC type) histogram

From a total of 98 students questioned, 32% chose to pursue a career of a social type, 25% of realist, 11% of artistic, entrepreneurial type 6%, 4% the investigative type and 2% the conventional one.

7.2. Inferential statistical analysis. Hypothesis testing

Hypothesis 1. It was assumed that there is a correlation between chosen career (RIASEC type) and professional interests priority.

Correlations

		Cariera aleasă	Holland interese	mediu	Psihotism	Nevrotism	Tulburări de comportament	Extroversie / Introversie
Career choice	Pearson Correlation	1	,289*	-,291**	-,119	-,015	-,107	-,165
	Sig. (2-tailed)		,010	,010	,299	,893	,349	,149
	N	78	78	78	78	78	78	78
Holland-interests	Pearson Correlation	,289*	1	-,045	-,122	,058	-,022	-,061
	Sig. (2-tailed)	,010		,658	,232	,573	,833	,552
	N	78	98	98	98	98	98	98
Environment	Pearson Correlation	-,291**	-,045	1	,191	,186	,321**	,059
	Sig. (2-tailed)	,010	,658		,059	,067	,001	,565

	N	78	98	98	98	98	98	98
Psychoticism	Pearson Correlation	-,119	-,122	,191	1	,214*	,663**	,110
	Sig. (2-tailed)	,299	,232	,059		,034	,000	,280
	N	78	98	98	98	98	98	98
Neuroticism	Pearson Correlation	-,015	,058	,186	,214*	1	,758**	-,279**
	Sig. (2-tailed)	,893	,573	,067	,034		,000	,005
	N	78	98	98	98	98	98	98
Behavioral disorders	Pearson Correlation	-,107	-,022	,321**	,663**	,758**	1	-,035
	Sig. (2-tailed)	,349	,833	,001	,000	,000		,735
	N	78	98	98	98	98	98	98
Extroversion/Introversion	Pearson Correlation	-,165	-,061	,059	,110	-,279**	-,035	1
	Sig. (2-tailed)	,149	,552	,565	,280	,005	,735	
	N	78	98	98	98	98	98	98

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Following the application of Pearson correlation assumption is valid because one can see that there is a proportional correlation statistically significant (correlation coefficient 0.289) between the chosen career (RIASEC type) and professional interests.

Hypothesis 2. It was assumed that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice.

		Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Career choice	mediu				
	urban	49	3,04	1,136	,162
	provincial	29	2,21	1,634	,303

Holland interests	urban	56	2,89	1,246	,166
	provincial	42	2,76	1,679	,259
Extroversion/Introversion	urban	56	14,29	4,053	,542
	provincial	42	14,76	4,011	,619
Psychotism	urban	56	6,34	3,226	,431
	provincial	42	7,52	2,761	,426
Nevrotism	urban	56	11,79	4,868	,651
	provincial	42	13,52	4,221	,651
Behavioral disorders	urban	56	12,36	4,941	,660
	provincial	42	15,60	4,537	,700

Applying the t-test it is validated the hypothesis that there is a significant difference between students in urban and in provincial areas in terms of career choice, namely, those in urban areas tend to choose careers of social type (S), investigative (E), and those who come from provincial areas tend to choose careers of realist (R) or entrepreneurs (I) type.

Hypothesis 3. It was assumed that there is a significant difference between male and female and their career field (RIASEC type) chosen and professional interests investigated with the Holland's Inventory of Interest .

		Group Statistics			
	gen	N	Mean	Std. Deviation	Std. Error
Career choice	male	38	1,84	1,220	,198
	female	40	3,58	,958	,151
Holland interests	male	50	2,38	1,383	,196
	female	48	3,31	1,355	,196

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Caree choice	Equal variances assumed	5,696	,019	-6,998	76	,000	-1,733	,248	-2,226	-1,240
	Equal variances not assumed			-6,955	70,190	,000	-1,733	,249	-2,230	-1,236
Holland interests	Equal variances assumed	,315	,576	-3,369	96	,001	-,933	,277	-1,482	-,383
	Equal variances not assumed			-3,371	95,959	,001	-,933	,277	-1,482	-,383

The hypothesis that there is a significant difference between male and female adolescents regarding the career choice (RIASEC type) and professional interests investigated, using Holland Interest Inventory males are observed to choose careers in realistic (R), entrepreneur (I), artistic (a), and the trend for women is to choose careers in social (S) and Investigation (E) areas.

Hypothesis 4. It was assumed that there is a preference depending on the type of personality introvert / extrovert in terms of career choice (RIASEC type) and professional interest priority.

Group Statistics

	Extroveti / Introveti	N	Mean	Std. Deviation	Std. Error
Career choice	1	26	3,12	1,177	,231
	2	52	2,54	1,461	,203
Holland interests	1	32	3,00	1,481	,262
	2	66	2,76	1,426	,175
Psychotism	1	32	6,41	3,171	,561
	2	66	7,06	3,033	,373
Nevrotism	1	32	14,41	4,528	,801
	2	66	11,62	4,478	,551
Behavioral disorder	1	32	13,88	4,702	,831
	2	66	13,68	5,192	,639

By applying T test, hypothesis 4 that there is a significant difference between extroverts and introverts in terms of career choice (RIASEC type) are not validated because all coefficients obtained are statistically insignificant. Thus our hypothesis that persons that are extroverted or introverted have different tendencies in career choice is not supported by our data sample.

The validation of the present study hypothesis that there is a correlation between chosen career (RIASEC type) and professional interest priority could be interpreted as a good self-knowledge of the subjects, of their own skills and interests and would give both a positive note to vocational counselling in school. But this is contradicted by the refutation of the hypothesis 4. It can thus suspect that young people choose careers in successful economic and social areas, that bring a certain prestige and material rewards, not necessarily in areas where they would fit in terms of personality.

It also started from the assumption that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice: those from provincial areas is

moving towards specific professions that do not require continuation of high school, on contrary students from urban areas are heading for careers that require lengthy studies (Medicine, Police Academy, etc) and that is because the social environment offered them both models and better economic and social opportunities in this bidding .

It was assumed that there is a gender difference in terms of career field (RIASEC type) chosen and professional interests investigated in the Inventory of interest Holland. These assumptions were validated clearly: the female subjects tend to choose careers in social (S) Investigation (E) and the male subjects tend to choose careers in realistic (R), entrepreneur (I), Artistic (A) and it is psychologically explicable by verbal-linguistic intelligence, specific to women, and the logical-mathematical, bodily-kinesthetic, visual-spatial male specific.

At the same time it was assumed that there is a preference depending on the type of personality introversion / extroversion regarding career choice (RIASEC type), this hypothesis could not be validated because all coefficients obtained are statistically insignificant. As we said, this attracts suspicion that young people choose careers in successful economic and social areas that bring a certain prestige and material rewards, not necessarily in areas where they would fit in terms of personality.

Another possible response for refute of the hypothesis above may consists in the low number of subjects surveyed, the time and space for the administration of the questionnaires. In this respect, further research is required in order to detail the motivation regarding future career choice of the adolescents.

Conclusions

The study results in this final form allows understanding the influence of social environment on professional interests in making educational and vocational guidance of adolescents, this can be considered as indicators for school performance and characterization of future options related to academic work.

Considering the results, we should resume further the research because of its specified limits and a deal more in terms of how extensive the sampling should be and the subjects differentiation based on socio-demographic, professional, contextual, exceeding the high school level, and setting the target participant subjects from academic or professional area.

Despite these limitations, the results of empirical research can be applied in the following areas: development and vocational guidance, education, vocational guidance and counselling.

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IDENTIFICATION OF EVALUATION ERRORS. REVIEWS OF HIGH SCHOOLS TEACHERS

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Abstract: Evaluation and assessment in education presents an internal logic that gives its specificity and identity. In order to identify the evaluation errors in assessing students’ performances within the economic disciplines, we have conducted between November-December 2014, a study that took place at the 2 Economical Colleges from Arad county. The correlation analyses between the independent variable number 1 and dependent variables and between the dependent variables themselves (as shown in table 1) shows that there is a significant positive correlation between the teachers ‘years of experience and their knowledge on the evaluation errors. Several measures for the elimination of the evaluation errors emerged from the study.

Key words: evaluation errors, halo effect, evaluation types, factors

1. Theoretical premises

Evaluation and assessment in education presents an internal logic that gives its specificity and identity. The evaluation design ensures the scientific and pedagogical logic of the process that provides a common framework of what is called educational assessment paradigm (Stoica, 2001).

The constraints of the assessment design are given by its dual nature being both a scientific process, and social process. The assessment process needs to prove its suitability and necessity, must respect the requirements pertaining to ethics, but also the requirements for costs and transparency.

Within the process of designing of any assessment or examination approach a number of risks factors could appear in terms of:

- formulation of unclear or unspecified goals and objectives that could falsify the whole process, disorienting expectations of those directly involved
- mismatch between evaluation goals and evaluation instruments could lead to blatant inconsistencies in flow, logical sequence of steps involved in the assessment or examination;
- Inadequate assessment techniques leading to a drastic decrease in the efficiency of the whole process;
- Inadequate of the evaluation techniques to chosen goals and objectives
- leads to inability to produce truly relevant data elements regarding the skills or competence of the evaluation subjects thus an wrong evaluative judgment;
- total lack of communication or inadequate communication of results / data / findings on the assessment process - leads to impossibility of feedback and considerable reduction of the impact assessment process on beneficiaries or participants involved in the process

2. Methodology

In order to identify the evaluation errors in assessing students' performances within the economic disciplines, we have conducted between November-December 2014, a study that took place at the 2 nd Economic Colleges from Arad county.

The sample of subjects consisted of 30 teachers from second Economic Colleges of Arad county.

The Research goal was to identify solutions for correcting the errors identified in the evaluation process.

Objectives:

- to identify the most frequent errors in assessment;
- to identify the main evaluation types that give the possibility of errors;
- to determine of the factors that favour errors in evaluation
- to propose solutions for the eliminations of evaluation errors

Research hypotheses were:

Hypothesis 1: The evaluation errors are caused by the teachers' ignorance and unawareance

Hypothesis 2: Teachers find that disturbing factors of evaluation are external of their actions

Independent variables:

Vi1. Teachers' years of experience

Vi2 The subjects that each teacher teaches

Vi3. The area where the school is situated

Dependent variables:

Vd1. The knowledge of the evaluation error

Vd.2. The teachers' awareness about the factors that can produce evaluation errors

Vd.3.The proposed measures for reducing evaluation errors

For hypothesis testing we have used the survey method. We have elaborated a short questionnaire:

1. Do you consider that within the evaluation process errors may occur?

- Yes

- No

2. Which type of evaluation is susceptible for more frequent errors:

- Written

- Oral

- Practical

3. Which of the following factors may facilitate the occurrence of errors in the evaluation?

- The period of time during the school year when the evaluation take place

- Time of day when the students are evaluated

- The fatigue of the assessor

- The class's atmosphere where the evaluation takes place

- The attitude and behaviour of the evaluated subjects

- Other factors. Which? can you please mention them here.....

4.Which is the frequency for the following types of errors?

Types of error	Very common	Common	Neutral	Uncommonly	Never
Hallo effect					
Pygmalion effect					
Order effect					
The central value trend					

Examiners' prudence					
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5. What measures do you take in order to prevent the evaluation errors?

(multiple answers are allowed)

- Multiple referees- correction by several examiners
- The extension of evaluation items with objective or semi-objective ones
- Using the numerical scales for each evaluation item within written evaluation
- Extension of analytical notation
- External evaluation and the performance descriptors designed to render in detail
- quality of each answer
- Other (specify).....

6. Where is your school situated?

- Urban area
- Rural area

7. How many years of experience do you have in teaching?

- between 0-5 years
- between 5-10 years
- between 10-20 years
- More than 20 years

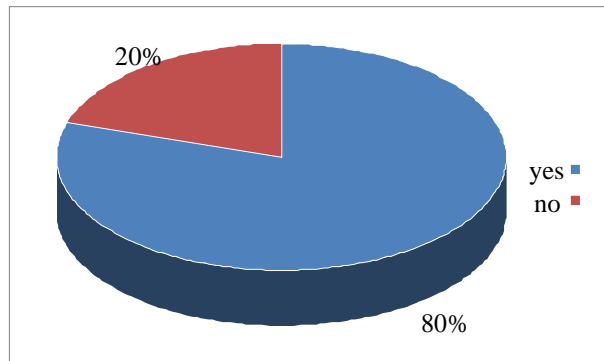
8. What disciplines you teach?

The answers' analysis revealed the following:

1. When asked "Do you consider that within the evaluation process errors may occur?", Interviewees answered

80% of those surveyed considered that some errors appear in students assessment

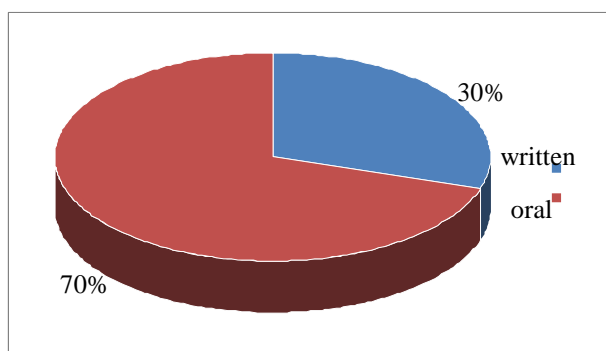
20% of respondents considered that there is no error strained in students' assessment



2. To the question "Which type of evaluation is susceptible of more frequent errors? ", interviewees answered

30% believe that the most frequent errors occur in the written evaluation

70% believe that the most common errors appear in oral evaluation



Teachers consider themselves being more subjective in written evaluation as they are influenced by the general attitude of the evaluated pupils, by their expressivity and involvement.

3. When we asked "Which of the following factors may facilitate the occurrence of errors in the evaluation?", Interviewees answered the following:

40% believe that the period of time during the school year when the evaluation takes place

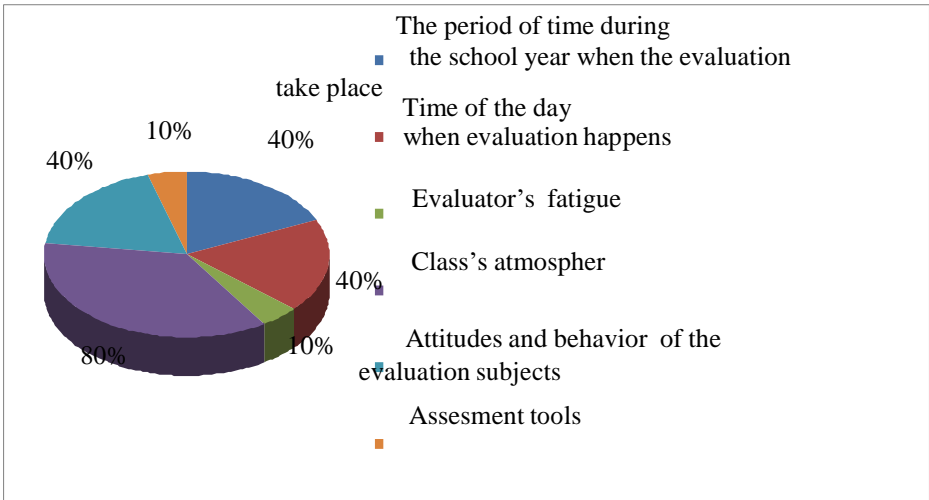
40% believe that the factor which facilitates errors in evaluation is the time of day when the students are evaluated

10% believe that the factor which facilitates errors is the fatigue of the assessor

80% believe that the factor which facilitates evaluation errors is the atmosphere of class being evaluated

40% believe that the factor which facilitates evaluation errors is the attitude and behaviour of the evaluated subjects

10% believe that the factor which facilitates errors in evaluation is the assessment tool



4. At the question What is the frequency of the following types of errors?, the interviewed persons answered

Types of errors	Very common	Common	Neutral	Uncommon	Never
Hallo effect	6	10	4	6	4
Pygmalion effect	1	5	4	12	8
Order effect	3	6	3	18	0
Central value trend	4	6	8	12	0
Examiners prudence	3	13	2	10	2

As we can see the examiners 'prudence followed by the hallo effect are the more persistent evaluation errors. Pygmalion effect it is not recognised as an error in evaluation. The central value trend it is another evaluation error that obtained high scores.

5. When you asked "Which of the following measures are taken to prevent evaluation errors ", interviewees answered:

- 10% multiple referee - correction by several examiners
- 50% The extension of evaluation items with objective or semi-objective ones
- 60% Using the numerical scales for each evaluation item within written evaluation
- 0% responded expanding analytical notation
- 2% External evaluation and the performance descriptors designed to render in detail

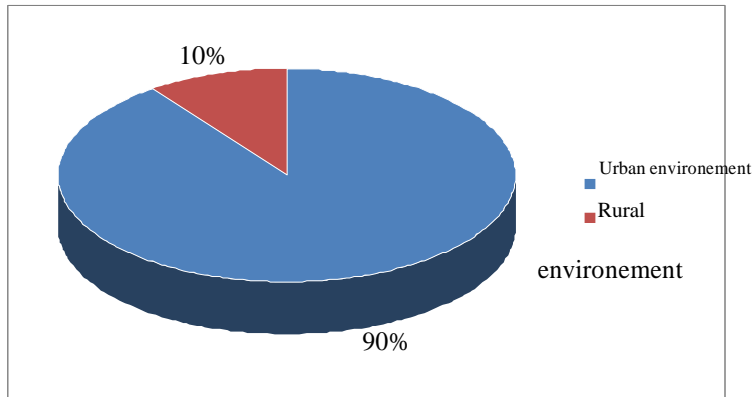
The quality of each answer

- 0% Have mentioned others

Using the numerical scales when evaluating is one of the most appreciated measure for increasing the evaluation objectivity.

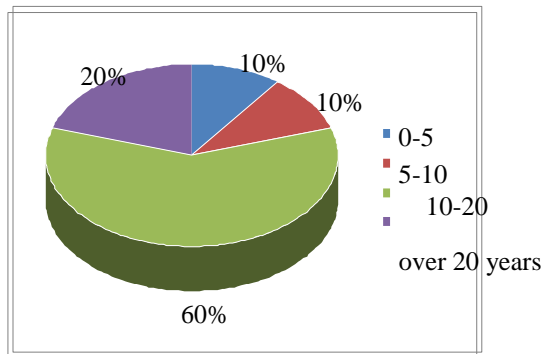
6. When questioned " Where is your school situated?",

90% responded that they operate in urban areas
10% responded that they operate in rural areas



7. When asked " How many years of experience do you have in teaching? "Interviewees answered:

10% between 0-5 years
10% between 5-10 years
60% between 10-20 years
20% over 20 years



8. When asked " What disciplines do you teach ", interviewees answered
- 60% said economic disciplines

- 10% Responded mathematics
- 10% Responded Romanian language
- 10% Said computers
- 10% Responded history

Table 1
The correlational analysis between the independent and dependent variables

		vi1	Vd1	Vd2	Vd3
vd1	r	,341	1,000	,531	-,151
	p	,000	,	,000	,002
Vd2	r	,187	,406	1,000	-,059
	p	,000	,000	,	,228
Vd3	r	,393	,446	,539	1,000
	p	,000	,000	,000	,

The correlation analyses between the independent variable number 1 and dependent variables and between the dependent variables themselves (as shown in table 1) shows that there is a significant positive correlation between the teachers ‘years of experience and their knowledge on the evaluation errors. The more experienced the teachers are the more aware they are about the mistakes that can alter the evaluation process. In the same time the experienced teachers are more aware of the factors that can alter the evaluation and they proposed valid measure for improvement.

There is a strong significant correlation between the all three dependent variables showing that the knowledge of the types of evaluation errors is correlated with the factors that cause them but this awareness it is not correlated with measures for eliminating them.

Conclusion

Hypothesis1: The evaluation errors are caused by the teachers' ignorance and unawareness it is not validated because the teachers are aware about that errors

Hypothesis: 2. Teachers find that disturbing factors of evaluation are external of their actions it is validated because the teachers blames mainly the class's atmosphere for the evaluation error.

Some suggestions for correcting the evaluation errors

Based on research conducted after processing the data, it is considered that the main disturbing factors in evaluation are: wrong calculation of the points for each paper, favouring some students, assessors' fatigue.

Some measures for correcting the factors listed above may be:

Knowledge of the possible evaluation errors by the teachers; increasing their awareness on the topic

Developing students 'self-assessment competencies by communicating the evaluation objectives and criteria

Promoting cross –evaluation between the teachers of the same speciality

Sustaining peers-evaluation among the students

- Diversifying the methods and the tools for assessment;
- Using sheets for systematic observation of pupils, using alternative methods such as: projects, the essay, portfolio), practicing a transparent assessment (presentation of evaluation criteria and scales, etc.) ;
- Continuous feedback on student's progress
- Ensuring anonymity of written tests;
- Changing the order and reassessment of the pupils' work;
- Avoiding prejudices, excesses of severity or indulgency in assessment;

- The use of external evaluation for national examinations to test professional skills at the end of an education cycle.

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DECISIONAL UNCERTAINTY IN HUMAN RESOURCES MANAGEMENT

CASE STUDY: Human Resources Referrer

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Abstract: The study takes the position that skills, knowledge and competences of the Human Resources Referrer (HRR) are not investigated in conditions of professional certainty through the batteries of tests, but these features must highly correlate with the occupational standard established by the profession stated by C.O.R. (Classification of Occupations in Romania) criteria and to be included in job description. In most of the recruitment and selection processes the presentation of job description to candidates is being omitted due to skepticism. Discussions with Human Resources staff revealed that this brings along too high set expectations of the employee' self-perceiving competencies in providing efficient requested services. This error brings along work overload, the emergence of task error, decreased motivation, leaving job leaving after 1-2 years and future denying another similar post. Thus, gained experience is left behind, at latent level in the professional path, losing its relevance in time. The present study represents a cognitive perspective of approaching uncertainty in decision-making involving activities currently undertaken by the HRR. The study was conducted with the help of 8 human resources professionals, having direct responsibilities in human

resources management in organizations with more than 10 employees. The procedure involved completing a questionnaire regarding ranking decisional uncertainty (1 for very low uncertainty – 5 for very high uncertainty) for 140 performance criteria of HRR occupational standard, sent and returned by e-mail. Thus, it has been avoided external influencing responses by maintaining typical work environment of the respondent. As a result of responses analysis, respondent 8 experts were invited to participate in a Focus group concerning decision-making uncertainty of HRR profession. Results have indicated 3 performance criteria subject of decisional uncertainty, article discussing methods of absorption of phase uncertainty and residual uncertainty, in order to optimize the decisional processes enrolled by a HRR. Conclusions suggest that Fuzzy EXPERT decisional system could be successfully used in decision-making organizational process regarding the selection and rejection of candidates and employees' evaluation.

Keywords: human resources referrer, performance criteria, decisional uncertainty, phase uncertainty, residual uncertainty, Fuzzy EXPERT system

1. Cognitive decision-making model in the uncertainty selection process

Briefly referring to a general typology of decision-making models, we emphasize that there are two main directions in decisional theory: normative that refers to action and descriptive, valid for social and human sciences.

A definition of rational decision-making process, according to Zamfir C. (2005), refers to the fact that "a decision-making process is rational if using logical analysis of logical relevant knowledge in selecting the best decision".

From the structural point of view, any decision-making process, in particular the selection and evaluation process of candidates for a vacancy implemented by Human Resources Referrers (HRR) requires four elements: a decision-maker, in case of human resources process selection HRR, a problem to be solved, the existence of a custom post or multiple vacancies in an organization and the approach for recruitment and selection of prospective future employees, the solution to the problem expressed by choosing the best ways for the selection of candidates, in order to eliminate procedural inefficiencies, the activity of solving decision, namely the decision of the acceptance of the candidate and the conditions relating thereto, or rejecting together with the invoked reasons for misunderstanding the job description.

The decision-making phases refer to the actual choice of the solution and the after decision-making phase refers to the application of the decision and follow-up to determine the long-term effectiveness.

Depending on the degree of decisional certainty there are four models of decision: definite decision in a strictly deterministic world, definite type probabilistic decision, decision under uncertainty, persistent and cybernetic model.

Regarding the decision in a strictly deterministic world, the decider can identify the best solution at the end of the decision-making process. The necessary assumptions: complete reducibility of uncertainty (refers to the given character, unproblematic uncertainty in the completeness of the list of alternatives solutions) and to strictly deterministic universe.

Regarding the certain probabilistic decision, it refers to the decision-making process where you don't work with absolute certainties, but with probabilities. In this case, uncertainty is introduced as a

condition, and refers to two types: ontological type (indetermination) and cognitive (incomplete knowledge). Assumptions of the analytic model appear to be unrealistic in a closer analysis:

1. The problem to solve by decision making it is not given, it is uncertain by definition (Zamfir C., 2005).

2. Completeness of the list of alternative solutions (analytical model necessarily involves making decisions based on a complete list of alternatives).

3. Completeness of the evaluation of alternative solutions (the decider holds a complete set of criteria for evaluating solutions, measurability of the values, knowledge about the actual meanings of solutions).

Referring to the decision in the event of persistent uncertainty in the decision process, initial uncertainty is not entirely reduced in most cases; it represents a component element of the decision-making process influencing its dynamics. (Zamfir C., 2005).

There are three features of a decision under conditions of persistent uncertainty postulated as sentences (Zamfir C., 2005):

1. under certain conditions, the uncertainty makes the analytical models to be inapplicable, the decider must use partly non-analytical methods;

2. there is no guarantee that under conditions of uncertainty, the decider will identify the best solution, either objectively or subjectively, relative to the level of knowledge at its disposal;

3. the strategy of persistent uncertainty in decision has both cognitive components, as well as social and psychological components in multiple interactions.

The decision is addressed by two diametrically opposed perspectives: cognitive (cybernetic model) and rational (decision-making model).

Cybernetic model is characterized by: adjusting-type mechanisms are not missing from the social and human reality, selection of solutions is not done on the basis of hypothetical, theoretical knowledge but also through feedback, which is crucial in this model, selection of solutions is spontaneous, automatic and the alternatives may be the result of chance.

The differences between the cybernetic model and decision-making model are listed below:

Cybernetic model	Decision-making model
it is not cognitive	it is cognitive
the choice of the solution is based upon the information obtained during the course of the action	the choice of the solution is based on the prior processing of information
the selection of a solution is based on feed-back	the selection of a solution is based on knowledge
uncertainty exists as status of the system	uncertainty as status of the system is avoided
the selected solution is not necessarily related to the alternatives	the selected solution is reinforced through experiences
it is the first possible experimental solution	the solution is not the best possible one

2. The uncertainty in decision-making

By uncertainty we understand the incompleteness of knowledge and through cognitive uncertainty we understand the incompleteness and fragility of relevant knowledge in relation to a specified decision-making process. (Zamfir C., 2005).

Objective uncertainty is the ratio between the quantity and quality of necessary knowledge for making a decision and the knowledge that the

decider holds in an effective way; it is a measure of the actual knowledge and cannot be accurately determined only by an external observer.

Subjective uncertainty is a diffuse perception, more like an intuition, of the objective uncertainty, an accurate measure may not be a priority of the objective uncertainty (Zamfir C., 2005). We present below some characteristics of subjective uncertainty:

- it cannot be interpreted as secondary acknowledgment,
- it is a component of any decision-making process, with important consequences within it,
- it is a factor which acts directly on the decision-making behavior.

Among the factors involved in uncertainty itself, there are the structure and stability of the cognitive image. Cognitive image has an oscillating property, which generates uncertainty.

There is no correlation between objective and subjective uncertainty. Objective certainty tends to generate subjective certainty; Objective uncertainty can be associated with either uncertainty or subjective certainty (Zamfir C., 2005).

Noteworthy is the existence of some thresholds of the levels of knowledge that generate distinct types of subjective certainty/uncertainty, namely:

- a low level of knowledge is associated with uncertainty X, a slightly higher level of knowledge produces a fast-growing uncertainty, certainty X
- subsequent accumulation of knowledge is likely to lead to an increase of uncertainty, uncertainty Y, so as to an accumulation of knowledge to produce again an increase in uncertainty, certainty Y (Zamfir C., 2005).

There are four intervals on the scale of objective uncertainty associated with certainty/ subjective uncertainty:

- *subjective uncertainty of type x* (the uncertainty X) - a very high level of objective uncertainty tends to generate a high subjective uncertainty (Zamfir C., 2005, p. 52). Its cognitive image is fragmented and composed.

- *subjective certainty of type x* (certainty X) - cognitive image has a relatively high degree of structure and a high degree of stability. This objective uncertainty can install a relatively high subjective certainty.

- *subjective uncertainty type y* (y uncertainty) – condenses a high level of knowledge that has the effect of destabilizing the cognitive image. There can be formulated more alternatives, one may experience doubts about the formulation of the problem, the ranking of the alternative solutions becomes difficult. This type of uncertainty is based on the multitude of knowledge and is characterized by the plurality of alternative structures.

- *subjective certainty of type y* (certainty Y) - cognitive image tends to be a stable structure. It introduces a new type of subjective certainty based on an abundance of knowledge. Destruction becomes less probable; y is not a certitude certainty, but only highly stable, based on lot of knowledge. At a certain level of knowledge, the accumulation of new knowledge may have a restructuring effects producing an increase, not a decrease of the subjective uncertainty (Zamfir C., 2005).

Subjective uncertainty reduction theory recognizes a vast range of sources that provoke uncertainty, states that could derive from decline in the economy, insecurity in relationships, limited clarity about the self, uncertainty about social interactions, and other triggers (see Smith, Hogg, & Martin, & Terry, 2007). To override these feelings of uncertainty, individuals can conform to the norms of their group. Such conformity and identity with a group not only clarifies which behaviors or beliefs to

embrace but also delineates a definition of self in relation to the social collective (Grieve & Hogg, 1999).

Subjective uncertainty reduction theory states that many common activities, such as joining a team or group, arise from the need to curb subjective uncertainty. According to Hogg and Abrams (1993; Hogg, 2000, 2004, 2005), the team or group affords members with some clarity about how to behave and think. That is, individuals gradually learn the norms and beliefs that characterize this group. When they feel connected to this group, they adopt these norms or beliefs, imparting a sense of certainty. Consistent with this premise, when subjective certainty is somehow augmented, individuals are more inclined to feel connected to their team or group. In addition, their prejudices against other teams or groups also diminish (Grieve & Hogg, 1999). Consistent with subjective uncertainty reduction theory, individuals who report need for closure are more likely to show biases against other groups (e.g., Kruglanski, Pierro, Mannetti, & De Grada, 2006; Shah, Kruglanski, & Thompson, 1998; Webster, Kruglanski, & Pattison, 1997).

Subjective uncertainty is associated with several manifestations of identifying with a group. Many studies have shown that subjective uncertainty associated with biases against other groups (Grieve & Hogg, 1999). A sense of personal uncertainty coincides with greater convictions about worldviews and personal opinions or attitudes (McGregor, Zanna, Holmes, & Spencer, 2001). Presumably, the uncertainty fosters acceptance of group norms and beliefs-and thus resistance to information that contradicts these opinions or attitudes. Alternatively, this conviction might represent a means to diminish subjective uncertainty (McGregor & Marigold, 2003). A sense of personal uncertainty also increases conformity. That is, when individuals feel uncertain, personal attitudes

that diverge from the norms of their group are less likely to guide their subsequent behaviors (Smith, Hogg, Martin, & Terry, 2007).

Landau, Sullivan, Keefer, Rothschild, and Osman (2012) demonstrated that subjective uncertainty reduction theory could also explain some instances of objectification. In many settings, individuals sometimes objectify other people, managers sometimes conceptualizing their employees as tools to reach their goals not as people with their own passions, skills, and needs. According to this theory, people often like to interact with other individuals effectively. Yet, sometimes they are uncertain of the feelings and preferences of these individuals. They cannot observe these subjective experiences directly. This conflict between striving to interact effectively, but uncertainty around these subjective experiences, is aversive. To override this uncertainty, people may attempt to reduce the complexity of these subjective experiences, conceptualizing the other individuals as predictable beings rather than complex, sentient humans.

Self affirmation has been shown to curb the effect of uncertainty (Wichman, 2010), thus when individuals experience a sense of uncertainty, they feel their identity or status might be threatened and they do not feel they can control their surroundings sufficiently. Any event or experience that could protect their identity should thus curb the effect of uncertainty. Self affirmation is often assumed to protect the self and, thus, should fulfill this function (McGregor, Zanna, Holmes, & Spencer, 2001; for conflicting findings, see Hogg & Svensson, cited in Hogg, 2007).

The formulation of alternative solutions is an important source of uncertainty. If the decider has a single solution, the uncertainty refers

only to the possibility of success or failure. When there are several possible solutions, the uncertainty grows.

Reducible uncertainty relates to the decider's situation characterized by high chances, as if through an effort of knowledge, certainty to be significantly reduced. Thus, the decider has the most effective acquisition of knowledge, this knowledge resulting in increased stability and structuring of the cognitive image.

Irreducible uncertainty refers to the decider's situation characterized by the lack of real opportunities for reducing its uncertainty through an additional task of knowledge. Irreducibility feature is objective, it refers to the probability of producing the uncertainty, is a feature of cognitive resources available to the decider.

Reducibility is given by the possibility to obtain new knowledge, the ability to obtain new knowledge, the decider's perception towards reducibility determines the behavior directly and the decider does not have precise and accurate estimation of the degree of reducibility or irreducibility of his own uncertainty.

Among the indicators for estimating the degree of reducibility/irreducibility, we enumerate: the existence of development methods of knowledge, the result of the efforts of past cognitive (success-reducibility, failure-irreducibility) and new knowledge reduce uncertainty, generate structuring and stability of the cognitive image.

The post decision-making phase involves uncertainty about the ways of decision taken. In an effective decision-making process, the transition from one phase to the next one involves the total absorption of the uncertainty of the previous phase. However in most of the situations there remains a certain amount of uncertainty regarding the previous phase (residual uncertainty). Residual uncertainty represents uncertainty

that persists in the decider system on earlier stages of decision. In each phase of the decision-making process, in addition to the uncertainty phase, residual uncertainty will also tend to coexist (Zamfir C., 2005).

The main effect of uncertainty is delaying the decision and triggering cognitive activities in order to reduce them (Zamfir C., 2005).

Among the effects of uncertainty we consider:

Functional effects	Dysfunctional effects
uncertainty freezes for a while the decision, so it postpones the action	the uncertainty may postpone the decision excessively, blocking the action
the uncertainty motivates knowledge	uncertainty generates an oscillation of the decider system between postponing a decision or adopting it, continuing the decision-making process, or returning to an earlier phase
residual uncertainty pushes to reduce the decision-making	persistent uncertainty generates a state of anxiety and tension in the decision-maker system
uncertainty only perceived as being reducible motivates the knowledge	residual tensions cannot be reduced through specific activities in phase but only by absorbing the residual uncertainty which it has generated
	residual uncertainty decreases motivation on performance
	reducible uncertainty has mostly active effects, irreducible uncertainty has mostly passive effects
	irreducible uncertainty pushes cognitive activities; it generates anxiety, inner tensions, and decreases performance motivation.

Source: Zamfir C., 2005, p. 61, p. 64

It is emphasized that the importance of the decision amplifies the effects of uncertainty, the lack of importance of the decision having the effect of reducing them.

In referring to dynamic uncertainty in decisional process, in its initial moments, uncertainty tends to be estimated as reducible. The failure of active knowledge is a process of cognition inhibitor. The failure of knowledge activity tends to decrease the pressure towards knowledge. (Zamfir C., 2005).

Thus, rational behavior in the persistent uncertainty is not indefinitely postponement but becomes action. The action represents a way to overcome the uncertainty.

Cognitive activity is generally focused on reducing phase uncertainty and not to the reduction of residual one, residual uncertainty being additive. With the advancement in the decision-making process, residual uncertainties of the completed phases cumulate. Residual uncertainty appears most clearly in the action phase being accentuated by new knowledge and information, changing of the situational context.

In the table below, we emphasize the distinguishing factors between the residual uncertainty and the phase one:

Residual uncertainty	Phase uncertainty
does not add directly to phase uncertainty, it is central	is marginal
indirectly affect the phase uncertainty, disfavoring cognitive effort, which reduces the phase uncertainty	(concerning the decision during the process) has direct consequences on the decider's behavior
it acts as a negative background for the phase uncertainty	

Source: Zamfir C., 2005, p. 71

The marginalization of residual uncertainty and the one regarding the next phases have as result the decrease of its effects. (Zamfir C., 2005) The marginalization of residual uncertainty represent the shift of the uncertainty in dormant.

The uncertainty does not disappear through marginalization, it goes latent, under some conditions becoming active. When uncertainty appears, it can block the decision-making process, pushing the returning of the process to the phase of uncertainty.

3. Study case and results

The following study takes the position that skills, knowledge and competences of the Human Resources Referrer (HRR) are not investigated in conditions of professional certainty through the batteries of tests, but these features must highly correlate with the occupational standard established by the profession stated by C.O.R. (Classification of Occupations in Romania) criteria and to be included in job description. In most of the recruitment and selection processes the presentation of job description to candidates is being omitted due to skepticism. Discussions with Human Resources staff revealed that this brings along too high set expectations of the employee' self-perceiving competencies in providing efficient requested services. This error brings along work overload, the emergence of task error, decreased motivation, leaving job leaving after 1-2 years and future denying another similar post. Thus, gained experience is left behind, at latent level in the professional path, losing its relevance in time (Bălaș Timar, D., Bălaș, V.E., 2007).

We believe that when the Human Resources Department of any organization has access to these occupational standards and benefits from consultancy in effective implementation of their job descriptions and especially in occupational profiles, there would be avoided a multiplicity of negative aspects currently found on the labor market in Romania, which will be detailed during this study case. It is for this reason we am drawing to your attention the results of our research regarding the

occupation of HRR, key position in any business environment. The present study represents a cognitive perspective approach to uncertainty in decision-making activities currently undertaken by the HRR.

The present study represents a cognitive perspective of approaching uncertainty in decision-making involving activities currently undertaken by the HRR.

The study was conducted with the help of 8 human resources professionals, having direct responsibilities in human resources management in organizations with more than 10 employees. The procedure involved completing a questionnaire (performance criteria of HRR occupational standard), sent and returned by e-mail. Thus, it has been avoided external influencing responses by maintaining typical work environment of the respondent.

As a result of responses analysis, 8 experts were invited to participate in a Focus group discussions concerning decision-making uncertainty of HRR profession.

3.1. Assumptions and objectives

The general hypothesis of this study is that phase decisional uncertainty and residual uncertainty may occur frequently during the current activity of a HRR. This article highlight the dynamics of phase and residual uncertainty along all the processes enrolled by HRR professionals and the level of uncertainty associated with the final decision-making processes characteristic for HRR.

The study was conducted with the help of 8 human resources professionals, having direct responsibilities in human resources management in organizations with more than 10 employees. The procedure involved completing a questionnaire regarding ranking

decisional uncertainty (1 for very low uncertainty – 5 for very high uncertainty) for 140 performance criteria of HRR occupational standard, sent and returned by e-mail. Thus, it has been avoided external influencing responses by maintaining typical work environment of the respondent. As a result of responses analysis, respondent 8 experts were invited to participate in a Focus group concerning decision-making uncertainty of HRR profession.

Table 1 presents score frequency of eight experts in ranking from 1 to 5 decisional uncertainty associated with 140 performance criteria of HRR occupational standard.

Table 1
Score frequency of eight experts for the decisional uncertainty

The decision-making uncertainty FREQUENCIES associated with HRR profession									
Score		Exp.1	Exp.2	Exp.3	Exp.4	Exp.5	Exp.6	Exp.7	Exp.8
1	(Very low uncertainty)	98	61	86	61	88	104	92	104
2		23	29	22	36	26	20	34	28
3		7	20	8	20	15	6	7	2
4		3	12	12	5	4	1	1	
5	(Very high uncertainty)	3	12	6	12	1	3		

There is a general tendency to score as low as possible the decisional uncertainty associated to overall skills of HRR profession. Occupational standard specifies three main area of competency: specific skulls, fundamental skills and general skills. Regarding particular aspects related to each of the three skills, shown in Figures 1, 2 and 3, score media of decision-making uncertainty on each performance criteria are being as to low as otherwise expected.

Returning to the general hypothesis, namely identifying the phase uncertainty manifestation and its development dynamics and propagation until it develops into residual uncertainty, we propose a theoretical

objectification model of procedural uncertainty dynamics, the maximal and minimal standard deviation coefficients analysis from the modal decisional uncertainty resulting from the evaluations of eight experts. There is a plurality of embodiments for artificially identifying such a procedural dynamic, however considering the "humanistic" approach of the proposed theme, we have chosen keeping the track of the maximum standard deviation points from the average identified by the modal profile.

Thus, in Figure 1, the maximum point of decisional uncertainty regarding specific competencies is paradoxically found in unit 2, *Organizing the recruitment and selection process of personnel*, competency unit 5, *Participation in the selection process*, performance criteria 5.2, *Assisting the final selection of candidates in accordance with the methodology of selection*.

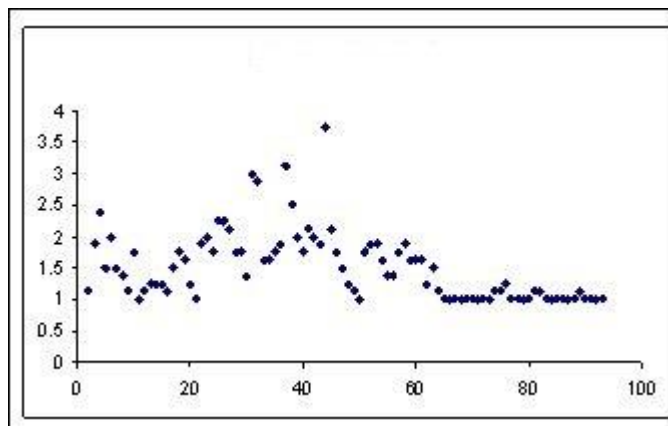


Figure 1 - Average of scores given to decisional uncertainty regarding specific competencies for HRR profession.

Criteria	N	Min.	Max.	Mean	Std. Deviation
1 / 2 / 5 / 5.2.	93	1.00	3.75	1.5312	.5855

According to the proposed model, from the specific competencies of HRR profession, we have identified as first phase uncertainty, the decision on the final selection of candidates. This layout is seen by the 8 experts as characterized by a high degree of uncertainty, an argument in favor of using the automatic selection process of candidates on a particular job, in order to eliminate human error.

As we have previously mentioned, in an effective decisional process, the transition from one phase to the next one involves the total absorption of the uncertainty of the previous phase. Residual uncertainty, uncertainty relating to the previous phase, which persists in the decider system regarding the previous phases of decision, will subsist in every phase of the decision-making process, in addition to the phase uncertainty. Thus, given the fact that we have identified as first phase uncertainty exactly the candidate selection decision, we can appreciate the crucial importance of the absorption possibility and specifically the factors that can transform it from latent into manifest decision.

Going further, in Figure 2, the point of maximum decisional uncertainty regarding fundamental competencies, can be found in unit 8, *Professional development*, competency unit 2, *Studying specific documentation related to training needs*, performance criteria 2.2, *Specialty materials will be daily studied, or whenever it is necessary*.

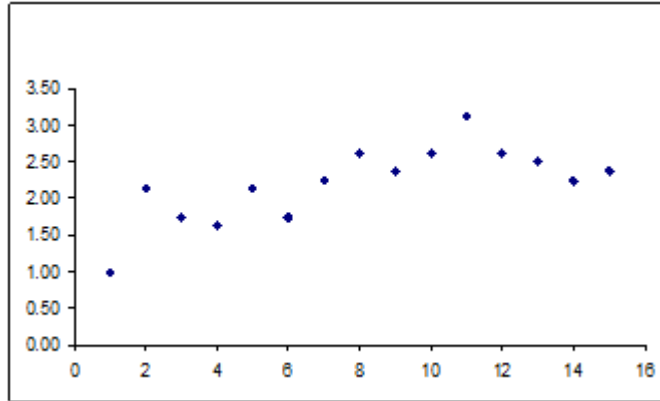


Figure 2 - Average scores given to the decisional uncertainty regarding fundamental competencies specific to the HRR profession.

Criteria	N	Min.	Max.	Mean	Std. Deviation
2 / 8 / 2 / 2.2	15	1.00	3.13	2.2113	.5180

This second phase uncertainty, fully demonstrates the ineffectiveness of many professional development programs. Namely, even if the identification of training needs has been correctly done, even if the training program has been shown to be relevant, the current study of specialized materials, based on continuous education is characterized by a high degree of uncertainty.

Given the absorbed residual uncertainty, namely the decision on the final selection of candidates and adding this newly identified uncertainty relating to the study of specialized materials, we find ourselves in front of reconsidering the hiring decision. This process will be obvious only if we study the third uncertainty phase.

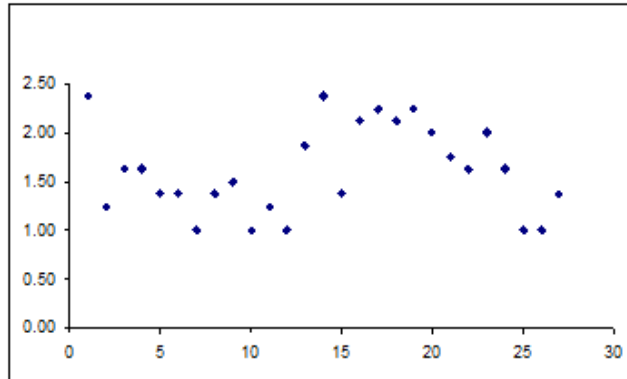


Figure 3 - Average scores given to the decisional uncertainty regarding the general competencies of the HRR profession.

Criteriul	N	Min.	Max.	Mean	Std. Deviation
3 / 10 /2/ 2.2	27	1.00	2.38	1.6137	.4532

Thus, the maximum point of the decisional uncertainty regarding general competencies, is found in unit 10, *Own activity planning*, competency unit 2, *The identification of task accomplishment level*, performance criteria 2.2 ***Compliance identification of operating with the organization's procedures and specific legislation.***

This last phase uncertainty, of internalizing and adoption of the operating practiced in the membership organization by the evaluated one, puts large question marks regarding the correctness of the initial decision of employment.

Cumulating these residual uncertainties, establishing the degree of manifestation and the possibility of absorption, we believe that we can solve the dilemma of the selection or rejection, promotion or demotion, relatively automatic. Where there is a possibility of full absorption of these uncertainties, the solution is obvious, the person has complied with the required standards, but where the cumulated uncertainty is not absorbed and is latent, the person misfit for the job they occupy and the

mismatch of the candidate for the job will be solved by the decision of rejection. The risk associated to keeping into the organization such a person who carries with himself residual latent uncertainty, tends to contaminate the whole environment, the effect being the aggregation of the uncertainties of all affected ones. If that person loaded with latent uncertainty is a HRR, organization-wide results will be catastrophic, meaning that that person will voluntarily and involuntarily impose their own standards, to the detriment of those promoted by organizational and belonging culture.

3.2. Validity and limits

The validity of the scale is relatively easy to prove, namely the criteria which are not relevant in the concerned environment, will not be taking into consideration. The reason for we have organized a Focus-group was to identify other issues, somehow specific, which aren't included in the current occupational standard. These new "data sheets" will be taken into account in the case of the organizational environment that requires this type of expert assessment of employees and prospective employees. The effect of group-thinking was removed by the individual way of response. During the focus group discussions, the results were presented to the eight Experts, and debates enrolled on decisional uncertainty in the HRR profession. The study's limits and conceptual limits in the application of this expert selection model, which we have set together with the experts group, refer to:

- the specificity of the West side of Romania, where the occupation rate is very high,

- important organizational profiles, which we have not included in the study, e.g., production, construction, public administration, research institutes, hospitals, etc.
- the lack of a human resources department structure inside the most organizations with fewer than 10 employees,
- fewer and limited knowledge access to specific occupational standards of the organization's profile and disagreement between the job description and the work performed,
- disengagement of the part directly involved in the selection and evaluation process, in case of employing a wrong person,
- regarding the promotion of employees too little emphasis is put on the hierarchical evaluation,
- appealing to external sources in recruitment and selection processes, which often surpass selection process (focusing on recruiting) due to very few candidates who apply for an interview,
- mistrust in the automatic selection and evaluation system of the staff,
- lack of technical and statistical analysis knowledge, in case of HRR, in organizing an informational database of employees,
- lack of higher education forms in Arad (Bachelor, Master, Postgraduate course) addressing management of human resources,
- failure in obtaining the aim of Training and Teambuilding activities, focused on individual values homogenization and the internalization of the organizational values.

aspects that could be the subject of new included competencies in the HRR standard, found in the opinions of the expert group to: interdepartmental communication, loyalty, motivation, social marketing, lobby for promoting the image of the organization, transparency, and social responsibility.

4. Conclusions

One of the aspects that we want to highlight as a conclusion, is that decision-making uncertainty regarding the activities related to fundamental competencies of the HRR profession, seen from 8 different Expert perspectives, should correlate to a greater extent than the level of uncertainty associated with specific competencies, fact which is not demonstrated in the present study.

The assumption that the level of perception of decisional uncertainty regarding the fundamental competencies of HRR profession is not proven, the strongest significant positive correlations being found at the level of specific competencies. (ANNEX I); also at the level of specific competencies there have not been found negative correlations.

The proposed theoretical model aims at addressing the selection and evaluation process of the human resources enrolled by HRR, from the perspective of cognitive perception of the decisional uncertainty. It has been taken into account the occupational standard of HRR, which was discussed in a Focus group with the participation of 8 experts. Along with these, it has been established the modal profile perception of decisional uncertainty associated with each activity addressed by the occupational standard.

The study has focused on identify the dynamics of phase uncertainty and of the residual uncertainty during the processes implementation and activities specific to the HRR profession.

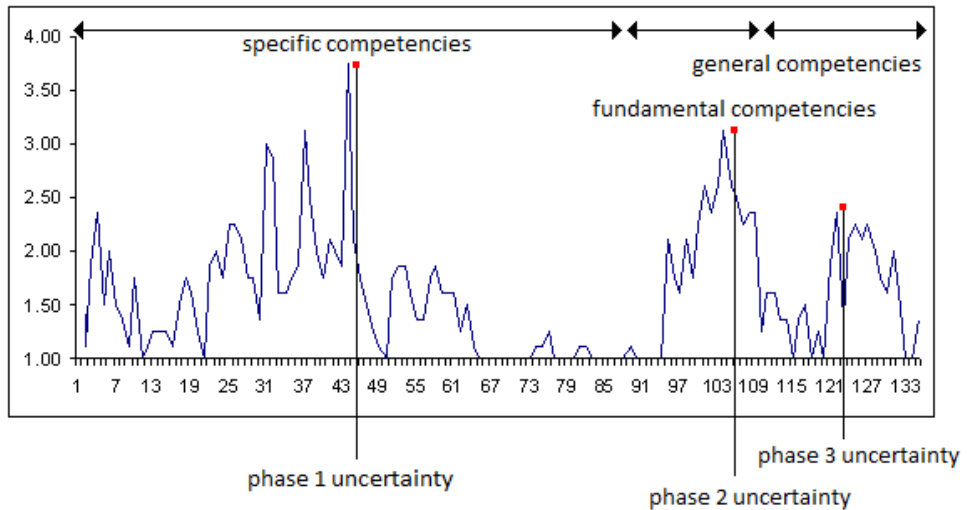


Figure 4 - Phase uncertainties related to the HRR competencies.

Three points have been identified for phase uncertainty:

the maximum point of decisional uncertainty regarding specific competencies is paradoxically found in unit 2, *Organizing the recruitment and selection process of personnel*, competency unit 5, *Participation in the selection process*, performance criteria 5.2, ***Assisting the final selection of candidates in accordance with the methodology of selection;***

the point of maximum decisional uncertainty regarding fundamental competencies, can be found in unit 8, *Professional development*, competency unit 2, *Studying specific documentation related to training needs*, performance criteria 2.2, ***Specialty materials will be daily studied, or whenever it is necessary;***

the maximum point of the decisional uncertainty regarding general competencies, is found in unit 10, *Own activity planning*, competency unit 2, *The identification of task accomplishment level*, performance criteria 2.2 ***Compliance identification of operating with the organization's procedures and specific legislation.***

The method of absorption of phase uncertainty and of course of the residual uncertainty confers, in our vision, the success of the activity of an HRR. This study represents the argument for using the Fuzzy EXPERT system in decision-making organizational process regarding the selection and rejection of candidates and employees' evaluation (Bălaș Timar D., Pitariu, H.D., 2006; Zadeh, L.A., 2002).

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ANNEX I

		1	2	3	4	5	6	7	8
1	Pearson Correlation	1.000							
2	Pearson Correlation	.138	1.000						
3	Pearson Correlation	.576(**)	.142	1.000					
4	Pearson Correlation	.245(*)	.383(**)	.405(**)	1.000				
5	Pearson	.416(**)	.090	.583(**)	.481(**)	1.000			

	Correlation								
6	Pearson Correlation	.596(**)	.072	.507(**)	.198	.528(**)	1.000		
7	Pearson Correlation	.082	.082	.103	.312(**)	.458(**)	.459(**)	1.000	
8	Pearson Correlation	.019	.112	.252(*)	.372(**)	.581(**)	.470(**)	.714(**)	1.000

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlation matrix for fundamental competencies

		1	2	3	4	5	6	7	8
1	Pearson Correlation	1.000							
2	Pearson Correlation	-.433	1.000						
3	Pearson Correlation	-.217	.329	1.000					
4	Pearson Correlation	-.410	.469	.662(**)	1.000				
5	Pearson Correlation	.191	.021	.090	-.035	1.000			
6	Pearson Correlation	-.245	.605(*)	.609(*)	.417	.187	1.000		
7	Pearson Correlation	-.099	.368	.517(*)	.710(**)	-.113	.402	1.000	
8	Pearson Correlation	.044	.210	.193	.360	-.200	-.038	.010	1.000

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlation matrix for general competencies

		1	2	3	4	5	6	7	8
1	Pearson Correlation	1.000							
2	Pearson Correlation	.153	1.000						

3	Pearson Correlation	.232	-.072	1.000					
4	Pearson Correlation	.062	.253	.569(**)	1.000				
5	Pearson Correlation	.098	.232	.352	.693(**)	1.000			
6	Pearson Correlation	-.331	.351	.109	.385(*)	.478(*)	1.000		
7	Pearson Correlation	.283	.348	.302	.500(**)	.454(*)	.580(**)	1.000	
8	Pearson Correlation	-.217	-.071	.490(**)	.486(*)	.066	.376	.424(*)	1.000

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

**HOW TO PERFORM AN INTERVENTION IN ORDER
TO ASSIST CHILDREN COMING FROM FAMILIES
FACING DIFFICULTIES? A CASE STUDY**

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Abstract: The problems faced by children coming from families in difficult situations are complex and for this

reason, a multidisciplinary approach is required to perform an intervention. Quite often, the intervention at individual and family levels is not at all easy. This is mainly due to the fact that the resources of the individual and those of the family cannot be properly mobilized despite the assistance given by experts and finding a solution to the problem is sometimes also prevented by a family member's hostile attitude.

The aim of this paper is to identify the factors that lead to the onset and perpetuation of problems in the case of children coming from families in difficult situations. It also wants to present the social assistance provided for these families and the way it is implemented in practice, that is, in the direct work with the beneficiaries.

By presenting a case the goal was to highlight the problems faced by the experts who work for organizations that provide services for this category.

Keywords: families in difficult situations, resources, solving problems, support

Introduction

Romania, when compared to the other members of the European Union, has the highest level of poverty, the poorest housing conditions, and the country also saw the highest decrease in workforce between 2000 and 2010 (Stanciu et al., 2012).

As a result of the social and economic hardship, more and more Romanian families undergo psycho-social-economic crises and a great majority of them turn eventually for assistance to institutions that are active in the field of social services (local councils, departments of social services and child protection, NGOs).

The aim of this paper is to identify the factors that lead to the onset and perpetuation of problems in the case of children coming from families in difficult situations and to present the intervention in the case

of such a family, with a particular focus on the difficulties faced by the experts involved in the case.

Families in difficult situations – between facing problems and social assistance

Studies have shown that, besides the highest poverty rate in Europe, Romania also has the highest poverty levels in the case of families with dependent children (Stanciu și Mihăilescu, 2011), as the birth of a child affects significantly the living standards of a family when their income is low (Zamfir et al., 2011).

The analysis of the way a child develops cannot be separated from the broader issue of family life and family quality of life. Due to poverty, the family environment can be strongly traumatic for the child (Stanciu et al., 2008).

In practice, the main problems faced by families in difficult situations are the following: lack of housing, lack of identity documents, difficulties in finding employment, insufficient income, health problems, domestic violence, school dropout, juvenile delinquency etc. „Having or not a decent home can make the difference between a normal life and social exclusion” (Stanciu et al., 2012, p. 108). Studies published in the scholarly literature have shown that social exclusion represents “the way in which society assesses the performances and the risks concerning social cohesion and individual welfare” (Popescu, Arpinte and Neagu, 2005, p. 1).

According to Art. 66 (4) of the Social Assistance Law no. 292/2011 „in order to fulfill the duties they have towards children, central and local government authorities support families by providing social security benefits, as well as social services”. The aforementioned law

regulates the provision of social security benefits for the prevention and combating of poverty, as well as of the social exclusion risk, social security benefits for supporting children and families, social services for children and/or families. The social assistance provided to families focuses on „support given to families mainly for keeping children in their families and for overcoming difficult situations (...)” (Art.67). As far as the support given to families that raise children is concerned, the laws in force stipulate the provision of a family support allowance (Law no. 277/2010), of welfare to make sure that everybody receives the guaranteed minimum income and of aid for fuel in winter time (Law no. 416/2001), as well as of other support. Only in the first quarter of 2014, 256,307 families on average received a monthly allowance as a form of support for them (source: Ministry of Labour, 2014). However, the situation on the ground shows that there are families in difficult situations that do not benefit from the rights they are entitled to. The reason for that is, on the one hand, the lack of access to information (this is true mainly for the people with a low level of education, for those with various disabilities etc.) and, on the other hand, either the lack of identity documents or disinterest in accessing the corresponding benefits.

Social work has two main dimensions: the economic dimension, which concerns the provision of material and financial help for those people who, temporarily, cannot cope on their own, and the true social and psycho-social dimension, which concerns social integration and reintegration in a broader sense (Bocancea and Neamțu, 1999, p.70).

In defining poverty, Elena Zamfir (1995, p. 34) claims that „the emphasis is placed on the lack of resources, since poverty is a state of permanent lack of the resources needed for a living that is considered decent, acceptable within a certain community”. Cătălin Zamfir

underlines that poverty is a social-psychological-cultural complex, that it does not consist only of the lack of income, which is, in fact, its cause. As a result, a stronger focus is needed on the factors behind it (Zamfir C., 2000). In the scholarly literature poverty is often presented together with the inequality of education and vocational opportunities. Thus, studies have pointed out that “between poverty and education there is an intercausal relationship, the poor social-economic conditions of a family lead to lower chances of education for the children coming from that family”, the lack of schooling and vocational training contribute to lower chances of social integration and, at the same time, increase the chances of living in poverty (Stoica, 2006, p. 66).

The difficulties faced by certain families, generated either by the external world, that is, the social-economic factors, or by the domestic ones – the way family roles are understood, defense resources and mechanisms, perceptions and convictions etc. – can pile up, aggravate, and, without specialist intervention, can take the family into a crisis situation. According to Richard James (2008, apud Hepworth et al, 2010, p.380) „crisis is a perception of an event or situation as an intolerable difficulty that exceeds the resources or coping mechanisms of the person”. „Intervention in a crisis situation is, in its classical definition, the action carried out to interrupt a series of events that prevent a person from operating in a normal way” (Payne, 2011, p.120).

In order to solve the problems faced by the beneficiaries, Compton and Galaway have developed the following intervention model: engagement or contact phase (identifying and defining the problem in the client's, the social worker's and in other people's perception; identifying the goal; establishing an agreement/contract; preliminary exploration – of the beneficiary's motivation to take part in the social assistance process,

of the appropriateness of the intervention and of the beneficiary's degree of preparation for their active participation in the social assistance process), intervention planning phase (thorough study of the resources and of the resistance to change, devising an action and forecast plan), action phase (the actual implementation of the intervention plan and evaluation of the results) and termination phase (preparation for and separation from the client, developing a follow-up support plan, evaluation of the successes and of the possible disagreements) (Compton and Galaway, 1994 apud Roth and Rebeleanu, 2007).

The intervention at individual and family levels is usually not at all easy. This is mainly due to the fact that the resources of the individual and those of the family cannot be properly mobilized despite the assistance given by experts and finding a solution to the problem is sometimes also prevented by a family member's hostile attitude. Such a case is presented below.

The case (*it should be mentioned that one of the writers of this papers was in charge of the case presented henceforth).

Further below an intervention example (carried out by a multidisciplinary and inter-institutional team) is presented. The intervention was initiated by the experts of a NGO to support a family in a difficult situation.

General information. A mother and her daughter turned to an NGO from Bihor county, which offers social services, to ask for support.

The request was analyzed and a person was assigned to the case.

In order to assess the case, the person in charge of it (a social worker) worked together with the psychologist of the organization in the

initial stage. It should be mentioned that all the aspects of the case were analyzed with the child's parents and the child.

In the initial stage, the assessment of the case and the discussion of all its aspects were performed only with the mother and the child, as the father did not want to be involved.

Given the complexity of the case, after the assessment process, interventions at both *individual and family levels* were suggested.

To help a better understanding of the case, some relevant aspects have been chosen to be presented in this paper.

4. Defining the client system

I.C., a six-and-a-half-year-old child, and her mother MC, 31, turned to an NGO to ask for help with solving a problem they were facing. They were referred to that NGO by the social worker of a public institution from Oradea.

The child had not been enrolled in nursery school until that date and she was to be enrolled to school. As the NGO had a Day Center where children from the community could come to receive support with their homework and take part in leisure activities, it was suggested that the child be enrolled in the program of the center so that she could later start school (approximately three months later). When they first came to the NGO, the mother and her daughter were poorly dressed and their clothes were also dirty. The child was suffering from pediculosis. As a child, the mother was institutionalized in one of the county's placement centers after she had been abandoned by her family. She has a mild mental disability. It seemed that the daughter was telling her mother what should be done – she was much more mature than a child of her age usually is.

5. Family assessment

There were three people in the family: the six-and-a-half-year-old child (girl), the 31-year-old mother and the father, who was 72 years old. The father is not mentioned in the child's birth certificate. The parents are not married, they live together.

The family was living in a makeshift home in Oradea, next to a railway and close to a flag station. The family had lived in a council home, but, since they did not pay the rent (a rather small amount compared to rents in general) and the utilities, they were evicted due to the high debts. The father received a monthly pension, which was enough to cover the rent and the utilities, but he did not want to make the payments. He was the only one who handled the money (claiming that it was "*his money*"). The mother had no access to the money. The current home had only one room, it was made of cardboard and carpets, and surrounded by a fence made of different materials (wood, wire, cardboard). They used a small stove made of sheet metal for heating. All three family members slept in one bed. They had no access to electricity and to drinking water. The place where they lived was not a legal residence. They could use the plot as a result of its owners' kindness and the benevolence of people who worked for the railway company. The mother initiated the registration of the place where they lived so that she could enroll her daughter in school.

From discussions held with the mother it resulted that there were good relationships among the family members as long as the mother accepted the decisions made by the child's father. The family members themselves considered that the family relationships were good. It became also clear that the relationship between the father and her daughter was a very close one.

The father did not want any intervention from outside the family, as in his perception, the family was not facing problems. He only accepted, shortly after the intervention had started, that the child needed support with her preparation for school integration.

C. The problems identified as a result of the detailed assessment performed were the following: the child's non-enrollment in school; unsanitary living conditions; lack of space and of privacy; the father's refusal to accept the problems the family was facing; insufficient resources (material, personal); decisions made in the family by only one person, namely, the father, the mother having no say in family matters – the issue of role assumption.

D. The general objectives set out by common agreement between all the parties involved were the following: supporting the child for integration in school; temporary support for the family with their hygiene problems; finding solutions to the housing problem; assisting the mother to assume her parental role.

E. The actual intervention

Given the complexity of the problems, the need for an immediate intervention was recognized. The intervention was to be performed both at individual and at family levels.

After analyzing the problems identified, an intervention plan, adjusted to the needs of the family, was developed by common agreement with the beneficiaries. Starting from the resources of the family and the motivation for change, the plan also included the optimal way to achieve in practice the objectives set out.

Thus, in a first phase, the individual intervention focused on integrating the child in a group and on her participation in school preparation activities. Before this step, it was important to ensure

personal hygiene. The mother and her daughter came to the center for disinfestation, to have a bath and to do the laundry. They came for a bath every week and they also took their laundry to the center weekly. The child also benefited from the services of the institution psychologist. The possibility of a form of abuse within the family was also analyzed, given the close relationship between the father and his daughter, which was noticed during the intervention. It became clear that there was no such issue in the family. The child continued to benefit from the services of the psychologist, in a second phase the intervention focused on her personal development. As far as the intervention in the case of the mother is concerned, she benefited from counseling.

The father's attitude/resistance towards any change within the family was still to be analyzed and discussed. He continued to claim that the family was not facing any problems, and that was confirmed by the mother and the child as well. Eventually, he accepted to meet with experts of the institution (a social worker, the psychologist and the legal advisor). The mother was also present at the meeting. The issue discussed was that of the family's home. The parents admitted that the living conditions were inappropriate for bringing up a child and that something should be done. More solutions to this problem were taken into consideration, together with the members of the family. As the cold season was getting closer, the option of placing the child in a family group home in town until a solution would be found to the housing problem was also discussed. This suggestion was rejected by all family members. They wanted to stay together, even if they had to face hard conditions. The parents found a source of wood for the winter season (a school which replaced its benches offered the family the old ones to be used as wood for heating). There were two reasons that prevented taking

into consideration applying for a council home. Firstly, the family had had such a home but did not pay its obligations and secondly, the father refused to talk about that possibility. The father also claimed that the family's income was not enough to rent a flat, but he did not disclose the money he received on a monthly basis.

Another solution discussed was that of asking for help from the Habitat for Humanity Foundation, that is, turning to them with a request to have a home built. Deadlines and responsibilities were established. When contacted by the experts of the institution, Habitat for Humanity accepted the request. The foundation had a plot of land in of the villages of the county and they presented the conditions and steps that were to be taken to sign a contract. All information was presented to the family within a meeting which was attended by all family members. After listening to the presentation and analyzing it, the father refused the offer claiming that he could not live in the country, *"I was born in town and I want to die there"*. The mother did not say anything, she accepted the decision taken by her partner. The father stated strongly that he did not want anyone's involvement in the life of his family in the future. After that meeting he banned both his partner and his daughter from accessing the services of the center.

Discussion and conclusions

The families that are in difficult situations benefit from social assistance. The interventions provided within the existing services address the needs identified during assessment processes. In most cases, and this is true for the case presented in this paper as well, the factors that lead to the onset and to the perpetuation of the problems are the same: insufficient income, the mother's unemployment, lack of a home, the

parents' past (the mother was institutionalized/she comes from a child protection institution), the parents' low level of education, limited access to information, all decisions in the family made by an authoritarian father. Thus, the problems faced are complex and they require a holistic approach in the short, medium and long term.

In the case described in this paper, despite the fact that the phases of the intervention were observed, despite the fact that the experts worked in a multi-disciplinary team, despite the fact that the intervention went beyond the boundaries of the organization (inter-institutional approach), the objectives set out together with the beneficiaries were not achieved. Due to the complexity of the problems identified within the family, the intervention plan managed to address only to a limited extent the objectives set out. Such a complex case requires long term specialist intervention.

Another relevant aspect is that it is not enough to perform only individual intervention. In this context it is important that the intervention at individual level is completed with intervention at family level, as many of the problems are generated and/or maintained by the problems existing within the family. One of the major problems is the refusal to participate in the intervention process, refusal that comes most often from the person who has a leading position in the family. Even though the people declare that they want to see the problems faced by the family solved, in reality the families' resources are not enough to make a change. In the case presented in this paper, given the fact that the child's father did not consider that there were problems in the family, and that the other family members accepted his opinion, the method of intervention became an issue. Did the experts do the right things? Whoever would have seen the living conditions (a home made of cardboard and carpets, with no access

to electricity and water, the risk of living together with rats etc.) would have considered it a priority to solve the housing problem. Even though these aspects were discussed with all family members, until the meeting held with the family's adult members and the experts at the organizations venue (another meeting had been held previously at the family's home), the family members did not feel that they had a housing problem. Their opinion changed after the discussions held. Before that, they agreed that their living conditions were tough, but they did not perceive that as a serious problem.

In such cases, what could be the best intervention? The family members turned to the organization only to request help with the child's preparation for school, even if they had not been interested in enrolling her in nursery school previously. It is known that, in most cases, a problem presented by a client may not be the real one, it may cover other problems, which often are more serious ones.

Thus, a number of questions arise. What was the reason that took the mother to ask for help, even without the father's consent? Why were the father's opinions accepted by the mother and the child without any objection? How come that the family members were so united? These were also the questions the experts based their intervention on. Despite all that, even if the experts assessed the situation taking into account the appropriate methodology, and they worked at a high level of professionalism, they perceived what happened in this case as a failure. It is impossible for an expert not to think that maybe the intervention was not correct. This thought came up again when seeing after a while that the situation became worse. A proof for that was that the mother and her daughter were seen looking for food in garbage bins soon after the intervention was closed.

In such cases, it is required more than ever that the intervention should place a stronger emphasis on motivating the family members to take part in the process of change.

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NECESSARY DISTINCTIONS IN THE STUDY OF THE CURRENT PROBLEMS OF ETHICS

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Summary: This article analyzes the concepts with which the ethical discourse operates from the perspective of the practical problems that the discourse faces. The particularity of this analysis rests in the fact that it presents the different interpretations attributed to these concepts by the Romanian authors in the related literature of the last decade. The first part of the article discusses the differences between ethics, moral and morality, as well as the elements of regulation which are instituted in this case. The second section focuses upon the relationship between normative and applied

ethics, accentuating the evolution directions of the functioning fields of applied ethics. The third section highlights the characteristics which define moral norms and values, as well as the mediation of the relationships between them. The last part of the article examines the distinctions between ethical and judicial norms, by stressing the specific means of their functioning in social practice.

Key words: ethics, moral norm, judicial norm, normative systems, applied ethics.

Ethics, moral, morality

Ethics studies human action, as well as the values and norms regarding which it conforms or it should conform.

The fundamental problem assumed by ethics is the appreciation of the behavior and action means which form the practice of human life, both at the level of the individuals and that of social relations. From this perspective, ethics studies, on the one hand, the moral principles which stand at the base of social relations with the help of certain specific concepts: correctness, duty, fairness, dignity, honor, conscience, moral ideal etc. On the other hand, ethics deals with the theoretical study of values and human conduct in relation to the moral principles which stand at the base of moral attitudes and behaviors, making the distinction between what is “fair” and what is “unfair” from a universally accepted point of view.

Ethics and morality are often used as synonyms in daily speech. One should however mention the fact that moral refers to the array of behaving and cohabiting norms of people with each other and whose breach is not sanctioned by the law, but by public opinion. Moral is considered a form of social conscience which reflects ideas, concepts and beliefs regarding the individual’s behavior in society. It include and set of

conduct rules which derive from a certain conception of good and bad and which permits an interpretative variety at an individual level, while ethics has a universal sphere, which may be a code of norms, a system of values or a means of theorizing and justifying certain such systems.

Moral norms are the creation of a certain society or culture which originate in social experiences and practices and are influenced by the degree of culture and civilization of a society. These moral norms influence the individual and social behavior, indicating people's conduct in different surroundings, the consequences of their violation and the sanctions which derive from their violation.

From this perspective, the norm can be considered a rule or a prescription which regulates the behavior of individuals, groups, organizations and collectivities. The main characteristic of ethical norms consists in the fact that they have their source in the will of a normative authority and are addressed to certain subjects of the norm. In order to make its will known by the subject, the respective authority elaborates a set of norms and, in order to make its will effective, it adds sanctions or punishments. "In the absence of an instance with authority and which can be identified easily, says Nancy Davis, we cannot know precisely which the moral norms are (the deontological constraints) that have to govern our behavior. In the absence of a set of clear procedures which can establish the means of solving the conflicts connected to the moral norms proposed, the ethical disagreements do not find a solution" (2006, p.245).

In the light of these considerations, C. Zamfir (1998) draws attention upon the fact that the systems of norms and the regulating activity in the field of ethics are confronted with a series of limits such as the following:

- The contradictory characteristic of value and normative systems, an absolute confrontation with the norms only being able to exist in the situation where the system of norms is coherent and non-contradictory. “Due to its social complexity, writes C. Zamfir, the subsystems which make up the global society oftentimes feature contradictory normative demands, posing the individual in a situation where he can often be defunctive in relation to one regulation or another” (1998, p.390-391).
- Although regulations promote a series of real demands of the socio-human system, not all of the demands which press upon the individual or collective behavior can find an expression on the normative level. For this reason, the space in which a behavior functions is more complex than the system of values and norms which operate at a given time. This is why certain behaviors which do not conform to certain norms appear precisely due to the lack of a formulation in a normative way of these demands, necessities or pressures.
- Regulations tend to substitute the knowing behaviors centered on the solution of concrete situations, with a more ample activity of knowing, focused on the identification of certain general categories of situations and the quasi-mechanical application of the regulated solutions. “In this case, says C. Zamfir, the responsibility for the effective consequences of the behavior, for the quality of the solutions adopted is replaced by the responsibility of complying to norms, a situation which generates rigidity in thinking, or a narrowing of the field of moral action” (1998, p.391).

Beyond these difficulties, the set of conduct norms and rules are meant to ensure the application into practice of the ethical values and

principles which stand at the base of individual behavior, the behavior of a community or of an organization. For the members of a community or of an organization this set of principles and norms of conduct represents a moral contract by which they agree to respect them and promote them in their professional activity. Going even further, one can state that moral norms manifest themselves firstly as norms of professional ethics, functioning in direct connection with what must be done and what must be avoided.

When the moral norms manifest themselves as rules, they interact with judicial norms, norms which assure a public interest that is regulated by the law system. In other words, moral rules function by the intervention of public opinion and are regulated by codes of ethical behavior, while judicial norms are consecrated by the law system typical to each society or field of activity.

In these conditions, moral cannot have an abstract, generally valid character, rather being characterized by certain relativism. However, from one type of organization to another, certain moral imperatives remain valid (not to steal, not to lie, respect a given word etc.), which regard the human characteristic of a rational being and owner of one's own conscience.

To resume the discussion, moral is considered a real phenomenon, an array of rules and norms with an imperative characteristic and which regards the daily behavior, the practical life of individuals and human communities. Moral norms are statements which indicate what an individual must and must not do, representing cultural values consecrated through tradition and education.

Ethics refers to the theory which studies this real phenomenon, namely the conceptual system which stands at the base of a certain view

on morality. While moral has a significant emotional component, ethics implies more detachment, exploration and acceptance of alternative ways of life, being a rational approach of moral principles and norms. In other words, moral regards the practical character of morality, and ethics regards the cognitive and explicative levels.

Based on these distinctions, authors such as Țigu (2003), Crăciun (2005), Morar (2012), Mureșan (2013), Bădescu (2013) and others consider that ethics has an analytical character (it deals with the research of the causes of human action) and a normative one (it establishes a set of rules and norms of conduct); ethics is a practical science (oriented towards action) and a rational one (it is preoccupied with the way of becoming aware of and assuming the ethical-moral norms by the individuals); lastly, ethics is not a descriptive science (it does not indicate how human actions must be performed in order to be considered moral), but a prescriptive one (it recommends certain norms which should be respected).

Normative ethics and applied ethics

Along the years, the study of ethics was structured on numerous levels: the first level, called meta-ethics, defines the nature of moral terms; the second level, of normative ethics, studies ethical theories and objectives; the third level, of applied ethics, focuses upon the research of the aspects which define certain spheres of ethics. Other formulations distinguish between the two fields of research of ethics: theoretical ethics, which studies the theoretical problems of the origin and essence of moral, and normative ethics, which regards the elaboration and theoretical foundation of a system determined by moral norms and standards, as well as certain codes of moral conduct.

Baring in mind the purpose of this paper, I will focus upon the principal aspects which define normative ethics and the specific of the application of moral principles and norms within what the specialists in the field call applied ethics.

In an initial approximation, *normative ethics* studies the great ethical theories and doctrines, as well as defining a set of norms where human actions need to fit.

Normative ethics prescribes the standards referring to the standards of well-conduct and the characteristics of the wrong conduct of people. It may also be regarded as a testing system of the behaviors considered desirable by society. The classical example of the normative principle of ethics is the rule “do to other only what we want to be done to ourselves”. From this point of view, anyone could decide if an action is right or wrong, and to determine the evaluation criteria for the moral conduct of a person.

Crăciun, Morar and Macoviciuc (2005), for instance, suggest the idea that we can talk about three specific approaches: the theories of virtue, the theories of duty and the theories of consequences.

In short, the prerequisite of the first theory is that these rules are taught and transposed in practice the moment when someone performs a certain action. Along history, thinkers have focused upon the importance of formulating and developing positive traits of the character and upon the possibility that these norms may be taught and applied in inter-human relationships.

Values such as wisdom, courage, moderation, fair play, moral strength, generosity, self esteem and sincerity were thus explained, along with the negative features such as cowardice, injustice, foolhardiness etc.

The theories of duty start from the prerequisite of the existence of certain clearly formulated obligations in the context of human existence, whether we are talking about duty to ourselves, or to others. Other interpretations of duty regard the relationship between a person's rights correlated to the duty of another person, the existence of a fundamental principle of duty which exceeds particular duties called "the definite imperative" or the so-called "first glance" duties, such is the case of one's duty to respect one's promises, to compensate a person when he/she has been prejudiced, to act towards the improvement of one's own professional abilities and not to insult others.

The theories of consequences try to determine moral responsibility by estimating the consequences of an individual's actions, the correct moral conduct being determined by a cost-benefit analysis. In other words, an action is correct from a moral point of view if the consequences of that action are more favorable than unfavorable. This involves, on the one hand, the identification of the favorable and unfavorable consequences of an action and, on the other hand, the determination of the context where all of the favorable consequences predominate in relation to the unfavorable consequences. It is important to highlight that these evaluations regard the individual, the group and the collectivity, as well as the determination of the consequences of each action in relation to which fairness (utility) is estimated or of the incorrectness (uselessness) of the given action from a moral point of view.

Applied ethics aims at transposing the theoretical principles of moral norms in situations which are typical to the real life, trying to solve problems and dilemmas of current activities. This form of ethics, stresses V. Morar (2012), A. Sandu (2012) and R. Mureşan (2013) focuses upon

the clarifying certain contradictions between the approaches of a principia nature of normative ethics and the possibilities of applying the ethical theories and principles in precise cases and contexts.

From among the fields where approached of applied ethics have been constituted, I will focus upon the aspects which define medical ethics, bioethics, environment ethics, professional ethics, the ethics of information technology and business ethics. Next, I will summarize a few main aspects which characterize the fields mentioned above, with the specification that I will not approach controversies or debates which go beyond the purpose of this paper.

Medical ethics is the form of applied ethics which analyzes quality, risks, as well as the social and individual implications of the activities performed in the field of medicine and medical assistance. An eloquent example is offered by the set of principles that the medical staff must possess when taking a decision connected to a patient: to act so as to obtain the maximum effect for the patient; not to harm; to ensure the correct distribution of the health maintenance resources; to adopt the correct decision; to prescribe a treatment based on the resources available; to assure the patient's right of being treated so as to keep his dignity; to assure the patient's right of knowing the whole truth regarding his condition or treatment (cf. Ionescu, 2005, p.27-28).

As a discipline which studies the ethical problems resulted from the progresses of medicine and biology, *bioethics* tries to establish the moral value of applying these results. The debates regarding this field are intense, given the fact that they question not only the estimation of the benefits, but also of the way in which different discoveries, experiments or tests with human material contravene moral.

From the set of questions which need a moral answer, we will mention the following: Who will control the results obtained from the research activity? How can one assure the confidentiality of the results? Who will benefit from genetic testing and in which conditions? How can genetic discrimination be avoided? Who can access genetic therapy? Which is the impact of scientific discoveries upon society? What are the risks and dangers generated by certain scientific discoveries?

Environment ethics analyzes the moral significance of the relationships between man and the natural environment, their influence upon fields of activity such as law, economy, sociology or geography, as well as the interdependencies which are instituted between these fields and the natural environment. The first themes which make the object of these preoccupations are the following: the increasing tendency of the disequilibrium between man and nature; the irrational exploitation of the planet's resources; the broadening of the pollution phenomenon; the destruction of the habitats of different species; the deterioration of the environment and global warming; the risk of different forms of genetic manipulation; the physical conditions of the environment and its relations with other beings.

Professional ethics regards the practices and codes of ethical conduct which regulate the activity of those who exercise a profession. The professional associations or bodies of lawyers, magistrates, public workers, auditors, evaluators, accountants, mediators, teachers etc. have elaborated codes of ethical conduct by which one can intervene with discipline in cases where the members have breached norms of professional ethics.

Although the codes of ethics differ from one professional association to another, they contain a few common themes, some of

which are: professional integrity and objectivity; professional competence; confidentiality; professionalism and independence; one's own interest and the traffic of influence; the conflict of interests; the elimination of incompetence; fighting abuse or the acceptance of unlawful goods; disavowing corruption and bribe; the preoccupation for the development of professional responsibilities.

The ethics of information technology constitutes a more recent branch of applied ethics with significant development in the past few years due to changes brought along by the informational technologies and globalization. Seen in a larger sense, this field of ethics includes the standards of professional practice, judicial aspects, corporative ethics and responsibility, elements of public policies, the protection of personal data, the functioning of the systems of demographic evidence and administration, the protection of banking, commercial and financial information, the system of accessing personal data etc.

The ethics in this field approached a wide set of aspects, which vary from the observance of intellectual property, the definition of the professional responsibility of those involved in the creation of informatics programs and respecting one's right to a private life, to the protection of different types of information against thieves, defrauding access codes or information stored in the memory of a computer, forging data, images or texts conceived for the disinformation of users etc.

As a particular form of applied ethics, *business ethics* in an array of moral norms and rules referring to the conduct of economical agents. It synthesizes the system of values, principles and norms which established themselves along time in the actions of economical agents, sometimes mattering more than the judicial principles and norms.

In the interpretation given by Ionescu, Bibu and Munteanu, business ethics “examines the rules and principles of an ethical kind in a context based on relations of a commercial nature”. It studies “the different moral problems which can arise from business relationships, namely the set of contractual or extra-contractual duties and obligations which are imposed to all the people who engage in commercial activities” (2006, p.41).

The authors mentioned above insist upon the normative feature of business ethics, where certain ethical standards are defined, as well as upon reasons “regarding what is wrong and what is right in the way of ‘doing business’, regarding what must be said in a business context, regarding what must be done and what must not be done in a certain situation or regarding a certain business relation” (op.cit. p.42).

This leads to the idea that business ethics regards the definition of moral principles and codes of conduct which regulate the inter-human relationships from within the economical and commercial organizations, including the moral consequences of the decisions taken in business relations, both upon the staff within the organization and the people outside it.

Returning to the theoretical aspects of ethics, a particular place is occupied by the discussion about the moral norms and values which regulate the behavior of individuals, organizations and collectivities, a theme which will be analyzed in the following section.

Moral norms and values

As I have already shown, the moral norms are statements with an imperative character which indicate the way, the purpose and the direction of human thinking and action. The norm itself does not have a

coercive power, but refers to an imperative whose value is exclusively rational and independent from its practical realization. The person who respects the norm assumes it as a value, as a law or as a criterion of appreciation.

The characteristic of norms lies in the fact that it is addressed to certain subjects and it has its source in the will of an authority. Both social and moral norms are constituted in normative systems which are composed of values and rules. While the values are purposes towards what one wants from a moral point of view, the rules are indications concerning the ways which are considered legitimate and acceptable in order to attain the values (cf. Mureşan, 2013).

Within a normative system, norms may regulate certain interdictions, recommendations referring to desirable behaviors, indications of the minimally accepted performance, and means of doing a certain thing or models of behavior in different situations.

The activity of elaborating norms and imposing them is associated to rewards (appreciations, prestige, esteem, consideration, promotion etc.) and with punishments applied by institutions (fines, administrative sanctions, relegations, judicial sanctions) or by professional organisms (remonstrance, withdrawal of human support, discontinuing cooperation, marginalization etc.).

Another problem refers to the fact that norms vary by their degree of precision and fullness. That is why norms are stated in a way which can guarantee their applicability (there should be no cases where a conformity judgment should become difficult), while other norms are more general, although they are presented as being important.

This leads to a classification of moral norms with direct implications both for theoretical ethics and applied ethics (cf. Țigu, 2003, p.18):

- General norms – present in all kinds of human communities, they have time durability and they influence a vast specter of human relations and activities (fairness, dignity, courage, sincerity, loyalty, generosity);
- Particular norms – they are addressed to determined human communities, with a certain variation in time and space and they influence particular human activities and relationships (moral norms typical to a profession, the norms of family life etc.);
- Special norms – which manifest themselves within limited groups or on special occasions (protocol norms, negotiation rules, courtesy or good manners norms etc.).

In tight connection with the aspects mentioned above, we should mention the fact that the moral norms carry out the following functions: they promote the fundamental demands of an organizational system; they express the array of knowledge accumulated regarding interpersonal relationships; they recommend certain forms of human behavior and social attitudes; they represent a way of exercising the social and evaluation character of individual behaviors; they ensure consensus increase and the reduction of uncertainty and social activities.

Starting from these principle considerations, one can say that moral values and norms also find themselves in aspects connected to ethical codes, some characteristics being edifying in this respect: they express the commitment of the members of the organization to respect the ethical norms and values; they state the moral and conduct standards that the members of the organization intend to follow, as well as the

sanctions which can be applied in situations where these norms are breached; they correlate contractual relationships with trust, attachment and responsibility; they support the formation of an organizational culture based on respect and the increase of individual responsibility; they protect the members of the organization from abusive, unlawful or opportunistic behaviors; they contribute to the creation of a working environment based on competition and cooperation developed according to correct rules; they contribute to the promotion of a positive image of the organization and they increase the trust of the public and the social partners in its activity.

Fathoming the aspects signaled by authors such as Crăciun (2005), Morar (2012), Bădescu (2013) and others, I will now draw your attention upon the following problems: at every level of manifestation, morality or its lack may not be imposed to the individual by an instance exterior to him, nor can it be sanctioned from a legal point of view. Hence the distinction between moral norms and judicial prescriptions:

- Moral norms refer to individual behaviors which are free, aware and rational, with consequences upon others or upon one's own person;
- Moral norms are definite normative statements which formulate certain obligations or duties to perform deeds which are in conformity with the values promoted by the society;
- Moral norms are based on the authority of will, as they are imposed by individual conscience;
- Moral norms are accompanied by sanctions connected to the individual or public conscience.

In the context of this debate, the relation between moral and judicial norms demands special interest as will be seen in the following section.

The mediation of the ethical norms – judicial norms relationship

The problem of the ethical norms – judicial norms relationship is one of the widely debated themes in the related literature, a fact which shapes itself in numerous approaches.

The first approach regards the functional independence of the judicial from the ethical, although at the level of daily practices the ethical values become constitutive principles of law. By analyzing this particularity, A. Sandu shows that “the judicial employs the existing values at the level of the community, offering them a limited integration, while the ethical should represent an affirmative guide of what is desirable. In practice, the judicial also administers the obligations, and ethics regulates the moral behavior which it transforms in social practice, from where it is taken over by the judicial in the shape of a custom.” According to this interpretation, moral becomes “a spring of law through the social practices, and ethical theory institutes the predominant paradigm in the judicial practice” (2012, p.51).

The author’s conclusion is that “ethical theories have the role of validating judicial norms from the perspective of the conformity between the judicial norm and the system of values accepted by the society. The moral norm does not directly become a judicial norm either, this transformation being mediated by the ethical theories, and then, from these, by means of doctrine, the moral norms reach the judicial practice” (Sandu, 2012, p.51).

Another approach of the ethical-judicial relationship is that where the judicial exercise is seen as a practice of ethics, respectively the whole ethics is considered to be modeled by the judicial norm. In this interpretation, the ethical and the judicial are in a relationship of mutual dependence, which does not permit one or the other to function independently. Developing this idea regarding judicial ethics, M. Miroiu and G. Beblea (2001) consider that it is improper to talk about an ethics of the professionals from the field of the judicial activity, either because this profession is an ethical exercise by excellence, or because any additional ethical norm would do nothing but add sanctions which rather regard the administrative aspect of the profession.

In order to fathom the problems mentioned above, the authors propose the following distinctions of principle (cf. Miroiu and Beblea, 2001, p.70 and the fol.):

- The relation between the judicial and the moral norm – which suggests that in most cases the jurist's activity is so rigorously regulated that there seems to be nothing left but judicial specifications. Theoretically, if one can formulate an ethical demand which is not mentioned by the law, it would be useless or it would be included within the array of judicial regulations. In reality, there is also an intermediary way of ethical norms, which are not specified in judicial codes but which are necessary to the proper functioning of the profession of the jurist.
- The moral tasks of the jurists especially differ by the highlighting of certain principles which are prevalent according to the roles they perform in the judicial sphere. In other words, although a common set of ethical obligations is kept, by its professional nature, the lawyers' ethics, for instance, also gets oriented according to certain

principles, others than the ones which regard the magistrates' profession. Depending of this distinction, the relation with the subjects of the judicial act itself differs: if in the case of a lawyer we are talking about a relationship with a client, the magistrate is faced with two probes which can give the credit of law to a claimant or a culprit (in civil law), respectively to accuse or discharge a one held chargeable (in penal law).

- The need of ethics for the professions in the justice system is not founded on the relationship between the ethical and the judicial at the level of the norms. This aspect enters within the preoccupation of the legislator factors that should use the ethical as a main criterion of judicial norms. One can even state that, within a democratic society the entire legislation should satisfy the ethical demands of the given society, demands which prevail in relation to those which regard physical or judicial persons.

A third approach regards both the distinctions between ethics and legality and the prejudices about the world of business or the minimal rules that a firm must comply with regarding its employees and clients. In this context, Daniel Dăianu considers that certain operations in the field of business may be legal but less ethical. "When the conflicts of interests are not properly regulated or when the judicial framework present grave omissions, he writes, some individuals renounce the considerations of an ethical kind in the favor of a significant profit" (2006, p.91). The examples which he employs start from the idea that morality has no place in business, all the way to aspects connected to over-regulated or sub-regulated and from the reputation as a source of trust, honesty, truth and loyalty, to the systems of values connected to moral conflicts and dilemmas.

On the same line of argumentation we can also find R. Solomon's comments, who states that, although the purpose of a business is profit, "this purpose must only be achieved by supplying good quality goods and services by the creation of jobs and by the integration within the community (...). The profits themselves are not the purpose of businesses: profits are distributed and redistributed. The profit is a means of constituting a business and remunerating employees, directors and investors. For some, concludes the author, profits are an indicator of competition, but even in these cases what matters is the satisfaction brought by victory and not by the profits themselves" (2006, p.378-388).

The fourth approach of the moral norm – judicial norm relations regards the deontological perspective or professional ethics. In the explanation given by V. Morar (2012, p.254 and the fol.), for instance, deontology is a theory of duties (and not of the duty in general), a theory which results from actual life experiences or from the situations created by the performance of an activity. For this reason, deontology has a particular connotation given the fact that its rules regard the determined group which emits and applies them to itself with the purpose of ensuring the discipline of its members.

It is important to stress the fact that, due to its disciplinarian specific, deontology does not necessarily refer to what is bad, but rather to what is dangerous within the activity of a professional community. Situating itself "before the bad and the illegal", deontology prescribes only to avoid what we would normally not do and not to place ourselves in situations which expose us to such risks.

In other words, crimes such as corruption, traffic of influence, the conflict of interests, not abiding to procedure rules or professional principles are sanctioned by the penal code, not by deontology.

Consequently, deontology refers to the profession's own rules, whose exercise it governs, as well as to the expectations that it has after the application of the code of professional conduct.

The fifth approach is theorized by I.E. Iamandi and R. Filip, who state that between the moral and the judicial norms there are differences regarding their field of applicability, in the way that “the judicial prescriptions are always applied in certain circumstances, and what is not banned by the law is allowed”, while moral norms are available in any circumstances. Regarding the action rule, continue the authors, on most occasions “a legal interdiction is doubled by a moral one and not the other way around. When the law emits only an interdiction (...), moral adds a duty or an obligation which cannot be imposed by an authority which is exterior to the law, but only by inner conscience of each individual” (2014, p.13).

According to this interpretation, judicial norms not only distinguish themselves from moral norms by the way in which they the acts of conforming to a system of norms are presented, but by the clearer stating of the sanctions and of those allowed to apply them. This involves a continuous explanation of the regulations from the point of view of those who support them, as well as a systematic preoccupation for the precision and the fullness of the normative system.

At the end of this discussion, I should also mention two facts meant to better explain the particularities of judicial norms in relation to moral norms. I am making the specification that these particularities are systematized based on the consultation of the general theory of law elaborated by N. Popa (2012) and M. Niemesch (2014). In this regard, I will firstly highlight the features which define the judicial norm:

- It has a general and impersonal character – the judicial norm is an example of conduct which may be applied equally and continually to each individual, without thus understanding the fact that all norms of law are addressed to all the subjects of the law.
- It has a compulsory character – by intervening in the essential fields of society, the judicial norm may not be left at the level of the free will of the subjects of the law, being imposed, where needed, by constraint.
- It has a typical character – it formulates the model or the type of conduct which must be followed by those it addresses.
- It has a public character – that is, in order for a behavior prescribed by the judicial norm to be followed, it must be made known to the individuals.

Secondly, the norm of law has its own structure, which integrates elements such as the following:

- The hypothesis – it is the part of the judicial norm which states the conditions and the contexts where it is applied, as well as the categories of subjects to whom these norms are addressed.
- The disposition – it is the structural element of the judicial norm which establishes the conduct which must be respected in the conditions and contexts stated by the hypothesis.
- The sanction – it is the part of the judicial norm which establishes the consequences which derive from not respecting the disposition of the given norm in the contexts stated by its hypothesis, as well as the probable measures which the competent authorities may take against the subject who violated the norm.

Conclusions

From the multitude of theoretical and practical aspects which may be associated to the analyses performed in this article, I will focus on the following ideas which may constitute the subject of further research and debates among specialists:

- Moral is made up of values, norms and models by which one intends to regulate inter-humans relations, while ethics intends to research these rules and to prescribe rules both for the individual conduct and for the social organization of moral life. The main tendency manifested in the field of ethics refers to the apparition of certain forms of applied ethics and the increasing preoccupation for the regulation of inter-human relations by elaborating codes of ethical conduct typical to certain professions or fields of activity.

- Apart from the concepts of ethics and moral, in the related vocabulary we also encounter the concept of deontology, defined as a set of rules used for guidance by an organization, a professional institution or a profession. We should stress the fact that the array of norms which shape a certain type of professional behavior includes both norms which are judicially consecrated (imposed by the coercion force of the state), and moral norms (whose abidance or violation are sanctioned by public opinion). From this perspective, the term of deontology may be attached to the significance of professional ethics, as a set of duties, principles and norms inherent to the performance of a professional activity.

- As the base of the performance of a profession there should not only be normative acts which organize the given perspective and consecrate the judicial status of those who exercise it, but also certain moral codes which include the duties and principles of a moral nature which give an identity to this profession and whose meanings and legitimacy must be defended. These codes of moral conduct are meant to

prevent the violation of the accepted norms, as well as the affirmation of the social value of individual and collective responsibility. Finally, if the moral sanction is only situated at the level of individual conscience or is materialized through the public good, the judicial sanctions are exterior to the individual and involve the intervention of public authorities.

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HISTORICAL EVOLUTION OF THE LAW

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Abstract: Along with the evolution of human society and its organization in families, races and tribes, we witness the emergence of first behaviour rules

embedded in skills, habits, customs, etc. The entire community acted according to these rules because their disobedience had an influence on the survival of the entire community, as they had a powerful mystical and religious character. Sanction measures evolved along with the evolution of communities and they were applied to individuals who disobeyed and broke these rules. Thus, the first forms of human community used the death penalty (blood revenge¹) as means of punishment for serious violation of the rules of coexistence. Later on, death penalty was replaced by the individual's expulsion from the community and as communities evolved, material redemption was used instead of expulsion. The first judicial norms (the germs of law) developed among these social cohabitation, organization and behaviour rules. Judicial norms differed from other rules due to their compulsory character and by appeal to the coercive force of the community when they were broken by certain individuals. The change of social, customized norms into judicial norms and the emergence of law as independent entity take place along with the occurrence of state and public power rooted in the Greek – Roman Antiquity. It has been set that law is a social phenomenon incidental to human society; thus, Romans have expressed this statement through the phrase: “**ubi societas, ibi jus**”, namely law occurs along with the society. Law, like society is not a static, immutable entity issued once and for all; they are under constant development and social-historical evolution. As social phenomenon, social law experiences a constant historical evolution, bearing the mark of historical periods and cultural, spiritual and religious features of nations.

Keywords: custom, social norm, juridical norm, regulation.

¹ see I. Craiovan, *Teoria generala a dreptului*, Ed. Sibila, Craiova, 2009, pp. 11-15.

1. Classification of the Law as independent institution

Man is a social and sociable creature whose place is within a community. Thus emerge the needs for organization, order, discipline, all leading to the occurrence of behaviour rules, to sets of norms that would harmonize the individuals' interests to the interests of the community as part of the collective interest. Along with the evolution of human society and its organization in families, races and tribes, we witness the emergence of first behaviour rules embedded in skills, habits, customs, etc. The entire community acted according to these rules because their disobedience had an influence on the survival of the entire community, as they had a powerful mystical and religious character.

Behaviour rules have developed and evolved along with the evolution of human communities, changing into social norms of cohabitation, organization and behaviour. The evolution of the community brought about the evolution of penalties applied to individuals who disobeyed or broke those rules. Thus, the first forms of human community used the death penalty (blood revenge²) as means of punishment for serious violation of the rules of coexistence. Later on, death penalty was replaced by the individual's expulsion from the community and as communities evolved, material redemption was used instead of expulsion. The first judicial norms (the germs of law) developed among these social cohabitation, organization and behaviour rules. Judicial norms differed from other rules due to their compulsory character and by appeal to the coercive force of the community when they were broken by certain individuals. The change of social, customized norms into judicial norms and the emergence of law as independent entity take place along with the occurrence of state and

² see I. Craiovan, *Teoria generala a dreptului*, Ed. Sibila, Craiova, 2009, pp. 11-15.

public power rooted in the Greek – Roman Antiquity. It has been set that law is a social phenomenon incidental to human society; thus, Romans have expressed this statement through the phrase: “**ubi societas, ubi jus**”, namely law occurs along with the society. Law, like society is not a static, immutable entity issued once and for all; they are under constant development and social-historical evolution. As social phenomenon, social law experiences a constant historical evolution, bearing the mark of historical periods and cultural, spiritual and religious features of nations. Over time there have been several theories on the classification and ordering of the law. Some of them are listed below:

- a theory centred on the basic characteristics of form and content of the law classifies it into law systems or law families. For instance, the Roman-Germanic law system founded on the Roman Law and blended with German, Spanish, French, etc. doctrine; the common-law system founded on the English Law, etc.
- another theory founded on the chronological and historical criterion of the emergence of judicial norms groups the law in types of law. Thus, the Marxist Theory mentions four types of law: slave-owning, feudal, burgher and proletarian (socialist). The following classification of types of law can be taken into consideration:
 - incipient law (early law) typical for the primitive society;
 - Medieval law typical for the Middle Ages;
 - modern law typical for the beginning of Capitalism;
 - contemporary law which tends to share common features due to international public and private law but can still be grouped into:
 - the law of democratic societies;

- socialist law;
- the law of developing countries;
- community law, etc.

1.1. Factors which influence the law and its judicial norms

The analysis of factors which influence the judicial norms of the law involves the identification of causes and metrical forces that generate it and determine a judicial regulation or another. Various concepts and philosophical theories have sought to identify these factors, referring to politics, morality, ideology, economy, etc. Thus, there are the following factors:

a) *geographical, demographic, biological factors where human existence develops*

These factors influence judicial norms to a certain extent. See the differences between judicial norms of overpopulated countries and those of underpopulated ones, between states placed in arid and dry areas and those placed in wet, green areas.

b) historical, ethnical, national factors

These factors take into account historical conditions and the ethnical-national peculiarities of population. See the differences between states with homogenous ethnical structure and those with multi-ethnical population or consisting of several minorities.

c) social-economic factors

These factors are determined by the level of economic development, the nature of property forms, the structure of social layers, professional categories of the society, etc. See the effort made by Romania to create the legal framework for economic reformation after the shift to a market economy. We can notice that there is interdependence and mutual influence between economy and law and the

role of law in regulating social relations increases along with the historical development of a society.

d) political factors

These factors play a determining role in the development of judicial norms in a certain society. Changes in the political regime in former socialist states after the fall of totalitarian regimes had an overwhelming consequence on all branches of law, especially on constitutional law.

e) cultural – ideological factors

These factors sum up the artistic, cultural, spiritual creation, ideology and religion which will occur in judicial norms of all branches of law in a society at a certain point. (called the reference point).

f) international factors

These factors refer to the international situation, the relationship with the neighbouring countries, the state`s relationship to international institutions, etc., factors with a powerful influence on the judicial norms (international public and private law, diplomatic law, etc.).

The sum of these factors influences to a larger or smaller extent the elaboration and evolution of judicial norms of a society at a certain reference point. But specialists in judicial norms consider that the fundament of law in a society is the human factor in his complexity and dynamics of his features and relationships. Thus, the needs, interests, aspirations and actions in various situations (citizen, owner, public servant) have to be taken into account. This factor along with other factors will bring about the elaboration, transformation and replacement of judicial norms with newer ones and thus determine the evolution of law in a society.

2. The law application

2.1. Law as independent institution

The core of law can be expressed in terms of will and interests of a society at a certain reference point. In law, the role of will has a double significance. It is the general will of social classes or even the society's, governed by general interests and made official by the state as a guarantor for law obedience. On the other hand it is the individual's, the citizen's will visible in the process of law application.

Law can be presented in various ways. It is the product of social deeds and the man's will, a historical phenomenon and normative order, an aggregate of will acts and authority, of freedom and constraint.³

The problem with defining law is not of mere theoretical importance but it has also practical implications. As an author noticed, the legal advisor has to seek solutions and not aspects related to the definition of law and its sources of knowledge. But how the legal advisor uses the technique, his horizon and the quality of approached solutions depend on the answer to these issues. Kant, in his work "Metaphysical Elements of Justice" drew attention upon the fact that solution in law, according to the text of positive law, issues the question: what is justice, what is the law itself?

Those who study law have to accept the pluralism of answers, that several definitions of law are available, their variety and relativity but also their tendency to present the core of law. Their perennial character is marked by a series of objective and subjective factors such as: historical time, philosophy of the period, various judicial movements and law schools as well as the author's personality.

³ See Sofia Popescu, *Conceptii contemporane despre drept*, Ed. Academiei, Bucuresti, 2010, pp. 74-75.

In this perspective, law as it has been seen throughout the years is not mere historical illustration but a necessary endeavour for the understanding of its complex significances.

In judicial writings, authors have tried to group the definitions of law and therefore in 1985, J.F. Bergel's work "Theorie general du droit" classifies them as follows:

1. Definitions of formal – normative type, which present law as an aggregate of behaviour rules which regulate social reports in a more or less organized society; their obedience is ensured by public constraint, if necessary".

2. Definitions of substantial type – they aim the reason of being, the origin, justification and conclusiveness of law.

Definitions given by different authors are undoubtedly very significant for the judicial beliefs of the author, thus the famous philosopher Immanuel Kant defines law as "the sum of conditions when an individual's free will can coexist with everyone's free will according to an universal law of freedom."

A remarkable contribution to the development of general theory of law was made by Mircea Djuvara (1886-1945). He considered that "law is a product of human reason no matter how rudimentary it was in primitive societies and the manner law functions is the result of this product".

Professor Djuvara classifies law in: rational law and positive law. Rational law involves abstract judgements and results in appreciations on what is just or unjust, legal or illegal.

Positive law is represented by the law practiced in society and is contained by bills, customs, jurisprudence and other sources. The Romanian recent judicial doctrine through the voice of professor I.

Ceterchi defined law as “the system of behaviour norms, written or acknowledged by the state, which guide human behaviour according to the social values of a society, setting rights and judicial obligations whose obedience is enforced by public power, if necessary (represented by the state and its institutions).

Professor Nicolae Popa defines law as “an aggregate of state-guaranteed rules whose purpose is to organize and discipline human behaviour in the main relationships of a society, in a freedom-governed climate that protects human rights and social justice”. After analysing various definitions of law issued throughout the years, we can list its main characteristics. Thus, law has a:

- a. social character because it places the human being in relation and interactivity with another human being.
- b. anti-entropic character, namely its ability to oppose to disaggregation, disorder and social conflicts. Law has always been a regulating and ordination factor in the society because it confers certainty, peace, safety and protection to the people who obey it.
- c. normative character because it represents what is and what should be in a society in the form of specific, general and impersonal rules.
- d. imperative character, characterized by the provision of judicial norm; the provision must be obeyed by all people and its disobedience will be punished by the coercive force of the state (through its institutions).
- e. value character which is generated, structured and directed in relationship with other values of the society, according to historical time it has been issued.
- f. educational character which involves its ability to develop a collective but also compelling relationship to those who break the law

- g. architect of social life characterized by its ability to accustom to good discipline and educate the society's behaviour so as to respect and defend social values.
- h. historical character which is represented by the influence of spatial-temporal coordinates upon judicial norms and law in general. Thus, law is subjected to historical evolution, judicial norms are specific configurations of one country or another; it is influenced by the historical period it was issued in because of the influence of natural, social, economic, cultural, political and international factors.

The functions and finalities of law are complex, dynamic and contradicting. They sum up several ways, manners and moral, cultural and normative mechanisms through which society imposes the individual (all members of a society) a series of constraint and interdictions. Thus, the individual has to obey norms and basic values promoted and defended by the society.

This process takes place under social control which identifies the main mechanisms and levers by means of which society ensures the social cohesion of its members, the stability and functionality of its institutions.

The term "social control" was introduced into the vocabulary of judicial sociology by the American school of "sociological jurisprudence". It stipulates that law has an important role and it is considered the most perfectible and complex manner of social control. The sociological theory of law considers it highly dependent on the global social system of a society. The functions of law have been defined as fundamental directions or orientations of the judicial mechanism. The

whole system (norms, institutions of law) along with institutions authorized by the society⁴ are involved in achieving these directions.

The Italian professor V. Ferrari⁵ considers that law as three may functions:

- 1) social regulation
- 2) conflict solving
- 3) legitimation of power

Professor N. Popa believes that law fulfils the following four main functions:

- 1) institutionalization and judicial formalization of social-political organization
- 2) preservation, defence and guarantee for the fundamental values of a society
- 3) rule over society
- 4) normative function

Law as part of the social system is perfective. It is subjected to constant changes and its positive effects on the social life and economic, administrative and political activities of a society are visible.

There are also cases when the relationship between the law and the social system is subjected to severe disturbing phenomena. They can generate real legal dysfunctions⁶ represented by the law`s impossibility to express itself efficiently or by distorting the law. The situations can be the following:

1. when law misses from social relations or from fields where it should be used. The phenomenon was analysed by the French professor J.

⁴ see N Popa, *Teoria generala a dreptului*, Ed. Actomi, Bucuresti, 1996, p. 80.

⁵ see V. Ferrari, *Funzioni del Diritto*, bari, 1987, p. 25

⁶ see I. Craiovan, *Teoria generala a dreptului*, Ed. Sibila, Craiova, 2009.

Carbonnier and called “non-law” phenomenon. It can be have the following characteristics:

-self-limitation of law in time and space, namely judicial activity is not enforced on certain days, holidays or at night.

For example: trials are not held on legal holidays, houses are not searched during the night, etc.

2. lack of validity and efficiency. These causes can be determined by internal or external causes, in situations when laws do not take into consideration the technical legal conditions or certain judicial principles. Here count also laws that face public resistance or have lost their object, thus becoming obsolete.

3. the existence of judicial norms that affect seriously the social values and even the notion of social justice (unjust law).

4. repressive (oppressive) law when the harmful effects of unjust judicial norms are experienced by certain social classes or categories, thus violating the human fundamental rights and freedom⁷.

We need to have a closer look on the finalities of the law in order to be able to establish its role, importance and place in the society. The understanding and analysis of law finalities means presenting its reason of being, goal and ideals as well as its development tendencies.

Conclusions

Along with the evolution of human society and its organization in families, races and tribes, we witness the emergence of first behaviour rules embedded in skills, habits, customs, etc. The entire community acted according to these rules because their disobedience had an

⁷ See D. Banciu, *Control social si sanctiuni sociale*, Ed. Hyperion, Bucuresti, 2012, p. 10

influence on the survival of the entire community, as they had a powerful mystical and religious character. Sanction measures evolved along with the evolution of communities and they were applied to individuals who disobeyed and broke these rules. Thus, the first forms of human community used the death penalty (blood revenge⁸) as means of punishment for serious violation of the rules of coexistence. Later on, death penalty was replaced by the individual's expulsion from the community and as communities evolved, material redemption was used instead of expulsion. The first judicial norms (the germs of law) developed among these social cohabitation, organization and behaviour rules. Judicial norms differed from other rules due to their compulsory character and by appeal to the coercive force of the community when they were broken by certain individuals. The change of social, customized norms into judicial norms and the emergence of law as independent entity take place along with the occurrence of state and public power rooted in the Greek – Roman Antiquity. It has been set that law is a social phenomenon incidental to human society; thus, Romans have expressed this statement through the phrase: “**ubi societas, ibi jus**”, namely law occurs along with the society. Law, like society is not a static, immutable entity issued once and for all; they are under constant development and social-historical evolution. As social phenomenon, social law experiences a constant historical evolution, bearing the mark of historical periods and cultural, spiritual and religious features of nations.

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