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SUPERSTITIONS IN ADOLESCENCE

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Abstract: The study of superstitions was especially anthropological until 1950. Anthropologists have struggled to list superstitions around the world and tried to find the origin and to distinguish them from religion and science. A number of studies suggest that most people believe in the existence of at least one paranormal or combinations of several paranormal. In the last three decades, several major social trends have helped popularize several varieties of superstition and belief in the paranormal. Particularly in the 1970s and 1980s, but continuing to this day, the New Age movement has rejected modern science, technology and Orthodox religion, giving new life to old superstitions and introducing new ones. The authors present their results obtained after a research performed on a group of teenagers on superstitions

Key words: superstitions, teens, superstitious beliefs, superstitious rituals

Theoretical framework

Studies on superstition

The study of superstition was especially anthropological until 1950. Anthropologists have struggled to list superstitions around the world and tried to find the origin and to distinguish them from religion and science.

After Vyse (1997), the anthropologist and sociologist Gustav Jahoda proposed four categories of superstitions. The first classification of Jahoda was called: superstition as bifurcation of cosmology world. He believed that all religions must be included in superstitions and categorized separately.

Other social superstitions were sent to the second classification developed by Jahoda: the great majority of superstition come from the culture. These superstitions are separated from religious beliefs and usually centered around some important human events: birth, marriage, death etc. Experience with the occult side was the formation of a third category of superstitions: the paranormal experiences: alien abduction, communication with the dead, clairvoyance etc. Gustav Jahoda said that this kind of superstitions contradict our scientific understanding and because of this they should be placed in superstitions. Personal superstitions compose the last category of Jahoda (Jahoda, 1969).

It consists of a large group of beliefs and activities which are not cultural related in turn keeps from the individual: a person can establish that a particular piece of clothing can bring good luck if it is worn. This belief is not bound nor to culture, nor to religion but instead it is a personal conclusion of the individual.

Etnomologists have made a more recent classification that divides superstitions in the following categories:

- Simple Superstitions
- Common Superstitions
- Sensory Superstitions

Huluta Carmen and Irina Nicolau (2000), make up a collection of Romanian beliefs and superstitions by Arthur Gorovei and Gh. F. Ciușanu. They opt to systematize beliefs and superstitions selected for cataloging depending on keywords in the proposed sequences, presentation being made in alphabetical order being more appropriate for the reader.

Ioan Dupu (1999), makes up a collection of Romanian superstitions and try to annex their explanation extracted from old habits and beliefs: avoid unlucky numbers; birds cry is heeded and interpreted as a portent, if for example, play a crow, cuckoo or owl; call luck by hiding in the house of bread and salt, wood or money after the stove; forebodings when black cats cross the street; witchcraft and possession of any books of magic, occult writings, astrological calendars etc; mysterious occult Freemasonry, black and white magic, trick; astrology, horoscopes drawing or reading newspapers or magazines, reading the stars; witchcraft books; books interpreting dreams and future dreams; guessing games divination, witchcraft palm (palm lines interpretation); Spiritualism (Question dead), even visiting such meetings or allowing such practices in his house is enough to get under a heavy satanic connection.

It seems that belief in superstition is "alive" since the early twentieth century. These superstitions of all kinds are encouraged by the social environment rich in faithful.

Since the first studies, magic and religion were intertwined. A shaman is a spiritual leader but can sometimes bring rain when is needed. The priests of ancient Egypt used magic to inspire faith to masses. They made the statue cry, the lamps to burn constantly in the tombs of holy men.

Anthropological studies have provided an excellent starting point for investigating superstitions. Frazer wrote about the variety of magical beliefs. Durkheim placed the superstitions in the context of social. Malinowski's theory brings a vision of psychologically motivating superstition and magic as reducing anxiety, anxiety caused by conditions of risk and uncertainty (Vyse, 1997).

Epstein (1994) tells us that of all researches that aimed to study the psychology of superstition, two present direct and open observation, in the natural environment of the individual: Roger Boiser to determine the relationship between conservatism and common superstitions behavior propped a tall timber ladder near the wall in the middle of a busy street. Before being started to collect data, Boiser observed behavior of pedestrians and adjusted placing the ladder in the middle of the sidewalk. Those who avoided pass under the scale were considered superstitious, besides those who went on the scale that were considered unsuperstitious. Of course, some individuals who avoided pass under the scale did so for other reasons, not because they are superstitious; and those who went on the scale, could do it for other reasons.

However, Boiser was convinced that his experiment managed to separate superstitious pedestrians from skeptics. Once you have passed the "test scale", pedestrians were stopped and asked to complete a questionnaire which included a test of conservatism. The questionnaire was completed by 108 pedestrians (50 superstitious and 58 unsuperstitious). Boiser found differences in conservatism, but only on certain age groups. Pedestrians under forty, either superstitious or skeptical, have shown the same degree of conservatism. In older age, they were superstitious with a high degree of conservatism. Boiser suggested that conservative individuals may generally be more cautious. This precaution may lead to avoid passing below the ladder.

Glenn Wilson (1989) explains superstition as being motivated by the threat of anxious experiences in the face of uncertainty, the unknown. Fear is the motivating emotion regarding the superstition. Wilson says that superstition fear-based has source in the uncertainty of the unknown. "Today it is clear that not all superstitions are driven by fear". For

example, books superstitions players are motivated, faster hopes of winning than the fear of losing.

„But some superstitions, such taboo against going under a ladder is really motivated by the desire to avoid a disastrous end" (Vyse, 1997, pp. 49).

Tobacyk and Schrader (1991) suggest that the fear of death can be a motivation for the belief in the paranormal. Tobacyk's results were remarkably accurate. In two studies on students, he found that treating the death was positively correlated with the traditional religious beliefs, but uncorrelated with the paranormal tradition.

Emotional death concern was related to the belief in the paranormal and superstitious, but unrelated to traditional religious faith. Tobacyk offered the following interpretation of the link between treating death and traditional religious beliefs: "It seems that traditional religious faith prevented individuals to faster interpret the death as a personal reality and so do not feel so threatened by it".

A number of studies suggest that most people believe in the existence of at least one paranormal phenomenon or a combination of several paranormal phenomena.

Messer and Griggs (1989, apud Martin, 2007) found that over 99% of the 176 students participating in a study expressed the belief in at least one paranormal experience of the 10 submitted.

Gallup and Newport (1991) found that 7% of Americans do not believe in any of the 18 paranormal experiences described in a questionnaire. But the rest believe in at least one description.

In the last three decades, several major social trends have helped the popularization of several varieties of superstition and believes in paranormal. Particularly in the 1970s and 1980s, but continuing to this days, the New Age movement has rejected modern science, technology and Orthodox religion, giving a new life to the old superstitions and introducing new ones (Gavrila, 2010).

Studies on the difference between age and superstition

Many studies on the difference in age have shown that the older people are more skeptical than younger people, but others have shown the opposite.

Seymour Epstein (1994) conducted a study on three groups: children (9-12ani), students (18-22 years) and adults (27-65 years). They were interviewed about their faith in a few superstitions and believes in the the paranormal. Some of the superstitions used by Epstein in his study showed little variation across age groups studied. Taken as a whole, the relationship between age and superstition seems to be complicated.

"It is safer at this point, saying that no general statement can be made regarding the relationship between age and belief in superstition." (Epstein, pag. 709-710)

Studies on the relationship between sex and superstition

Epstein (1994) states that the attempts to discover differences regarding gender and superstition were more in touch with, and a large number of studies have shown that women are more superstitious than men.

Stuart Lucille Blum (1974, apud Styers, 2004) found that women are significantly more superstitious than men. The study was done on a population sample in New York consisting of 132 men and women. The study revealed that the most common superstitions were: avoiding walking under the ladder and knock on wood. This was contradicted by a study organized and led by Tobacyk and Milford in 1988.

Randal and Desrosiers (1980, apud Park, 2008) found a significant difference in the average scores for men and women in terms of the supernatural.

Thalbourne (1981) found no significant difference with regard to sex, in the case of belief in paranormal phenomena.

Tobacyk Jerome and Gary Milford (1983, apud Broks, 2006) made a questionnaire to estimate belief in the paranormal. They shared this belief into seven independent dimensions: traditional religious faith, witchcraft, superstition, spiritual, extraordinary life forms (fantastic) and precognition. The questionnaire made by Tobacyk and Milford is now known as "The Paranormal Belief Scale". They found that belief in the paranormal appears to have implications for the functioning of the human personality, especially with regard to locus of control, threat of death, our own concept, how to make inferences, dogmatism and irrational believes. The most significant finding of this research is that instead of being one single dimension of personality of the type "belief in the paranormal", there are more dimensions of the belief in paranormal, relatively independent, each having different effects on personality.

Haraldsson (1985, apud Klein, 1999) says that there are widespread beliefs in the paranormal women. The study was conducted on a representative sample, representing the adult population in the UK. Then there were two studies of the same manner except that the sample was chosen in Sweden. Further, Haraldsson has shown a significant correlation between female gender and belief in the paranormal in two studies made on samples drawn from Ireland ($r_{568} = .22$, $r_{196} = .30$) but not significant correlation ($R_{180} = .12$) in another in a study done on a sample from Ireland.

Tobacyk Jerome and Gary Milford (1988, apud Zusne & Jones, 1989) have carried out the study that found no significant differences in certain forms of superstition found among female students, namely those related to precognition (the ability to predict the future). To the male students, there were significant differences from the female in terms of belief in the extraordinary life forms (Bigfoot, the Loch Ness monster etc).

Tobacyk and Tobacyk (1992, apud Broks,2006) found that women believe more strongly in the paranormal than men in three different questionnaires related to belief in the paranormal and applied to some samples of the population.

Shermer (2002) mentions two other studies done on this subject.

Pamela L. Blizzard (1997, apud Broks,2006) conducted a survey to reveal the existence of any differences between male and female regarding parapsychological phenomena faith in. The sample was composed of 23 subjects (17 females and 6 males). Following the questionnaire showed that no significant differences between male and female regarding belief in paranormal phenomena in only two of the nine questions: precognition and own opinion of these phenomena.

"There is a similar difference by sex of the participant in the statement" Women are inferior to men in terms of intelligence. "This, no. nine statement appears in the bottom of the list - only 16% of men and 5.7% of women have marked it as true. Another statement which claims the difference between the sexes - "Women are by nature purer and better than men" - has been marked as true by 53% of women and 38% of men, but that does not change the fact that in general women have chosen several allegations as true. I could not find any explanation that more women than men checked as untrue allegations about faith healing and the brilliant people who were weak-minded like children" (Gustav Jahoda, 1969).

Except for some specific beliefs (extraordinary lifeforms, fantastic animals like the Loch Ness monster or alien visitors), in general, women are more superstitious than men.

Research

Hypotheses

H1. There is a positive correlation between the level of superstition and the time accorded to superstitious ritual fulfillment

H2. Female subjects give more time to fulfill superstitious rituals than males.

H3. Students in class-XII are less superstitious than those of class-IX from music profile.

H4. The subjects having as characteristic of personality the external locus are more superstitious than those with internal locus.

H5. Superstitions related to tests / exams are the most common in student life.

Sample

Given the limitations of this study were selected a total of 50 subjects - students of the School of Arts "Sabin Dragoi" Arad using simple random sampling method. Selected number of 50 subjects, equally divided on the profile of music (25 students of class-IX and 25 students of class-XII) and gender (25 women and 25 men in each class).

Methodology

We used in our research the Questionnaire "locus of control" Rotter and the Superstition questionnaire and superstitious ritual (CSRs)

Results

1. Superstitious beliefs

Presentation common in the groups studied. The superstitious believes most commonly found in the investigated subjects are:

Table 1.
The most frequent superstitious believes

Statement	True/Number of subjects
VIII.1: Finding a 4 leaf clover is a sign of luck	6
XIV.1: Is a sign of lucky to meet a chimney sweep	18
VIII.2: Basil protects of evil thoughts and spirits	11
IV.3.: A wish made at midnight New Year is likely to be fulfilled	27
IV.5. It's bad luck to enter the new year without a penny in his pocket	31

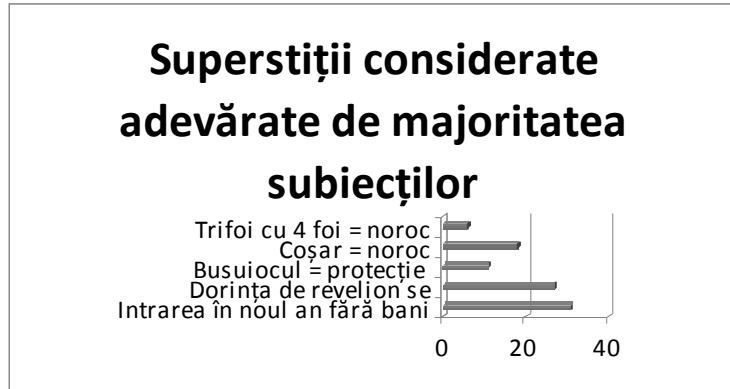


Figure 1. Superstitions considered as true by the majority of the subjects

2. The superstitious beliefs that most of the investigated subjects do not consider true:

Table 2
Superstitious beliefs that are considered not true by the majority of the subjects

Statement	Number of subjects
VII.2. If you're wearing the right foot left shoe or reverse bring bad luck	48
II.1. Who is swept by mistake will not marry	46
II.2. One who is seated at a corner table will not marry	48
VII.5: Peppermint placed under the pillow during sleep induces dream messages that give answers about the future	50
VI.3. It's bad luck to cut the bread on both sides once	45
VI.4. It's bad luck if a slice of bread smeared with butter falls down with the butter on the ground	47

The statement to which most subjects stated that "they are not sure" if it is true or false is "a serene Christmas announces a fruitful year".

The category that includes most positive answers is related to superstitions related to plants (32 positive responses) followed by that related superstitions related to objects (29 positive responses) and on the human body (23 positive replies).

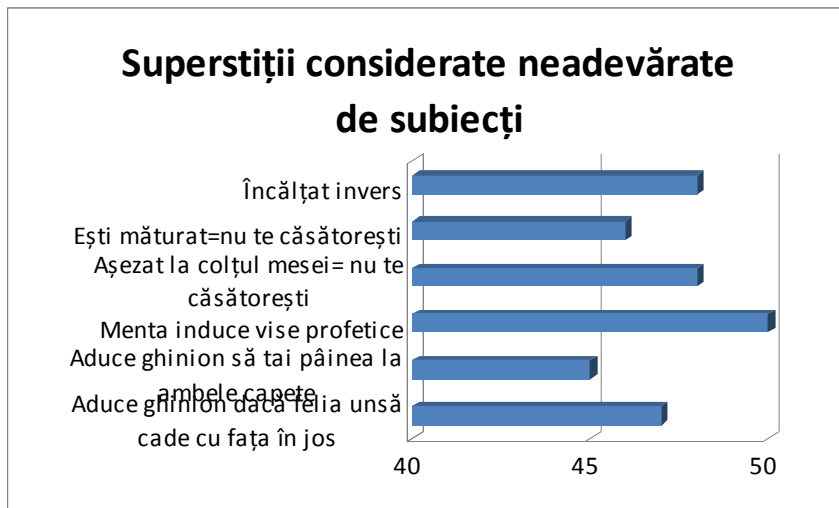


Figure 2. Superstitions considered as being notr true

3. It is interesting to note that there is a link between faith related to the influence of planets on human character and the belief in the fact that people were created equally in terms of the ability to achieve something ($R = 0.307$, $p < 0.01$)

**Table 3
Relation between the belief in the planete influence
and the belief in the equal capacity of the men
in achieving something**

People born under the influence of planets shows this influence in their character	All men are created equally in terms of the ability to achieve something	
	Fals	True
Fals	16	12
True	19	37

The statements seem contradictory at first glance, but it is possible that the meaning is rather that "every man is destined to achieve something, and is born under the influence of planets that indicates what he must achieve". In this sense, the subjects would indicate a strong belief in destiny.

The same strong correlation statistically significant ($R = 0.272$, $p < 0.001$) exists between disability, planets and performances:

Table 4.

**The relations between disability, planets
and performances**

People born under the influence of planets shows this influence in their character	No defect / disability of mind or body we can not refrain from anything if you have enough willpower	
	Fals	True
Fals	13	39
True	18	43

Also, as a person is superstitious (generally) the more it will give more importance to appearance of others, as indicated by the correlation between the total score (all categories) and the belief in the statement that "a high forehead indicates intellectual superiority "($R = 0.199$, $p < 0.05$) and the statement „certain lines in the palm of a people predict the future" ($R = 0.339$, $p < 0.01$).

4 Statements considered true / false:

Table 5.

Assumptions considered false or true

Statement	Subjects that considered it	
	False	True
When someone sneezes say good luck	7	43
People born under the influence of planets shows this influence in their character	20	30
A high forehead indicates intellectual superiority	45	5
All men are created equally in terms of the ability to achieve something	12	38
Certain lines of a person's palm predict the future	38	12
No defect / disability of mind or body we can not refrain from anything if you have enough willpower	16	34

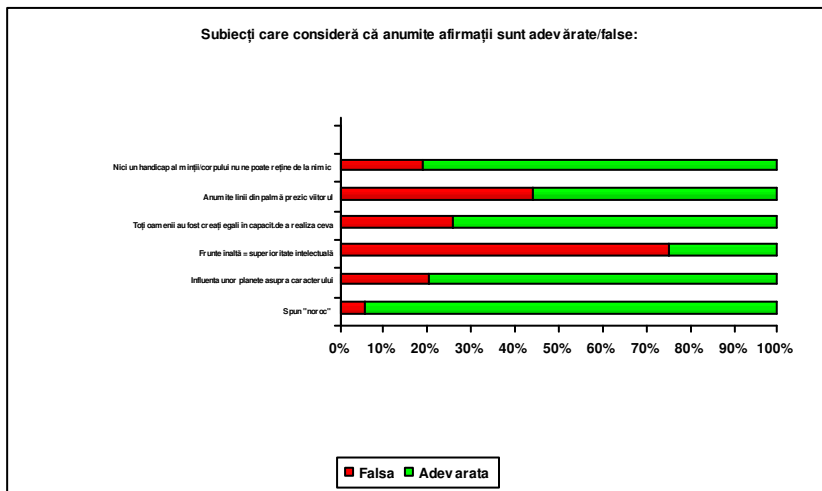


Figure 3. Assumptions considered false or true

H1. The Pearson Correlation Test showed the existence of statistically significant correlation between the total score in all categories and the time to perform rituals: the more a person is superstitious (overall) the more it will allow more time to perform rituals ($R = 0.280$, $p < 0.01$).

Applying the Pearson correlation test led to the determination that there are correlations statistically significant between total scores in all categories, indicating that the beliefs in superstitions is a general characteristic of a subject and not limited to a certain category of superstition: in other words, as a person is generally much superstitious, as the faith in superstitious will change his behavior.

The Pearson correlation test showed statistically significant correlations existing between:

Scorurile totale la categoria I și scorul total la întrebarea Q 2 (timpul acordat pentru efectuarea unui ritual): cu cât credințele superstițioase legate de timp ale unei persoane sunt mai puternice, cu atât ea va acorda mai mult timp efectuării ritualurilor superstițioase ($R = 0.265$, $p < 0.01$).

Scorurile totale la categoria IV (superstiții legate de sărbători) și timpul acordat pentru efectuarea unui ritual: cu cât credințele superstițioase legate de perioadele de sărbători ale unei persoane sunt mai puternice, cu atât ea va acorda mai mult timp efectuării ritualurilor magico-superstițioase ($R = 0.198$, $p < 0.05$).

Table 6
The superstitious rituals

Rituals performed for	Nr. subjects who declare they have fulfilled such rituals:
Attracting the luck	46
Removing bad luck	13
Success in an examination	24
Initiating a love relationship	9
I have not met any ritual	49

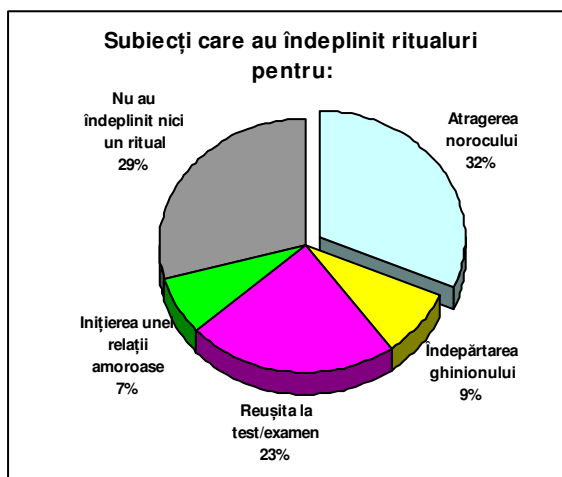


Figure 4. The superstitious rituals

H.2 Female subjects give more time to fulfill superstitious rituals than males. (Hypothesis 2).

Women were found to be more superstitious regarding superstitions related to animals (total score category IX: men = 8.3, female = 9.08, $p = 0.045$).

Women also tend to give more time to conduct rituals (the average time for fulfillment of rituals men tend to "under a minute" and women "between 1 minute and 5 minutes").

H.3 Students in class XII are less superstitious than those of class-IX from music profile. (Hypothesis 3)

Table 7
The difference between the two samples regarding the degree of superstition

Superstitions regarding:	Average total score / category for students in class:		Threshold of statistical significance (p) the average of differences	Significance of average difference
	Cl. a-XII-a	Cl. a-IX-a		
Time	7.88	9.40	0.00	s
Marriage	8.18	9.06	0.107	n.s.
Death	8.53	10.33	0.00	s
feasts	9.25	11.53	0.00	s
House	6.96	8.6	0.00	s
Food	7.28	8.5	0.002	s
Clothing	6.27	7.61	0.00	s
Plants	10.45	12.08	0.001	s
Animals	8.28	9.10	0.036	s
Objects	8.80	11.57	0.00	s.
Body	8.77	11.72	0.00	s.
Talismans	8.75	10.18	0.002	s
Exams	8.45	9.43	0.09	n.s.
miscellaneous	9.01	10.16	0.05	n.s.
Total score all cat.	116.88	139.3	0.00	s.

In total, the students from ninth grade turn out to be more superstitious than students in grade XII-profile music. The biggest differences relates to superstitions related to: death and funeral; holidays. The smallest differences are in terms of superstitions concerning marriage and examinations.

We can extrapolate, saying that students in twelfth grade gain a deeper understanding of the phenomena related to human thought and life cycle, helping to overcome superstitious magical concepts acquired through specific cultural education. On the other hand, in terms of life issues that have the greatest emotional impact in the current development cycle (those related to exams and marriage) students tend to give an increased attention to superstitions.

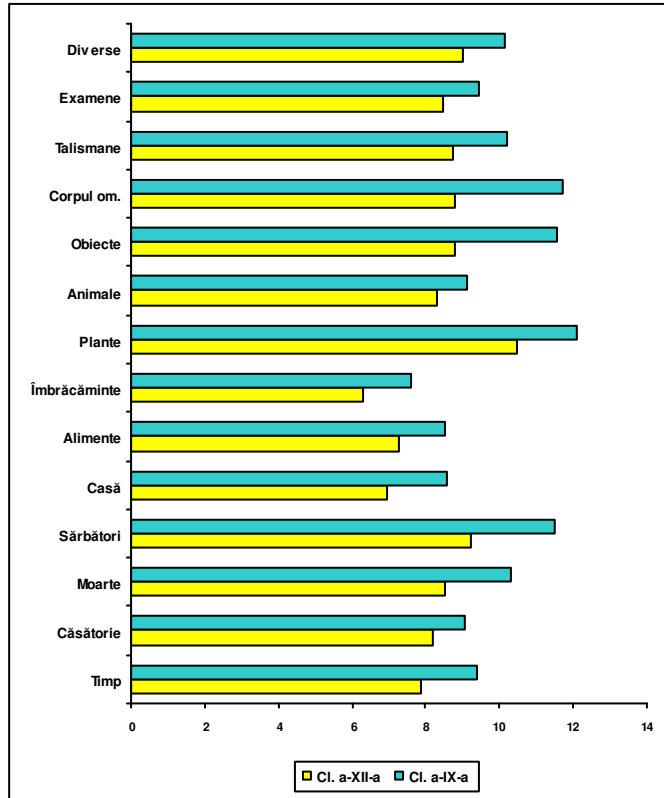


Figure 5. The difference between the two samples regarding the degree of superstition

H.4. The subjects having as characteristic of personality the external locus are more superstitious than those with internal locus

Table 8.
The difference between the subjects with internal locus of control and external locus of control

Superstitions regarding:	Average total score / category for students in class:		Threshold of statistical significance (p) the average of differences	Significance of average difference
	External	Internal		
Time	9.54	7.71	0.00	s
Marriage	9.54	7.67	0.00	s
Death	10.21	8.63	0.00	s
feasts	11.18	9.57	0.00	s

House	8.29	7.25	0.01	s
Food	8.83	6.91	0.00	s
Clothing	7.50	6.35	0.00	s
Plants	12.24	10.25	0.00	s
Animals	9.54	7.81	0.00	s
Objects	11.64	8.67	0.00	s
Body	11.55	8.88	0.00	s
Talismans	10.38	8.52	0.00	s.
Exams	9.91	7.93	0.00	s
miscellaneous	10.72	8.42	0.00	s
Total score all cat.	141.11	114.63	0.00	s

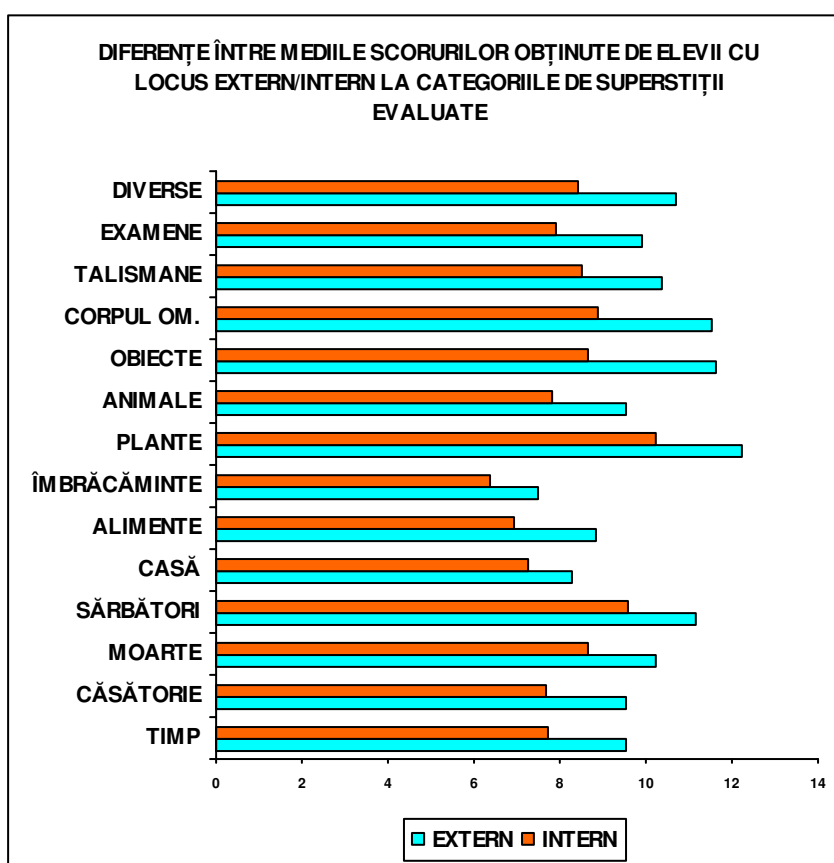


Figure 6. The difference between the subjects with internal locus of control and external locus of control

The subjects external locus of control (who believe that external forces are influencing / deciding the life and actions) are more

superstitious than those with internal locus, overall and in all categories separately. The biggest differences are registered at the superstitions regarding various issues (XIV) and those related to objects (X), while the lowest superstitions are related to home (V) and clothing (VII).

Also subjects with external locus devote significantly more time to perform rituals than those with internal locus (average time allocated for rituals by students with external locus tends toward "from one minute to five minutes" and over, and the students with internal locus to "under a minute").

H.5 Superstitions related to tests / exams are the most common in student life.

If we refer to the category that directly interest the subjects in the study (students) say that on superstitions related to tests / exams (XIII) (hypothesis 5), we note that:

Table 9.

Superstions related to exams

Superstions related to tests / exams	Subjects who consider that the affirmation is		
	False	Not sure	True
XIII1 Wearing a certain piece of clothing brings luck to test / exam	48	36	20
XIII2. It is luck if you dress your underwear inside out and wear it to the test / exam	41	37	17
XIII3. If you step with your right foot before you walk into the exam room you'll get lucky at that exam	47	29	27
XIII4. Bring good luck to the test / exam if you wear the lucky object	39	38	25
XIII5. You're lucky to test / exam if you sit in a certain place in a certain bank in classroom	49	35	21
Total XIII	224	175	110

The superstition for stepping with the right foot forward into the exam room is the most common, while the sit in a certain place is

considered false by most subjects. Overall, subjects turn out not to have too many superstitions related to tests / examinations, most statements being considered false.

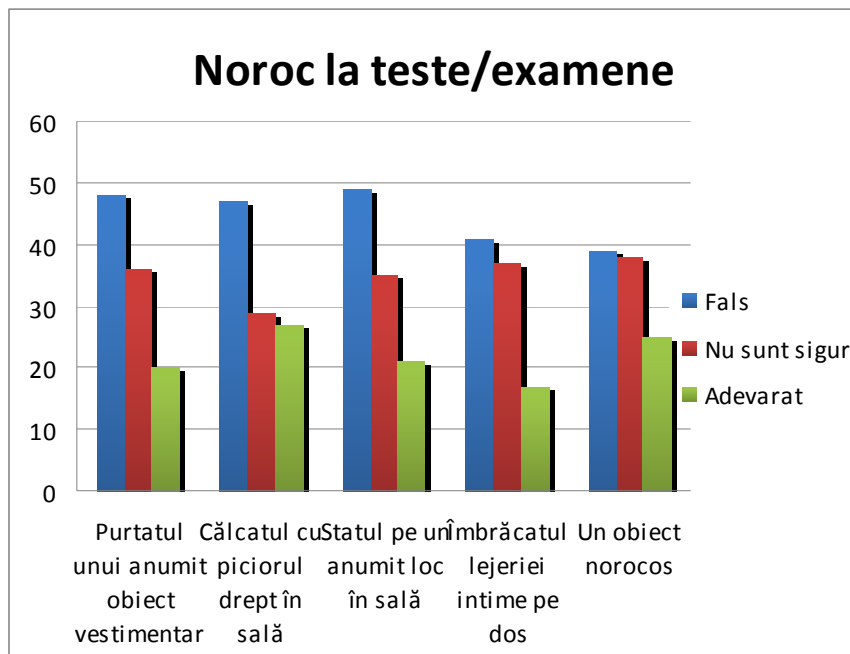


Figure 7. Superstitions related to exams

Almost all subjects (94.1%) say "good luck" when someone sneezes (which keeps more to politeness rather than superstition). Most of the subjects (80.8%) shows that they trust in man powers considering that the statement "No defect / disability of mind or body we can not refrain from anything if you have enough willpower" is true, and 95 subjects (79.1%) believe in the influence of planets on human nature.

The allegation that would indicate a high forehead indicates an intellectual superiority is the one that most subjects (75%) disagree.

Conclusions

They were studied two groups of students of equal size and evenly distributed by gender: 25 male students and 25 female students from the High School of Arts "Sabin Dragoi" Arad, grade-IX and twelfth-profile music.

The category that includes most positive answers is related to superstitions related to plants (VIII - 32 positive answers) followed by the superstitions related to objects (X 29 positive responses) and on the body (XI - 23 positive replies).

Overall, subjects turn out not to have too many superstitions related to tests / examinations, most statements being considered false.

The belief in superstitions is a general characteristic of a subject and not limited to a certain category of superstitions.

The more a person is superstitious (overall) the more it will allow more time performing rituals.

Also, how a person is superstitious (generally) the more it will give more importance to the appearance of others.

Almost all subjects (94.1%) say "good luck" when someone sneezes (which keeps more to politeness rather than superstition). Most of the subjects (80.8%) shows that they trust in man powers considering that the statement "No defect / disability of mind or body we can not refrain from anything if you have enough willpower" is true, and 95 subjects (79.1%) believe in the influence of planets on human nature.

The allegation that would indicate a high forehead indicates an intellectual superiority is the one that most subjects (75%) disagree.

The most commonly performed rituals refer to attract good fortune and respectively to the success of a test / exam. The rituals are rarely met for initiating a love relationship.

The women were found to be more superstitious in the superstitions related to animals. Women also tend to give more time to conduct rituals (the average time for fulfillment of rituals men tend to be "under a minute" and for women "between 1 minute and 5 minutes").

Students in grade-ninth prove to be more superstitious than students in class-XII. The biggest differences regard the superstitions related to: death and funeral; holidays. The smallest differences are in terms of superstitions concerning marriage and examinations.

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SOCIAL PEDAGOGY- AN INTEGRATED ACADEMIC CURRICULUM OF THEORY AND PRACTICE

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Abstract: "Social pedagogy" means first and foremost support for children, young people and families in dealing with their everyday lives. We assume that the decisive contribution to the solution of educational problems must be carried out in the daily life of children, young people and families. Daily life poses problems which must be solved at the place, where they arise. Theoretical foundation of our concept is the theory of the life world. It states that people construct their own reality. What meaning poverty, exclusion, education, work and performance have for them, all this is only to understand if we look at the world from the eyes of our clients. Key concept of social pedagogy is thus understanding. Understanding means primarily: watching, listening to, requests, tracking the client in his way to overcome his problems. But also it means to recognize the competences of the client to deal with and to solve challenges.

Key words: social pedagogy, theory, practice, academic curriculum

1. Preliminary remark

First of all I want to indicate my thanks for your friendly invitation to this conference. The first time I came to Arad was in 2011, when a group of students of my university visited social institutions in Arad, Lipova and Santana. Then, in spring of this year I had the opportunity to meet some of you in Stuttgart, where we visited several institutions and began an interesting discussion.

Today you give me the chance to present some of our concept in the study program of social work at the Cooperative University Baden-Württemberg. When I was preparing this speech I often thought on the societal differences between Romania and Germany, and that it will be not easy and even not possible to compare the situation in the two countries.

So I must truly admit, that I know very few about the actual problems you have to solve in university as well as in the practice of social work.

So I hope I will not disappoint you in talking about many themes you all know very well or even better. Or that I assume conditions which in no case are given in your actual situation.

With all my thoughts on studying und practice Social Work I am far away from the opinion, that there are no problems in our own country. By I am convinced that an exchange of experiences and concepts will be helpful for further development in qualifying Social Work in both countries.

2. What means “Social Pedagogy”?

There are very different views of how social work should be taught and performed. Today I would like to offer an understanding to you, as we try to carry it out in our university in Baden-Württemberg.

"Social pedagogy" means first and foremost support for children, young people and families in dealing with their everyday lives. We assume that the decisive contribution to the solution of educational problems must be carried out in the daily life of children, young people and families. Daily life poses problems which must be solved at the place, where they arise.

The social pedagogue is available for the clients as helper and partner. At this point is crucial, how he or she performs in the immediate interaction with the client. The client himself is not so much interested in management operations of assistance. Rather, he needs people who engage directly with him and deal with him face to face as his advocate.

Of course, this specific assistance needs also an effective administration in the background. Only where the helping arrangements are well, but also flexibly organized and equipped with sufficient expertise and financial resources, only there can help be effective. But the center of the socio-pedagogical activity is the needy human being.

Theoretical foundation of our concept is the theory of the life world. It states that people construct their own reality. What meaning poverty, exclusion, education, work and performance have for them, all this is only to understand if we look at the world from the eyes of our clients.

Key concept of social pedagogy is thus understanding. Understanding means primarily: watching, listening to, requests, tracking the client in his way to overcome his problems. But also it means to recognize the competences of the client to deal with and to solve challenges.

If we really want to understand, we at first must forget all concepts which provide the explanatory Sciences of psychology or sociology to. Not that they were not important. But we should distance ourselves from ready-made patterns of explanation to the world of the clients.

Not till then in the second step, if we really have comprehend, how our clients experience their difficulties, only then we can develop concepts and make reasonable offers of help.

3. Promoted competences in the study program

Students at the School of Social Work at DBHW Stuttgart acquire appropriate cognitive, methodological and socio-ethical skills to understand complex problem situations and contribute professionally to their solution.

The study program of the social pedagogy gives of course first and foremost the necessary knowledge on the basics of the social sciences. The students should analyze problems and plan measures. This also includes that they know how the living conditions of the clients are and why they are so. In addition, they should know how to research and how the course of action can be evaluated.

But knowledge alone does not enable to act. Therefore concrete methods of action need to be acquired: for example: interviewing, group management, parent counselling, social training. All of these methods should be used in situation. In addition, there's the ability to improvise in open situations.

Figure 1: Model of Competencies in the Program of Social Work

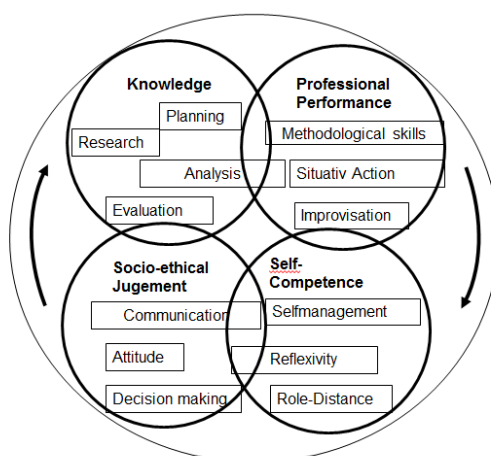


Figure 1

In the everyday work of the social pedagogue are many situations to deal with, in which large uncertainties and no unique solution is possible. Basis for any social work is therefore the ability to make secure judgments on their own and foreign action in weighing different alternatives. Thereby it is important, to think about the reasons of the action and to communicate. Pros and cons must be evaluated and decisions must be made on this basis.

Students of social pedagogy need great skills, to reflect upon themselves and their work. Self-competence means to use purposefully and efficiently the own energies and not to stop in establishing professional distance from the own role. The study program provides many ways to train students their own learning behavior.

4. The Faculties of Social Work in the Cooperative University Baden-Württemberg (DHBW)

In the following I want to give a short overview on the structure of our school of social work. Our University is organized in the manner of a state university. The DHBW includes 9 different Universities represented in – overall – 13 campuses.

We have three schools of social work in our University: in Stuttgart, in Heidenheim and in Villingen-Schwenningen. In this three schools we have – overall about 2000 students.

The requirements for the enrolment are:

- an A-level examination of school (Abitur)
- a contract with a social institution where the student will undertake his or her practical phases.

In the last 15 years we can notice a huge increase of enrolments in social work in the 14 Universities in Baden-Wuerttemberg from about 1100 in the year 2000 to about 1800 in the year 2014.

In the three schools of social work we had 718 new students in the last year. As you can see the enrolments in DHBW makes about 40% of all enrolments in social work in Baden-Wuerttemberg.

Figure 2: Beginners in Social Work at Universities in Baden-Württemberg

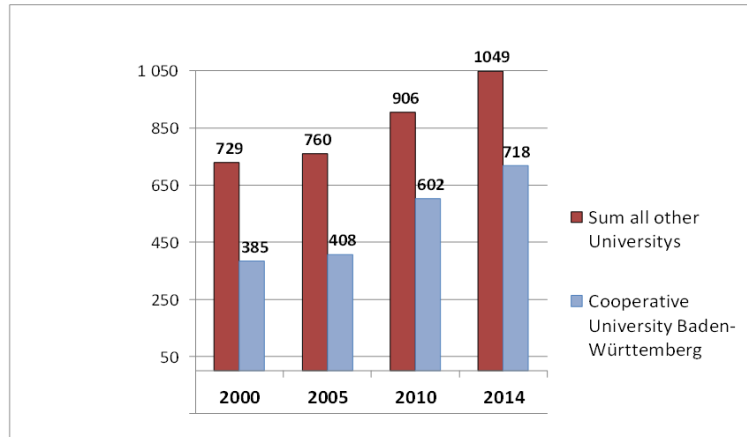


Figure 2

5. How the DHBW-curriculum works

An University is not just a place of study. Here also new concepts can be developed, how necessary skills can be taught and acquired. How is the concept of our "dual degree"?

The dual study concept or cooperative higher education combines academic learning with workplace training. The innovative study concept of our University includes alternating theoretical phases at the university and practical phases at a specific training partner. Students are not only taught theoretical knowledge, but also learn to apply this knowledge in practice.

So the cooperative degree program is designed according to the real requirements in social institutions, and guarantees a unique combination of theory and practical work.

It is undisputed that the acquisition of skills not only can be made inside the lecture hall. Certainly, the student first needs concepts and theories, he can think about that. But immediately for him the question arises, whether a theoretical insight can be successfully implemented in practice. The Students in our curriculum are given the option to change the place of learning every three months. For three months they attend the College, for the next three months they learn at work in practice.

Our faculty collaborates with many social institutions. In these facilities we stay in contact with selected specialists, which guide the students in their work. In this way, students on one hand get a practice field for their theoretical knowledge, on the other hand they receive practical instructions and will be accompanied and observed in their solution tests.

The study program lasts three years, during this time the students are 6 stages in the theory and 6 stages in the practice. A permanent exchange between theory and practice takes place so. In this way, the students bring their knowledge appropriate to into practice and take practical problems back to the seminar.

Figure 3: Alternating Phases of Theory and Practice

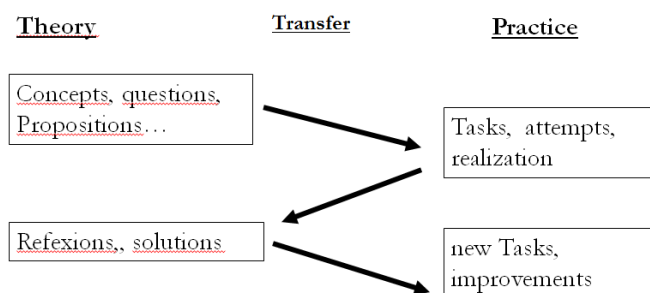


Figure 3

6. Contents of the Curriculum

There is a broad consensus on the general curriculum of teaching in the study at the faculties of social work in Germany. Accordingly, all students acquire knowledge and skills in the core subjects sociology, psychology, philosophy, politics, law and so on.

This lessons includes a total of 1776 hours lecture visit in three years at our University. In this workload is included the basic study as well as the hours in the chosen area of specialization: so educational support, care for the elderly or family help. In the seminar the students thus spend 1776 hours of workload, about 28% of the whole workload.

A great amount of the additionally study time lies in the individual studies at home, in groups or on the bibliothek, i.e. 1625 hours, i.e. about 26% of the whole workload. 46 % or 1625 hours practice are practical training and reflection.

The study program includes therefore a total of 6300 houres workload and is rated 210 ECTS credit points. Within the Bachelor program students can specialize: depending on the practice posts, in which they are active, they take part in one of the following fields of study:

- Education and Learning Support – Child and Youth Care
- Child Care and Youth Services
- Youth, Family and Social Welfare Services
- Disability-Care and Rehabilitation

Social Work in Healthcare
Social Work in Early Years and Primary Education
Forensic Social Work

We also have three master programs of social work:

- Social Governance
- Social Planning
- Intercultural Social Work

7. The cooperation between “theory” und “practice”

For the concept of our cooperative study program is a good contact between theory and practice necessary. The students must be guided well in both areas.

The cooperation between theory and practice is managed in the way, that a professor stays in contact with the practice institution by supervising the quality of the learning process. Therefore he or she visits the institutions and talks to the management.

Inside the practice institution every student is supervised through a social worker. With him the student has frequent counseling to reflect his work. Additionally our university organizes great conferences twice a year for the students supervisors. In these conferences they were informed about new developments in the university.

Not only in interaction between student and social worker but also in regard to the study content there are links between theory and practice: In special “transfer tasks” the students work out papers by reflecting special aspects of their work in the light of theory. Also in the written examinations they have to answer not only questions on knowledge but also they have to solve tasks of reflection. In the commissions of oral examinations we have also experts from practice institutions.

In a special research study we have asked the practice supervisors how relevant several competencies are in their daily work and to which amount they are imparted through teaching in the seminar.

The figure 4 shows the differences between relevance measures of competencies in institutional practice and in the academic curriculum at the university. In the right upper edge you see the competencies, which the social workers see as taught well at university, but are less relevant in the practice field. These are for example:

- Practice research
- Academic literacy and interpretation
- Problemsolving using scientific methods
- Knowledge of scientific basics

Figure 4: Differences between estimated Relevance of Competencies in Institutional Practice and in Academic Curriculum at University

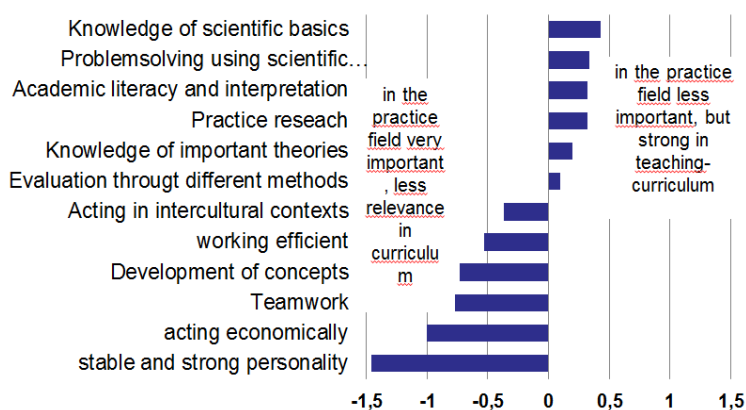


Figure 4

In the lower left edge we can see competencies, which are necessary in the practice but are not best imparted through teaching in the seminar:

- stable and strong personality
- acting economically
- Teamwork

The results show that there is the need of acquirement of skills which can not be taught sufficiently through academic teaching.

8. Employment after examination

The last subject which I want to mention shortly is the professional career of students after leaving university.

Two thirds of all alumni start their first job immediately after their final examination. About 10 percent continue studying in a master program.

Three month after their final examination 90 percent are employed or are in further qualification programs.

When we look at the first 20 month after the final examination so we can recognize:

More than one third of the alumni stay in the institution where they had their practicum during studying. 13 percent come back after about a year. 29 percent change the institution after examination but stay in the new institution for a long time. Overall we can see that 80 percent of the alumni have reached a continuous employment.

Figure 5: Typology of Careers after Examination

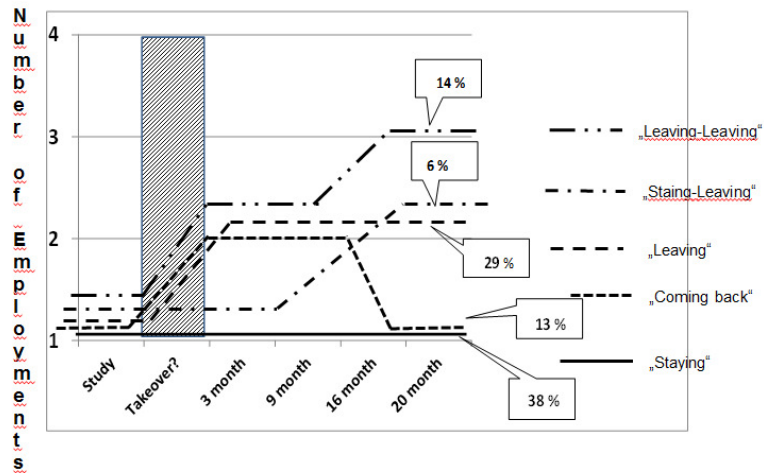


Figure 5

9. Conclusions

I will come to some conclusions.

Social Pedagogy – as I have said - is not only a principle of work. Is is the attempt to overtake the perspective of the people, who address themselves to us and to whom we are addressed to.

Why do we need academic professionals in solving problems in the clients every day life? Why do we need Social Pedagogy at the university level?

The answer is very simple: The study program as well as the training in practice enable the students to reflect the underlying problems on a abstract level. Professionals are able to manage the helping processes inside the small units and arrangements of help, so as counseling units, foster families, youth clubs and houses of residential care.

In direct interaction with children, young people and with families they act as specialists not far away from the places where the families live. They bring in the innovations, which are individual and adequate for the situation.

The academic training expands the view of possible solutions on the basis of new scientific insights. The university offers for the professionals an excellent platform to develop and discuss concepts of treatments and intervention, not only in the administration but also in the helping institutions themselves.

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CURRICULAR CONTENTS APPROACHES - A COMPARATIVE STUDY ON STUDENTS' OPINION ON HIGH SCHOOL AND UNIVERSITY CONTENTS

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Abstract: The main issue highlighted in this article is the importance of approaching the curricular contents in a modern perspective, respecting some characteristics, also mentioned by the new curricular theory. Using a 22 items inventory, on a sample of 165 students from The West University of Timișoara (first year of study, university year 2013-2014), our research goal was to establish the students' opinion about the degree in which the curricular contents taught to them respect the main characteristics of this modern approach. The interpretation of the research data points at the similarities and differences between the curricular contents used in the teaching process at high school level and those used at university level.

Keywords: curricular contents, modern approach, high school contents, university level contents.

Introduction

What are the characteristics of the modern curricular contents? Who decides about the relevance and modernity in the process of selecting or implementing those contents in the educational process and how? The scientific literature has been offering a large wise of curricular models which provide some recipes for a modern curricula, at different levels and fields of education, for example:

H. Malkki and J.V. Paatero (2014) pointed at the fact that the curriculum is a key factor in defining any outcomes of the educational programme. The mentioned study demonstrated that offering students only a cluster of courses assured sufficient information for identifying existing strengths and good practices that can be built upon as key areas for a further improvement. So, not the quantity of contents is important, but the quality, which is reflected in setting up general guidelines for

optimisation and good practices in the field. In this respect, also N. Diekelmann and E. Smythe, (2004) discussed the issue of choosing a large amount of curricular contents or to present it in more efficient or effective ways. We observe that the mentioned authors insisted on the modalities of presenting in an efficient way the curricular contents in order to improve the learning process and propose some good practices for the students.

D. Zongyi, (2009) analysed the nature of the curriculum content in liberal studies and the curriculum making processes in Hong Kong secondary schools. The author presented the importance of knowing the underlying theory of content and not only the content per se, in order to disclose the educational potential of the content. Like in the previously mentioned study, in this work the relevance of an efficient theoretical construction of the curricular contents for the usage of its educational potential was also accentuated. Similarly, R.M. Diamond (1989) presented a systematic approach to the improvement of courses, syllabus and curricula in higher education. Focussing on the application of theory in practice, the author used a model for designing, implementing and evaluating courses and curricula. So, an efficient content in higher education is that which is permanently optimised and has an important pragmatic character.

S. Vartuli, J. Rohs, (2008) emphasised the importance of selecting curricular contents according to children's interests in order to develop their intrinsic motivation, at early childhood educational level. At university level, A.F. Roman and E. Balaş (2015) insisted on the fact that the teacher must take into account students' need of knowledge and professional competence in their academic endeavour. Using a curricular content related to the students's needs should be an imperative principle for each educational level, if we consider the students' needs more important than the scientific approach of the curricular contents. This will ensure both the motivation for assessment and the base for future competencies in the specific field.

L. H. McEaney and J. W. Meyer (2000) detected the importance of the nature of the curricular contents and the changes made over the time. These are imperative because of the social changes which determined the update of the educational system and accentuated the need for correlation between the social requests and the updates of the contents. K. Egan (2003) highlighted that the society's rapid rate of changing determined the fact that content-based education cannot fulfil the demands of the society in the future. This state of art led to a shift from "students not to learn specific things so much as how to learn" (p.14). So, the new curricular contents should determine the achievement

of some learning tools as support for competences in a specific field of work or general competences of the students.

Analysing these studies, we could observe that the curricular contents' issues are oriented on different stages: starting from the selection process and following the implementation and the evaluation process (the practical relevance of its relating to society's needs) in the educational process. Each stage determines different characteristics of a modern curricular content. However, there is a unity between these approaches, continuing the idea of F. Bobbit (1918) who promoted the necessity of the empirical analysis of curriculum which was to prepare students for their future roles in society. This is a call for a dynamic content in the rapid social facets in order to replace the old and is a constant permanent need. According to this fact, it is necessary for higher education institutions to green and update their curricula. In the educational process, the utility of the curricular contents for real life situations and the holistic approach of contents (as an interaction between different fields' approaches) are more important than their quantity. So, students must have opportunities to learn with a deep understanding of subject matter that transforms factual information into usable knowledge (Pellegrino, J., W., 2006 p.4).

Methodology

The hypothesis of our study was: the university students' opinion reveals that between the modern approaches of the curricular contents from high school to the contents of the university courses there is a significant difference regarding their characteristics.

The goal of the research was to establish first year students' opinion about the degree to which the curricular contents taught respect the main characteristics of the modern approach, both of the high school and university level.

The methodology of the research was settled up on a 22 items inventory, on a sample of 165 students from The West University of Timișoara (first year of study, university year 2013-2014). The inventory was developed starting from the modern characteristics of the educational content which are established in the theory of the curriculum. The results were interpreted using the Paired-samples t-test. This test was conducted to compare the modern characteristics of the curricular contents used in the teaching process at high school level and those used at university level.

The objectives of the research were:

O1. To identify the opinion on characteristics of the high school and university curricular contents of the first year university students.

O2. To establish the significant differences between the curricular contents used in the teaching process at high school level and at university level.

Results:

The interpretation of the results presented below shows the obtained means for each level of study and the obtained results from The Paired Samples Test interpretation.

The highest means obtained on the curricular contents at university level were the following characteristics:

9. "Are relevant for the student's personal development" (3.83);

18. "Ensure the scientific character of all presented information or data" (3.80);

19. "Respect the logical relations between the contents of a discipline of study" (3.76);

22. "Are updated in relation with the requests of the society and the evolution of the domain" (3.71)

The highest means obtained on the curricular contents at high school level were the following characteristics:

19. "Respect the logical relations between the contents of a discipline of study" (3.62);

10. "Can be easily taught by teachers" (3.50);

17. "Ensure the continuity during the year of study" (3.54).

The lowest means obtained on the curricular contents at university level were the following characteristics:

14. "Have a volume which is well dimensioned and related to students' need" (3.26);

1. "Include ideas which have sufficient scientific legitimacy in any educational context" (3.36);

21. "Are continuously reconsidered, related to the students' needs" (3.37).

The lowest means obtained on the curricular contents at high school level were the following characteristics:

15. "Offer diversity in the problem approach" (3.08);

5. "Are applicable in the students' real life situations" (3.10);

21. "Are continuously reconsidered, related to the students' needs" (3.13).

The Paired Samples Test interpretation point at the differences between the curricular contents at university and high school level, the characteristics are seen below:

1. "Include ideas which have sufficient scientific legitimacy in any educational context"- there was not a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.34, SD=1.07) and this characteristics of the curricular contents at high school level (M=3.31, SD=0.91) conditions; $t(165)=0.35$, $p = 0.72$.

2. "Are easily related with other curricular contents"- there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.63, SD=0.84) and this characteristics of the curricular contents at high school level (M=3.27, SD=0.90) conditions; $t(165)=4.12$, $p = 0.00$.

3. "Are rich in explanatory force" - there was not a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.42, SD=0.94) and this characteristics of the curricular contents at high school level (M=3.31, SD=0.91) conditions; $t(165)=1.29$, $p = 0.19$.

4. "Determine the students to realise a critical analysis" - there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.56, SD=0.97) and this characteristics of the curricular contents at high school level (M=3.28, SD=1.01) conditions; $t(165)=3.12$, $p = 0.02$.

5. "Are applicable in the students' real life situations" - there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.57, SD=0.94) and this characteristics of the curricular contents at high school level (M=3.10, SD=1.08) conditions; $t(165)=5.1$, $p = 0.00$.

6."Are oriented towards action, problem solving and acquisition of new competences" - there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.48, SD=1.08) and this characteristics of the curricular contents at high school level (M=3.32, SD=1.00) conditions; $t(165)=1.73$, $p = 0.08$.

7. "Are presented in a modern approach"- there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.67, SD=1.08) and this characteristics of the curricular contents at high school level (M=3.21, SD=1.00) conditions; $t(165)=4.51$, $p = 0.00$.

8."Are interesting for students, arousing their curiosity" - there was a significant difference in the scores for this characteristic of the curricular contents at university level (M=3.58, SD=0.91) and this

characteristics of the curricular contents at high school level ($M=3.18$, $SD=0.99$) conditions; $t(165)=4.02$, $p = 0.00$.

9. "Are relevant for the student's personal development" - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.83$, $SD=0.91$) and this characteristics of the curricular contents at high school level ($M=3.49$, $SD=0.99$) conditions; $t(165)=3.54$, $p = 0.00$.

10. "Can be easily taught by teachers" - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.61$, $SD=1.01$) and this characteristic of the curricular contents at high school level ($M=3.50$, $SD=1.05$) conditions; $t(165)=1.23$, $p = 0.21$.

11. "Sustain the attendance of the objectives in the student's educational activity" - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.46$, $SD=0.94$) and this characteristics of the curricular contents at high school level ($M=3.38$, $SD=1.03$) conditions; $t(165)=0.88$, $p = 0.37$.

12. "Are adapted to the student's level, allowing the differentiated and individualised educational process" - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.38$, $SD=0.99$) and this characteristics of the curricular contents at high school level ($M=3.34$, $SD=1.01$) conditions; $t(165)=0.44$, $p = 0.66$.

13. "Are contextually adapted" - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.46$, $SD=0.92$) and this characteristics of the curricular contents at high school level ($M=3.47$, $SD=1.01$) conditions; $t(165)=3.19$, $p = 0.007$.

14. "Have a volume which is well dimensioned and related to students' needs" - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.26$, $SD=1.007$) and this characteristics of the curricular contents at high school level ($M=3.16$, $SD=1.006$) conditions; $t(165)=1.18$, $p = 0.23$.

15. "Offer diversity in the problem approach" - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.45$, $SD=0.92$) and this characteristics of the curricular contents at high school level ($M=3.08$, $SD=1.03$) conditions; $t(165)=3.85$, $p = 0.00$.

16. "Are characterised by the flexibility of the solving process" - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.42$, $SD=0.90$) and this

characteristics of the curricular contents at high school level ($M=3.17$, $SD=0.91$) conditions; $t(165)=2.81$, $p = 0.05$.

17. “Ensure the continuity during the year of study” - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.66$, $SD=1.00$) and this characteristics of the curricular contents at high school level ($M=3.54$, $SD=1.02$) conditions; $t(165)=1.15$, $p = 0.25$.

18. “Ensure the scientific character of all presented information or data” - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.80$, $SD=0.95$) and this characteristics of the curricular contents at high school level ($M=3.57$, $SD=0.97$) conditions; $t(165)=2.25$, $p = 0.02$.

19. “Respect the logical relations between the contents of a discipline of study” - there was not a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.76$, $SD=0.88$) and this characteristics of the curricular contents at high school level ($M=3.62$, $SD=0.94$) conditions; $t(165)=1.61$, $p = 0.10$.

20. “Offer the possibility to relate with other disciplines” - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.64$, $SD=0.96$) and this characteristics of the curricular contents at high school level ($M=3.38$, $SD=0.99$) conditions; $t(165)=2.74$, $p = 0.007$.

21. “Are continuously reconsidered, related to the students’ needs” - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.37$, $SD=1.06$) and this characteristics of the curricular contents at high school level ($M=3.13$, $SD=1.06$) conditions; $t(165)=2.87$, $p = 0.005$.

22. “Are updated in relation with the requests of the society and the evolution of the domain” - there was a significant difference in the scores for this characteristic of the curricular contents at university level ($M=3.71$, $SD=1.08$) and this characteristics of the curricular contents at high school level ($M=3.17$, $SD=1.19$) conditions; $t(165)=5.65$, $p = 0.00$.

Conclusions:

The curricular contents at university level assure the personal development of the students, the scientific and logical character of the domain or discipline, but are less centred on students’ needs, the scientific legitimacy of each educational context, dimensioning the volume of the content or its permanent reconsidering.

The characteristics of the curricular contents at high school level reveal that contents are much focused on the teaching process and their

logic and continuity and less on diversity, applicability or students' needs.

There was not a significant difference in the scores between high school and the university level for the characteristic of the curricular contents which are related to the teachers' activity and their scientific determinations (8 items). In this category of responses only two items that focus on students' activity and their educational needs were included.

For most students' responses a significant difference in the scores between high school and university level related to the characteristics of the curricular contents was observed. On each characteristic, the mean of the students' responses is higher at university level than at high school level.

The obtained means for each characteristics of the curricular content are situated on the positive side of the scale (up to 3), which demonstrates the following: at both educational levels teachers are preoccupied to offer their students contents related to the modern curricular theory requirements. In conclusion, the curricular contents approaches at university level are much modern than at high school level contents. This approach is centred obviously on students' needs and on the possibility to use these contents in other educational or social context in which the students are active participants.

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HIGH SCHOOL STUDENTS VALUES AND DECISIONS IN FUTURE CAREER

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Abstract: This study was accomplished within the project: „The suitcase, the map and the voyage of a youth worker” project financed by The European Union through the program ERASMUS + „Aurel Vlaicu” as a partner, with responsibilities for the elaboration of a career guide and for some specific instruments of guidance and career direction of the universal youth. The main purposes of the project was at least 50 youth workers from the project’s partners – participants in the online training course; at least 200 young people (13-30 year old) from 30 Programme countries – participants in the learning to learn – online training course and user of the SIMULATION BOX of JOBS and Career box; at least 50 youth workers from 25 Programme countries – participants in the online training course and multiplier event; at least 42 persons interested to become certified youth worker according to the Romanian National Qualification Standard; at least 30 European structures to integrate the products results in their regular activities.

To achieve these facts there was initiated an investigation according to the youth's needs to identify some specific elements of the professional exposure: important values for teenagers, influential factors in the decision for the choosing of a career, the professional options teenagers have, their perception towards the desirable profession . In this article we will refer to the two primary aspects of the preparation of learning how to choose a career- values and factors which include several elections.

Key words: youth workers, youth's needs, career, professional option, choosing a career

1. Introduction – The Content of the study

The study was accomplished within the project: „The suitcase, the map and the voyage of a youth worker” project financed by The European Union through the program ERASMUS + „Aurel Vlaicu” as a partner, with responsibilities for the elaboration of a career guide and for some specific instruments of guidance and career direction of the universal youth. The main objectives of the project are: to prepare a full range of 3 necessary tools for youth workers, in 2 years of the project; To build and test an online training course for 50 people interested to become youth workers, in 2 years of the project; to allow 200 young people to test a full range of innovative, created tools in order to project their personal and professional life plan with the support of youth workers, during 2 years of the project; to create and test an online training courses for one key competence from the Reference Framework, by 200 young people, during 2 years of the project; to certificate 42 people interested to become youth workers on the Romanian Occupational Standard; to build an international partnership network of 9 structures, in the ground of youth work during 2 years of the project - 1st September 2015- 31 August 2017.

The project is specially designed for the youth, at the end of it there will be envisioned the following results: at least 50 youth workers from the project's partners – participants in the online training course; at least 200 young people (13-30 year old) from 30 Programme countries – participants in the learning to learn – online training course and user of the SIMULATION BOX of JOBS and Career box; at least 50 youth workers from 25 Programme countries – participants in the online training course and multiplier event; at least 42 persons interested to become certified youth worker according to the Romanian National

Qualification Standard; at least 30 European structures to integrate the products results in their regular activities.

To achieve these facts there was initiated an investigation according to the youth's needs to identify some specific elements of the professional exposure: important values for teenagers, influential factors in the decision for the choosing of a career, the professional options teenagers have, their perception towards the desirable profession . In this article we will refer to the two primar aspects of the preparation of learning how to choose a career- values and factors which include several elections.

1. Theoretical assumptions

The decision a teenager makes towards his professional development is the result of a more or less complexed process, the elaboration and the restructuring of several information which come from two directions: internal and external. When we refer to external factors we take into account the parents: their availability for according support, offering their feed-back, their possibility they give to their teenagers to choose, realistic expectation of their teenagers career elections.

Beside the parents these students contact significant people who have got an important factor upon their decision. One of these factors is he group a student takes part in. It may be possible that he could choose based on the decision the hall group makes and not a personal one. He may feel the pressure the group lays on him in making new decisions for his future career.

The equal persons found in the group may influence the myths and stereotypes of a future career. Lemeni, G., Miclea, M., 2004) The external conditions which can either favour or block the development of a succesful career which for every person in part adding in the materialistic and financial situation, the resources of formation and information, the lerning situation a person can achieve in one moment of his life.

According to the internal factors which influence the election of a career there can be distinguished three categories of attainments (Dughi, T, 2014, Lemeni, G, Miclea, M 2004): the self, the possibilities of formation and the career in the context of working field. When these attainments are more exact the chances grow significantly that the student may choose in a functional way.\Within the category of self there can be found information about cognitive capacities, interests , values, personal acquirements. Edgar Scheim, in his work Career Anch. Discovering Your Real Values (1990) reunites these perceptions about self through the idea of an anchor in career. These refer to the self image of the human, his self, as he as grown in experience through his life. Within the self image of a person

we can see the condensed and transfigured motifs, values, aspirations, beliefs about his own competences and abilities for its own existence and development in the working activity. Indeed, the anchor of a career represents the psychological construction which synthesizes the most important acquisitions of the person in the valued, attitude and compartmental field, which he would never give up on.

When people choose activities that don't match to their anchor they will give up on them in the end and reorganize themselves towards their own anchor. Schein has mentioned eight anchors of a career, which he has described them in a general method and then in a particular, according to a cycle of parameters such as: The type of activity, the remuneration and benefits, the promoting system, the type of recognition. (Vlasceanu, 2002, pp. 51-52).

We ascertain that a defining element of an anchor is the value. From the professional orientation point of view the term value is associated to two perspectives: one of quality, of importance and the assessment of an object, the value being given by the capacity of satisfying several desires, that of recognition and social validation of an object, this time, the realization of a social judgement which produces values and criteria and evaluative standards, accepted and shared by the main majority of a community. (Dughi, T, 2011)

A young person will choose a profession according to its values attached to it. Lemeni and Miclea (2004, pg, 149) organise these values in four categories: Values that represent the working field- Flexibility, Limited terms, pleased background, security, great income, action, quick rhythm, structure, relaxed rhythm, predictability, direct contacts with the clients. Comfortable earning, working relations- team work, trust, cultural identity, competition, kindness, cooperation, humor, harmony, opened communication, working content – challenge, competence, expertise, rycs, detailed orientation, social activity, learning, creativity, variety, development, knowledge, work in general- dignity, statute, integrity, respect, responsibility, power, assessment, helping, equality, independence, contribution, participation, authenticity. Some of these values have been studied in our work in order to assess in what way more or less the election of a career is influenced by these values.

2. The objectives of the study

The following study had its own objective to highlight the defining elements which influence the professional orientation of the pupils from the 10th grade in High School. The specific objectives have been the following: The identification of the pupils' elections of a career,

te identification of the options of a professional formation and the distinguish of the different types of preparation and learning.

3. Test Sample

For this study there were 470 participant from the 10th grade students from 13 High School in Arad; at least one class from each High School was in the study, according to the number of 10th grade.

The access for classes has been insured by the employees of the Centru Judetean de Resurse si Asistenta Educativa Arad. The Sample is one of intention, including 10th grade students because we consider that these pupils can still realise professional career activities based on the results we got after the investigation, while those in the 12th grade has already decided for their future career.

Table 1
The different profiles of the 10th grade students

Total	Architecture	Service commerce	Filology	Maths-TI C	Music	Pedagogical Profile	Profil	Technical Profile	Theology
470	25	26	56	50	26	25	142	97	23
100%	5%	5%	12%	11%	5%	5%	30%	22%	5%

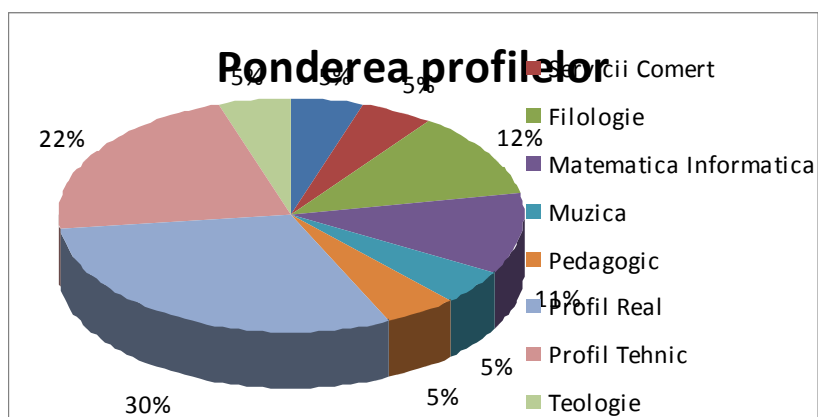


Figure 1

4. Instruments of investigation

The method elected is based on the investigation we made in order to get more result in a shorter period of time. The results we got through this investigation gave us the opportunity to get some information which can be analysed by quantity and its quality as well. The disadvantage of this method is the ambiguity or the absence of the answers to opened questions. (Rotariu, Ilut, 1997)

The main concept which stood at the elaboration of the investigation is the decision in the future career. For this study there has been taken into account the following: factors which influence the decision, values of anchor type, which guides the teenager in choosing a career, the professional option, if there exists one, the option of type formation, learning aspects as a transforming process including the career.

The indicators were formulated by items with double option of choice, with a scale Likert, hierarchization items, and items with one option, and opened items.

5. The analyse and the interpretation of the dates

For this study we have chosen to present the referring aspects towards the importance that the pupils give to the different factors of decision regarding the profession and the referring aspects associated by the pupils with the profession.

In order to evidenciate the diverse factors of information, we used the scale of Likert from 1 to 4 , where 1 is the most unimportant while 4 represents the most important, while the neutre variant is eliminated. The pupils answer to the question How important are for you the following sources, when you think about your future career. For this questions there was the options they could choose from 1 to 4 to the responses: parents advice, friends information, mass-media information, internet, movies, job sites, own preferences, the career concilation.

Table 2

The importance of the sources

	Very important	Less important	Important	Very important
Parents advice	43	99	229	91
Parents profession	219	168	57	18
Friends information	55	194	187	27
Mass-media information	125	174	141	21
Internet	72	172	172	46

Movies	233	163	50	17
Jobs sites	129	162	133	40
Own preferences	10	15	74	362
Career concilation	45	106	213	94

As it can be observed the important and very important factors in the election of a career are: own preferences (362 elected as the most important option, parents advice and career cosilation.)

As it can be observed in the figure 2, pupils depend on mostly on their own preferences when they think about a proffesion. The average to the answers 3,69 indicates the fact that this aspect is very important for the majority of pupils, 77%of them choosing the value 4 for this aspect.

It is ascertained that the parents advice is considered important, the average being 2,77 and the same importance has the career orientation is counseling. It can be seen tat pupils are receptive to the information that come from adults, it is not based on what they believe or what they want. Starting from this reality, it;s the adult attribution to offer good information in the choosing of a career to these pupils, to guide them systemaically using spcific insrumnts for the career counseling.

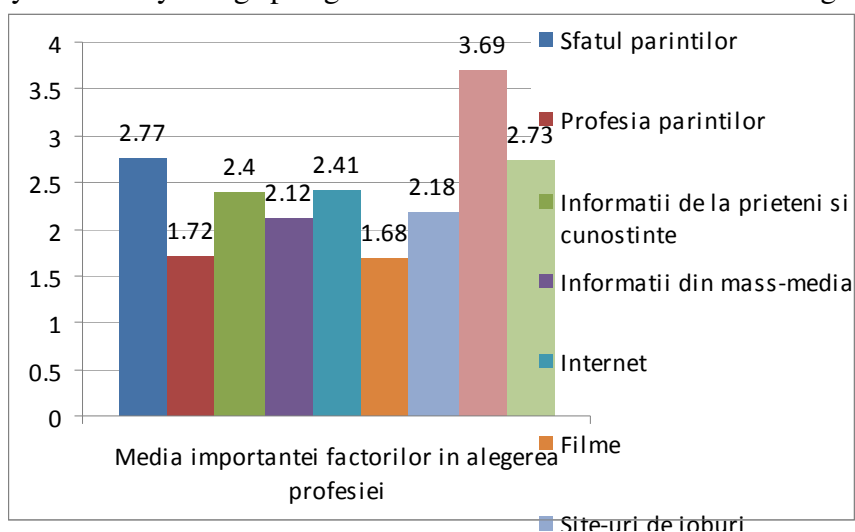


Figure 2 The importance average in choosing a career

As it can be observed in the chart 6.1, pupils rely on their own preferences when they think about a career. The average of answers 3,69 indicate the fact that this aspect is very important for the majority of pupils, 77% of them choosing number 4 for this aspect. It is stated that parents advices are also important, the average for this is 2,77 and the

same importance is given for the career counseling. Thus, Pupils are receptive to the information that come from adults, it doesn't rely on on what they think or what they want.

Starting from this reality, it is the respondents attribution to give relevant information and guidance using specific instruments for the career counseling and orientation.

The next level of answers in the chart is the information they get from relatives and friends with an average of 2,4 and internet of 2,41. It's interesting the fact that internet is equally considered less important and important for the repondents (172 elections of this option). Jobs sites were considered by 62,58% as being very unimportant in the decision of a career. Also the less important are movies 9 average 1,68) and parents proffesion (average 1,72), only 16% of students considering this as being important and very important for their proffessional orientation.

To mark out the values which were associated to proffesion and the importance of them for these pupils it has been accomplished three values in the order of their preferences through a list of 15 values. The items were formulated based on general proffessional values- recompensation, respect, prestige, autonomy, independence, proffessional development, but also specific values in the working field- conditions of work, challenge, flexibility, working relations- helping, getting along, trust and cooperation. For the question „ Regarding your future career, which of these aspects are the most important for you?” pupils answers maximum 3 in the order of preferences and noted them from 1 to 3, where 1 is the most important.

In figure 2 there are preseted the brut dates and the percentage which expresses the choices pupils made. It can be marked out the fact that on the first place it has been placed in accordance with their own preferences, 42% of them according the first range, 17% the second range, only 24% the third range, 31% of them not choosing this option at all.

The others included it in their list of values, explicit fac that because of the age and proffessional represetations for these. The external award for a realised work, based on money, is specfic not only for age but also for a society based on consuming, and satisfying some material needs.

However, specific for their age is the desire for autonomy, expressed not only through „I do whatever I like” but through the financial independence also. If they are now dependent on their parents, is normal to wait for having a proffesion in the future, and this dependece will not exist anymore.

Table 3**The demands for the workplace**

	Neales		First place		Second place		Third place		Total
	%		%		%		%		
Great Income	31.0	143	23.0	106	24.3	112	21.7	100	461
To feel comfortable at work	48.6	225	12.5	58	21.6	100	17.3	80	463
To do what I like	24.8	115	42.0	195	16.8	78	16.4	76	464
To be respected and valued	73.4	339	5.6	26	9.1	42	11.9	55	462
To be challenged	91.4	425	2.2	10	4.3	20	2.2	10	465
Good conditions of work	87.0	400	2.6	12	4.3	20	6.1	28	460
To have good colleagues	94.8	442	0.6	3	1.7	8	2.8	13	466
To have a resonable boss	94.8	441	0.6	3	1.1	5	3.4	16	465
To have my performance recognised	90.3	420	1.3	6	4.3	20	4.1	19	465
To have a flexible schedule	95.5	445	1.3	6	1.7	8	1.5	7	466
To have a balance between work and personal life (home work, more vacation, etc.)	87.5	407	1.9	9	5.2	24	5.4	25	465
To have autonomy in work	98.1	454	0.4	2	1.3	6	0.2	1	463
To be independent (without a chief)	93.8	436	2.2	10	1.9	9	2.2	10	465
To be included intraining programs	92.9	432	2.4	11	1.9	9	2.8	13	465
My work contributes to a noble purpose	95.1	442	1.7	8	1.1	5	2.2	10	465

The center of pupils is based on themselves, a principle of hedonism orientated to their own person- „To feel comfortable at work”. A great percentage of pupils – 52% choose this value, 12% placed it on the first place, 22% on the second place and 17% on the third place. Also another factor that places on the self is „ To be respected and valued”, but this time is can be remarked another set of needs than the material ones, they go to another level, to the need of getting respect from others. Here, the precentage is not as great as the first one, but still 12% of pupils placed it on the third place and 6% on the first place.

This fact proves that a perception more completed upon the proffessional options. Thus, work is not estimated just for making money but now its marked by their own identity.the fact

that some pupils consider important the difference between work and personal work demonstrates the fact that they are thinking about other future challenges than work.

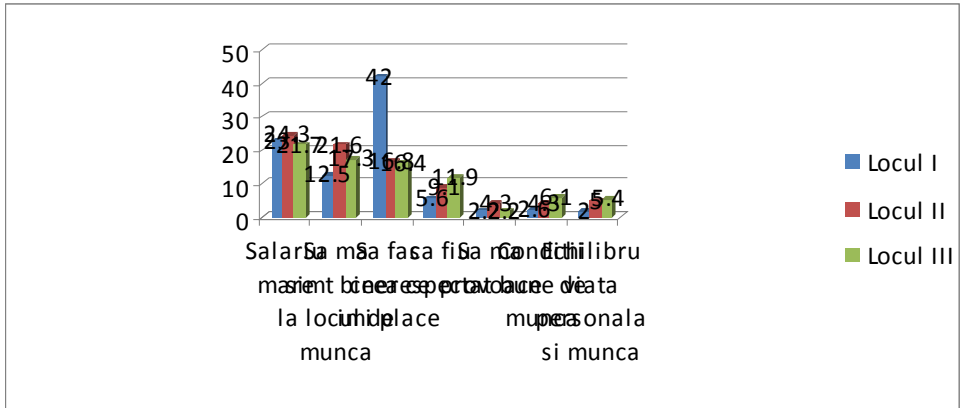


Figure 3

Analysing the elements from Chart 6.1 it can be observed that pupils consider the most important fact for them the respect of their own preference when they find their future career. If 42% placed this aspect on the first place, only 15% of pupils considering important the other aspects. On the second place there are the same values, only the third place marks out the fact that appears a percentage of 12% from pupils who choose respect as an important value associated to the future career.

The percentage for those who choose values such as professional recognition, independence, constant formation, working relation are very small, between 2% and 10%. The accent he falls upon is the materialistic needs, immediate, centered on the own person. Only 2 pupils place on the first place the autonomy, 6 place on the second place and only one pupil places on the third place.

The correlation study between the referring variables to the professional values assumed by the respondents show that the following exist significant correlations for a significant level, lower than 0.05 for the majority of variables.

Table

4

Correlations between the variables referring to the professional values

		earning	To feel good	To do what I like	respect	challenge	Working conditions	Good colleagues	Responsible boss	The performance recognized	Autonomy
earnings	Pearson Correlation	1	-,058	-,120(*)	-,092(*)	-,050	-,144(*)	-,057	-,054	-,184(**)	-,053
	Sig. (2-tailed)		,214	,010	,048	,284	,002	,221	,244	,000	,252
To feel good	Pearson Correlation	-,058	1	,015	-,094(*)	-,065	-,161(*)	-,048	-,055	-,064	,003

god											
To do what I like	Sig. (2-tailed) Pearson Correlation	,214	,748	,042	,165	,000	,303	,237	,167	,943	
respective		-			-	-			-		
Challenges		,120(*)	,015	1	-,089	,101(*)	,139(*)	-,075	,122(**)	-,062	
God working conditions	Sig. (2-tailed) Pearson Correlation	,010	,748		,056	,029	,003	,105	,008	,181	
God colleague		-									
Responsible boss		,092(*)	,094(*)	-,089	1	-,040	,116(*)	-,046	,016	-,051	
Recognized performance	Sig. (2-tailed) Pearson Correlation	,048	,042	,056		,394	,012	,318	,726	,274	
Autonomy		-									
		-,050	-,065	,101(*)	-,040	1	,052	,043	,018	-,015	
	Sig. (2-tailed) Pearson Correlation	,284	,165	,029	,394		,265	,353	,704	,751	
		-									
		,144(*)	,161(**)	,139(*)	-,116(*)	,052	1	,044	,114(*)	,036	
	Sig. (2-tailed) Pearson Correlation	,002	,000	,003	,012	,265		,348	,014	,440	
		-									
		-,057	-,048	-,075	-,046	,043	,044	1	,158(**)	,016	
	Sig. (2-tailed) Pearson Correlation	,221	,303	,105	,318	,353	,348		,001	,733	
		-									
		-,054	-,055	,122(*)	,016	,018	,114(*)	,158(**)	1	,051	
	Sig. (2-tailed) Pearson Correlation	,244	,237	,008	,726	,704	,014	,001		,271	
		-									
		,184(*)	-,064	-,062	-,051	-,015	,036	,016	,051	1	
	Sig. (2-tailed)	,000	,167	,181	,274	,751	,440	,733	,271	,003	
	Sig. (2-tailed)	,523	,000	,102	,004	,390	,894	,082	,980	,007	
	Pearson Correlation	,053	,003	-,042	,077	,207(**)	,090	,178(**)	,263(**)	,136(**)	
	Sig. (2-tailed)	,252	,943	,362	,095	,000	,052	,000	,000	,003	

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

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

The subjects that desire to feel comfortable at work, also want a balance between their personal life and professional life, flexible schedule, good conditions of work, value and respect.

Some subjects desire to do what they like, in a good background, with a decent earning, having a reasonable boss and a flexible schedule. This category of subjects want their job to bring them new challenge.

Persons who search for new challenges at work want autonomy and independence in the accomplishment of tasks. Also, they want to do what they like.

The respondents consider that the performance has to be recognised through earning and the actional autonomy.

Those who wish for a balance between professional life and personal life desire to be independent and to be given opportunities of performance, while those who wish to do a good work want to be recognised, through their earning. We can affirm that the number and typology of significant correlations demonstrate the internal consistence of the applied instrument.

Conclusions

The study reveals several important aspects for the professional orientation of pupils. The obtained results demonstrate the fact that pupils are valorically guided upon the satisfying of their own desires and interests. The weight factor is great for those who express the fact that the personal ideas constitute the most important source in making a professional decision, weight that is found as the same importance as the future associated career- „, to do what I like to do”, thus satisfying the own desires.

This aspect is a positive one if we think at the level of pupils assertiveness. It must be completed this self confidence and centeredness on the own person with objective informations about the personal structure and personality, offering solid guidance in the process of self-knowledge. It is possible that in all cases for pupils to have a real self image related to the requirements of a profession. It is necessary good information about their own possibilities but also the structure of profession they can achieve. Also, it is very important for pupils to be stimulated in discovering other elements associated to the profession beside the earning income, this being just a consequence for their good work. The counseling must be given according to each personality of each student in part. Thus, it is assured a good guidance for students to be responsible in making their own decisions regarding their future career.

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ASPECTS OF SOCIAL WORK WITH JUVENILE DELINQUENTS WHO ARE NOT CRIMINALLY LIABLE

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Abstract. The children who commit criminal acts and are not criminally liable belong to a vulnerable category, which deserves a particular attention from those who are responsible for their development (parents, school, child protection institutions). The paper presents the characteristics of the juvenile delinquent and the typology of the acts committed, being based on scholarly literature and statistical data for the 2010-2015 period, both at national level and at the level of Bihor county. The paper also refers to legal regulations and the role of social services for delinquent children who are not criminally liable. The high number, at national level, of juveniles who have committed a criminal act and are not criminally liable supports the need to provide services for these children so that they can be reintegrated into their families, school and society and recidivism is prevented.

Keywords: family, juvenile delinquency, prevention, reintegration, specialised services

Introduction

The issue of criminal code violation by juveniles who are not criminally liable¹ is a complex one, both in respect of offence causality and that of assistance and reintegration measures.

Clinard and Meier (2011, p.113) consider that “The great majority of adolescents who commit acts of delinquency never 'graduate' to adult

¹According to Art. 113 of the Criminal Code, a juvenile who has not turned 14 years of age does not have criminal liability (1), and the one who is between 14 and 16 years of age shall have criminal liability if proven they committed the act with competence (2).

criminality, and the circumstances of many delinquency offenses suggest experimentation rather than enduring patterns of behavior”.

Juvenile delinquency “is not only an indicator of the actual state of society, but it also foreshadows its becoming” (Tutilesco, 2007, p.45). The way the institutions involved react to a concrete situation, national or local, the way they implement legal measures and organize the intervention is of utmost importance in approaching juvenile delinquency.

Article 40 (1) of the United Nations Convention of the Rights of the Child stipulates each delinquent child's right to be treated in a manner that promotes the child's sense of dignity and worth and which takes into account the child's age and the desirability of promoting their reintegration into society and their assuming of a constructive role within it.

In the first part of the paper traits of the juvenile delinquent and types of acts committed are presented. This part is based on results of expert studies and on the analysis of statistical data for the 2010-2015 period, both at national level and at that of Bihor county. The second part of the paper deals with the legal regulations and the role of services provided for delinquent children who are not criminally liable.

Traits of the juvenile delinquent and the typology of the acts committed

Regarding the juvenile delinquent who does not have the age of criminal liability, the conclusions of a statistical analysis carried out within a study conducted by the Ministry of Justice and UNICEF Romania (2005) were the following: the highest share of the cases that came to the attention of specialised services was given by children under the age of 14, boys from urban areas, of Romanian ethnicity, most of them attending school, without criminal records, and who lived with their families when they committed the offences; in most cases the offences consisted of thefts committed together with other children in urban areas.

In the last decade, a diversification of juvenile delinquency could be noticed, with a higher and higher danger to society (as a result of increased aggressiveness and of acting in groups), a rise in the number of juvenile delinquents, a decrease in their age, most of the criminal acts being committed by ”juveniles who do not benefit from an appropriate family and social environment, do not attend school or they do not benefit from educational measures provided by their parents, tutors or social services staff” (Tutilesco, 2007, p.46).

According to Rădulescu and Dâmboianu (2003, p.18), even though poverty cannot be considered the direct cause of the rise in

juvenile delinquency, it "nurtures for the most part, in Romania, the 'street children' phenomenon, which in turn determines to a great extent the juvenile delinquency phenomenon".

The evaluation report prepared within the project "Promotion of the rights of children who have committed criminal acts and are not criminally liable" (implemented by the Penal Reform Foundation, the National Authority for the Protection of the Rights of the Child and the Prison Fellowship Romania Foundation, in partnership with the General Inspectorate of Romanian Police) has highlighted the following things: in the opinions of teachers, the contributing factors to delinquency are poor school attendance, teachers' inadequate behaviour towards children, dysfunctionalities in families (families that provide negative models, parents who do not supervise their children, divorced parents, indifferent parents etc.), the negative influence of bands the children belong to, models provided by the mass media, the Internet through access to pornography and violent computer games; despite the significant number of children under the age of 14 who commit criminal acts, specialised protection measures are taken only in few cases; child protection services practitioners estimate that the rate of recidivism is 30-40%; according to police records, recidivism is more common in the case of children coming from the child protection system (Văduva et al., 2009).

Regarding the offences committed by children, the results of a qualitative research (conducted by the Social Alternatives Association, AMI and UNICEF Romania, 2010, pp. 22-23) has showed the following things: the acts committed are more complex as in the previous years; adults involve children in committing offences, but children often act on their own or together with other children; children come from different environments (dysfunctional families, Roma children who drop out of school early, but also children coming from families having good financial situations but who lack parental supervision); other factors include age related rebelliousness, negative influence of peer groups, lack of education and information, models from the mass media.

The analysis of statistical data provided by the National Authority for the Protection of the Rights of the Child and Adoptions (ANPDCA) shows that in the 2010-2014 period, at national level, the most frequent offences committed by juveniles who were not criminally liable were thefts, followed by robberies, bodily injuries and rapes (Table 1); the highest number of criminal acts were committed in the South-East of the country and South-Muntenia, and the lowest number in the West and North-West of the country (Table 2); the areas with the highest number of juvenile delinquents were Prahova county, the cities of Brăila and

Buzău, and those with the lowest or no delinquents at all Ilfov county, the 6th district in Bucharest and the city of Satu Mare.

Table 1.
Typology of offences committed at national level by children who were not criminally liable – 2010-2014

	2010	2011	2012	2013	2014
Theft	1,614	2,588	2,330	2,542	1,629
Homicide	11	1	1	1	1
Prostitution	13	9	0	8	1
Robbery	134	93	157	106	76
Bodily injury	44	51	93	94	40
Rape	19	20	12	39	37
Others	375	776	581	481	420
Total	2,210	3,538	3,174	3,271	2,204

Source: ANPDCA, Data broken down by counties

As it can be seen in Table 2, in the 2010-2014 period the number of juvenile delinquents who were not criminally liable varied. After a significant increase in 2011 (by 60% against the previous year, 3,538 children – which is the highest number in the five years) and a slight increase in 2013 against 2012, at the end of 2014 the lowest number of juvenile delinquents who were not criminally liable was recorded. Nevertheless, the number at the end of that year was still high, over 2,200.

Table 2.
The total number of children who committed a criminal act and were not criminally liable by the regions of the country – 2010-2014

Region	2010	2011	2012	2013	2014
North-East	170	298	304	356	314
South-East	75	868	802	956	745
South-Muntenia	555	733	675	729	333
South-West Oltenia	124	547	518	323	233
West	242	133	132	101	61
North-West	474	191	165	165	73
Centre of the country	529	402	340	369	256
Bucharest Ilfov	41	366	238	272	189
Total	2,210	3,538	3,174	3,271	2,204

Source: ANPDCA, Data broken down by counties

Even though it is far away from the counties on top *at national level*, when looking at the number of juveniles who committed a criminal act and were not criminally liable, Bihor county took *the first place among the counties from the North-Western region* of Romania in 2012 and 2014.

The analysis of the data found in the annual reports of the Bihor County General Directorate of Social Assistance and Child Protection shows that between 2010-2014 the number of children who committed a criminal act and were not criminally liable rose in the first three years, then it fluctuated (Table 3), reaching a peak in 2012 (88 children) and the lowest value in 2013 (26 children). The majority of acts were committed by boys who, most often, came from rural areas. Regarding the age groups, it can be noticed that the share of offences committed by children between the ages of 7-13 increased.

Table 3.

The number of children in Bihor county who committed criminal acts and were not criminally liable, broken down by gender, age groups and the area they came from – 2010-2014

	2010	2011	2012	2013	2014
Total number of children who committed criminal acts and were not criminally liable	48	51	88	26	28
- males	36	38	81	22	27
- females	12	13	7	4	1
- age between 7-13 years	11	17	51	13	22
- age between 14-17 years	37	34	37	13	6
- from rural areas	27	38	62	17	20
- from urban areas	21	13	26	9	8

Source: DGASPC Bihor, Annual activity reports

Regarding the types of crimes committed by juvenile delinquents who were not criminally liable, in Bihor county (Table 4) the most frequent acts were thefts (aggravated thefts, thefts, robberies, complicity to aggravated thefts, aggravated theft attempts, complicity to thefts), followed by breaking into buildings. It is worth noticing that during the five year period a 'diversification' of the acts committed took place, the

'range' being expanded with new criminal acts: rapes, bodily injuries, border crossing attempts, destruction, desecration of graves.

Table 4.
Typology of acts committed in Bihor county
by children who were not criminally liable –
2010-2014

	2010	2011	2012	2013	2014
Theft	7	10	6	1	11
Aggravated theft	29	32	54	23	9
Robbery	-	-	6	-	2
Rape	-	-	-	1	4
Bodily injury	-	-	-	-	2
Prostitution	3	3	-	-	-
Breaking into buildings	1	-	11	-	-
Border crossing attempt without documents/with false documents	-	6	-	-	-
Destruction	-	-	4	1	-
Driving without a licence	2	1	1	-	-
Desecration of graves	-	-	6	-	-
Complicity to theft	1	-	-	-	-
Complicity to aggravated theft	1	-	7	-	-
Aggravated theft attempt	1	-	2	-	-
Others (committing antisocial acts, covering-up crimes, hitting etc.)	3	-	5	-	-

Source: DGASPC Bihor, Annual activity reports

According to the data available for 2015 (ANPDCA, Data broken down by counties, 1st January 2015-30th September 2015), out of the total number of 1,576 delinquent children without criminal liability at national level only two cases were recorded in Bihor county, the acts committed being thefts. When compared with the same period of the previous year, the data show that both the number of juvenile delinquents at country level (1,704 at 30th September 2014) and especially in Bihor county decreased (ANPDCA, Data broken down by counties, 1st January 2014-30th September 2014).

The role of social work in the case of the child who committed a criminal act and is not criminally liable

According to Art. 84 of Law 272/2004, in the case of a child who commits a criminal act and is not criminally liable, the DGASPC having authority of the area where the child lives suggests that either the *specialised supervision measure* or that of *placement* is taken. When one of these measures is imposed, the Child Protection Commission (when the consent of the parents or of another legal guardian is obtained) or the court (when the consent is missing) shall take into consideration: the conditions that contributed to the committing of the act, the degree of social danger, the environment the child lived and grew up in, the risk of committing another criminal act, any other elements that help understand the child's situation. Art. 84 (3) stipulates the parents' obligation to attend *the counselling sessions* organised by the General Directorate of Social Assistance and Child Protection, held within a personalised psychological counselling program.

Law 272/2004 stipulates that during the entire period the social protection measures are applied *specialised services* shall be provided (in order to assist the children in the process of reintegration into society). The law also stipulated that the types of services and the standards on how they should be provided would be defined in a Government Resolution. The child shall be attended and assisted by a psychologist or a social worker, appointed by the General Directorate of Social Assistance and Child Protection in all stages of the criminal investigation (Art. 88).

Government Resolution 1439/2004 on the specialised services provided for children who commit criminal acts and are not criminally liable regulates the types of services intended for this category of children, as well as their provision both by General Directorate of Social Assistance and Child Protection and accredited non-governmental organizations (Art.1). According to Art. 5, 6 and 7 of GR 1439/2004, the following types of services can be provided: *specialised residential services* (organised as centres of orientation, supervision and support for social reintegration); *specialised daily assistance services* (organised as day care centres of orientation, supervision and support for social reintegration); *family type services* (specific training module for those people or families who ensure, in accordance with law, the special protection of a child who committed a criminal act and is not criminally liable). The normative act also includes the objectives of the activities carried out within these services, namely: preventing and fighting children's deviant acts or behaviour, educating children to respect the law, moral values, tolerance, dignity, solidarity; supporting children in

their evolution towards a responsible and honest life; teaching children to be responsible for their lives and making them aware of the factors that could jeopardise their physical and moral development; children's reintegration into school, family or society.

The 2005 study of the Ministry of Justice and UNICEF highlighted the need for services that are adjusted to the needs of these children, both in respect of prevention and intervention. The answers received from institutional actors show that those who work in directorates of child protection consider their activity ineffective, while data obtained from juvenile delinquents show that they continue to commit offences, also after they reach the age when they become criminally liable and are taken over by the legal system. In addition, some other important things were presented in the study, such as the problems related to the participation at counselling sessions (they are rejected by families, the lack of money to transport children from rural areas), the absence of special centres for delinquent children (which means that these children are admitted to emergency centres, along with abused and street children), the lack of involvement and the superficiality of social workers who provide community services.

The analysis carried out by ANPDCA in March 2015, with the help of the 47 General Directorates of Social Assistance and Child Protection (DGASPC), identified as top priority need at local level *the development of counselling and support services for children and families who face juvenile delinquency, aggressive behaviour* (MMFPSPV, 2016).

Within DGASPC Bihor, the *Service for emergency intervention in the field of social work* provides social work services and special protection to children who commit criminal acts and are not criminally liable, and carries out campaigns to raise awareness about the issue of these children. The target group of this service includes, besides the children who belong to this category, their natural, extended or foster families and the local community these children belong to (pursuant to GR 1439/2004). According to the Annual Activity Reports, between 2010 and 2014 the Service for emergency intervention in the field of social work was involved in: the “Crime Prevention Week” campaign, the project called “The Delinquent Child – Approach and Intervention”, which was organised by DGASPC Cluj-Napoca, and the project “Childhood without delinquency” funded by the European Commission and implemented by National Authority for the Protection of the Rights of the Child and Adoptions in partnership with the Institute for Crime Research and Prevention.

A specific objective included in the National strategy for the protection and promotion of the rights of the child 2014-2020 is *encouraging social and family reintegration of children in conflict with the law and prevention of recidivism*, and the measure proposed to achieve that is *developing the network of services involved in the work with children in conflict with the law*.

The county strategy for the development of social services in the field of social work and child protection 2012-2016 mentions among weaknesses at DGASPC Bihor *the lack of a centre for children who committed criminal acts and are not criminally liable*, and among the external factors – threats includes *the lack of specific legal regulations for the children who commit criminal acts*.

Conclusions

The analysis of the statistical data at national level shows a high number of juvenile delinquents who are not criminally liable, the first place being taken the South-East area of the country, where in the past years more than 30% of the cases were recorded, with the highest figures in Brăila county.

Even though in Bihor county the number of juvenile delinquents who committed a criminal act and were not criminally liable was below the country average, the figures of the past years are a cause for concern, as the number of criminal acts committed by children under the age of 14 has increased and new types of juvenile delinquency have been recorded.

A child's delinquent behaviour is closely related to the situation of the family they come from. For this reason it is import to support families (by providing financial and material support, counselling, parenting education etc.) so that they develop and become capable of performing their parental duties and obligations properly.

Leaving the child in the family, by imposing the specialised supervision measure, is not always the best solution, as some families do not provide the appropriate environment for the child's development (either because the parental model the child is provided with is inappropriate or the parents do not carry out their duty of supervising and educating the child). In addition, the parents can be reluctant to cooperate with specialists from the social work field.

In order to support the child's social reintegration and to prevent recidivism, the children's access to specialised services is of utmost importance (Oşvat and Marc, 2014). Starting from the local needs, the General Directorates of Social Assistance and Child Protection can decided about establishing some specialised services for the juvenile delinquent who is not criminally liable. In the care centres set up for

them, delinquent children can benefit from support, legal and psychological counselling with a view to their reintegration into school and society, they can attend various educational and free time activities, as well as take part in games that develop their abilities, they are helped with their school work, they acquire independent living skills, learn how to relate to other people etc. As it is stipulated by the law, the specialised services provide counselling and support for the parents as well, and they carry out information campaigns within the community.

In order to intervene more effectively, an integrated approach and the cooperation between the institutions involved is very important (legal, educational, child protection etc.), along with observing the child in their family, at school, in the community and identifying risk behaviour, as well as monitoring juveniles after the services have been provided.

It is important to also mention the usefulness of programmes implemented by the social work and child protection institutions to prevent and fight juvenile delinquency, the role of social workers in preventing and fighting juvenile delinquency by information campaigns among children, parents, teachers to raise awareness about predelinquent and delinquent behaviour, the ways of preventing them and the consequences of deviant behaviour.

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SUCCESSFUL PROJECTS AND COMMUNITY HEALTH PROJECTS

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Abstract: Project issue: determining the life expectancy of the population of industrial communities (Ursoniu, 1996), depending on the determinants of health, life expectation test calculated by author Peter Russell (Poodwaddle.com).

The study group is an industrial community made up of 41 people, including 19 women and 22 men. Profile of activity: office work at the display screen.

Research methodology: the questionnaire was applied to the expectancy of life, Peter Russell. It consists of a 34-step test for assessing life expectancy without the following parameters (which can be equated as modifiable risk factors and modifiable) (questionnaire adapted from Peter Russell, *Life expectancy calculator*, Poodwaddle.com).

The research results: findings life expectation was realized the following parameters (which can be equated as modifiable risk factors and modifiable).

Conclusions: appreciation expectation of life and health of the population studied industrial community is based on the maintenance of homeostasis, which is kept using the factors sanogenetic.

Key words: successful projects, community, health projects, sanogenetics factors, risc factors.

Introduction

Types of projects:

Professional Projects (we are committed to the company and with colleagues, participate in achieving the vision and common objectives);

Scientific projects;

Student Projects (eg. EfaStud conference);

Personal projects (family, etc.).

Below we present the stages of a successful project (figure 1).

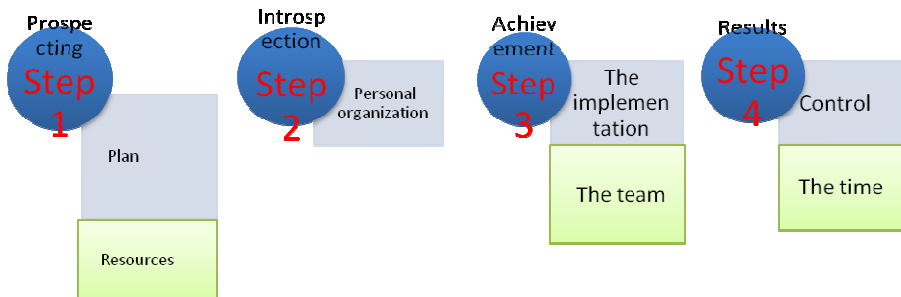


Figure 1. The stages of a successful project

Step 1. Prospecting:

The plan of the project:

Clear and unified vision of the purpose and **desired results**;

Detailed planning of the action;

Clear roles and responsibilities;

High standards, performance / excellence.

Resources:

Financial resources (many);

Time (or not we have, or we do other activities needed for survival), or pretend that we do not have (the famous 'No time!'), when in fact we feel and we are not willing to make time;

people involved (team / motivation);

Knowledge, logistics (how to get what **we want to accomplish**).

Step 2: Personal organization

Step 3: The implementation of the project. It is realized by the project team.

The implementation can be done in two ways: modeled after the Western model or oriental.

Western model has the following characteristics:

Planning is short, but the implementation is long. We think little / not at all what we did and what we do. We react emotionally to situations that life brings to us, without us making any advance plan on how to overcome them. Most people are still in this situation because they make

choices from an emotional, rather than rational level up (thinking) or, better still, intuitive level. And this happens because of genetic and cultural programming (environmental).

Planning short (or lack thereof):

=> High probability of error / failure (and see them, interpreting them as a failure and not as steps to success).

=> Higher consumption of resources while broader exposure due to changes that may occur in the environment, II society in which they live.

The oriental Japanese model:

Planning and implementation is long. Spend more time thinking steps in advance, gathering useful information, resources evaluating different options, different courses of action. It is a model that relies more on the elections from the rational and intuitive.

Implementation:

=> Peccability is much smaller,

=> Costs are lower,

=> Chances of success at the appropriate time increase => Success!

The conclusion of success:

This emphasis on planning - human being (inner knowledge, health, communication),
(Sillany, 1996).

Knowledge:

Knowledge of bio-psycho-social: WHO defines health as 'a state of complete well in terms of physical, mental and social and not merely the absence of disease or infirmity' (WHO, 2002). Under this concept of individual it is perceived as a whole: bio-psycho-social and his health is complex balance between body and environment, with the possibility to adapt the organism to the environment (homeostasis) (Gavrilă, Gavrilă, 2016).

Inner

1. What is your health (medical analyzes and investigations);
2. Who are you? What resources genetics soul / energy you? What values determines your behavior? Tests temperament / personality) => true identity;
3. What you really want? What you can do? => The vision of what you want and you can become (personal development)

External (the universe of life, family, extended family, community, town).

Success is primarily an expression of who you are, not what you do or what you have!

Prevention:

Healthy lifestyle, healthy behaviors education;
Emotional balance (positive, progressive);
Ascending;
Communication (neurolinguistic programming, education, psychology, etc.) =>
quality human relationships.
Measure the success of <= Knowledge + Communication.
1 and 2 steps, the final step 3 communication (Western model: communication without knowledge).
You mean 'we are right, this is what is right - first tools for communication, interpersonal relationships of any kind (how to make money, how to attract love', pleasures and amusements of any kind) the rest (self-knowledge, health) less ultimately, almost all, anyway less important '=> cursory knowledge of the world we live.
Knowledge is the key to a genuine success => genuine leader in the consciousness of society in the long term.

Successful project to health evaluation of the population

Life expectancy is passing in a particular rhythm and individualized health through various steps to exitus (Gavrilă, Gavrilă, 2016).

It has been shown that longevity and vitality of a human individual not only known genetic determinism, it is influenced by: the personal style of life, activity, stress levels and vocational everyday health. Personal style of life is given type of behavior, which in turn are influenced by social factors, the existential context of the individual (traditions, lifestyle habits, education level, etc.), (Gavriliuță, 2003). We can thus conclude that the lifestyle of an individual is the sum of its behavior, conditioned by the social context of existential moment (Gavrilă, Gavrilă, 2016).

Project objectives

Determining the life expectancy of the population of industrial communities (Ursoniu, 1996), depending on the determinants of health, life expectation test calculated by author Peter Russell (Poodwaddle.com).

The study group

Is an industrial community made up of 41 people, including 19 women and 22 men. Profile of activity: office work at the display screen.

Research methodology

The questionnaire was applied to the expectancy of life, Peter Russell. It consists of a 34-step test for assessing life expectancy without

the following parameters (which can be equated as modifiable risk factors and modifiable) (questionnaire adapted from Peter Russell, Life expectancy calculator, Poodwaddle.com).

The research results

Findings life expectation was realized the following parameters (which can be equated as modifiable risk factors and modifiable) (questionnaire adapted from Peter Russell, *Life expectancy calculator*, Poodwaddle.com):

Date of birth (chronological age);

Real biological age (health age, years of health or personal biological age health: (eg. real biological age of an individual health smoker for 30 years with great age is 36 years);

Gender (female/male);

Breed (type indo-American, Asian, Black race, Caucasian, Hispanic), (bmj.com);

Body mass index (calculated as the ratio of body weight in kilograms and height in meters squared: $BMI = G/h^2$ (kg/m²), with interpretation in standardized tables for age and gender (medicalcriteria.com);

Daily physical activity organized as exercise;

Daily stress (constant level of stress) (Gavrilă, Moldovan, 2014);

Number of hours of sleep per night;

The level of training, education (environment, postgraduate) (Salade, 1995);

Blood cholesterol values (total cholesterol, low-density fractions type HDL cholesterol are used for predicting cardiovascular risk), (Pușchița, 2005);

Blood pressure;

Smoking (years of smoking, the average number of cigarettes smoked/day, consider including passive smoking) (Gherasim, 1995);

Family history of coronary heart disease (first degree relatives);

Longevity in the family (parents, grandparents);

The level of health education (regular medical checks PMC and other medical examinations clinical and laboratory prophylactic);

Personal history of heart disease (angina, electrocardiogram ECG with amendments) (Gavrilă, 2015);

A history of respiratory pathological (chronic bronchitis, emphysema, asthma, etc.);

Personal history of digestive pathology (colitis, peptic ulcer, liver);

Diabetes (insulin-dependent).

Conclusions

Appreciation expectation of life and health of the population studied industrial community, is based on the maintenance of homeostasis, which is kept using the factors sanogenetic (figure 2). By understanding any condition sanogenetic factor scientifically proven that its presence helps to maintain or improve health. This can contribute to maintaining the health of a human individual by a proper behavior, reducing risk factors (Rogers, 1951).

$$\begin{array}{c} \text{Sanogenetic factors} \\ \text{Health} = \text{-----} \\ \text{-----} > 1 \\ \text{Risc factors} \end{array}$$

Figure 2. The equation of health determinants (Gavrilă, Gavrilă, 2011)

As a professional risk factor was identified, mostly static position in the office.

Discussions

It proposes improving the health of the population by reducing professional and personal risk (Gavrilă, Moldovan, 2014).

Occupational risk is improved by educating workers regarding work breaks: 10 minutes to 1 hour break and mobilization by raising office and making a few steps across the room and/or outdoor.

Personal risk factors monitored by follow-up the health of each person, the doctor. It specializes informing the person on national preventive health programs and/or cleaning (Lucuț, Rădulescu, 2000).

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SOCIAL PERCEPTION OF CANCER AND ITS IMPACT ON THE LIFE QUALITY OF CANCER PATIENTS FROM ROMANIA

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Abstract: In the case of disease, behaviour is a normative experience governed by cultural rules. Thus, it is not surprising that cross-cultural and historical variations about how diseases have been defined and how people have adapted to them over time can be traced. The main objective of this paper is to highlight existing perceptions about disease among the population with cancer from Romania and the implications that their perceptions about the disease increased their life quality. The main factors on which we focus are: perception of cancer, self-construal and life quality. The results that we expect are: on the one hand, the perception that the disease is incurable, with episodes of relapse, that it is strongly represented on an emotional level and that it lacks coherence for patients, which all lead to poor adjustment to the disease and poor life quality. On the other hand, self-perception of oneself as being independent leads to a decreased quality of life.

Keywords: cancer, self-construal, life quality, perception of disease, culture, cognitive models

Cultural patterns linked to the neoplastic disease

The moment one diagnoses a disease, whichever this may be, the attitude that anyone of us adopts is that of understanding what has happened to us, what that diagnosis written on the paper means. Most of the time, the meanings that we attach to a disease are governed by the meanings and labels given to the cultural environment that we come from. This idea is also supported by the specialised studies which view disease as a cultural construct.

The situation becomes even more problematic, if we talk about the establishing of a diagnosis for a serious chronic disease with a high potential of altering life, and one of these diseases is cancer itself. As Miller (2000) also shows, besides managing his / her internal states altered by such a diagnosis, the patient also confronts social challenges whom s/he must face: maintaining his / her state of normality, adapting to altered social relations, adapting to social roles which modify, managing the social stigmatization of the disease s/he is confronted with and maintaining his / her feeling that things are under control.

It has been proved that the cultural factor affects the reaction that the individual will have, once the physician has established his / her cancer diagnosis, once s/he must comply with the treatment requirements and while s/he adapts to cancer. In the case of the persons with metastasis, final stage, cultural factors will influence patient's and his / her caregiver's emotional and behavioural answers to dying and mourning.

Social perception of cancer as a disease causing one's death determines a distortion of patient's image at the level of collective representation; the patient being condemned to death becomes a marginalised person. Also, at the level of collective representation, cancer is regarded as a transmissible disease as well.

A social construct which contributes to the understanding of the disease and implicitly to one's reaction to the disease is *self-construal*. From this point of view, we can speak about two interpretations, different perceptions of self, *independent self* and *interdependent self*, which are thus seen as factors that affect the attitudinal and normative components of the individual. Understanding oneself in relation to others, either as independent or as interdependent, influences cognitions (attention, cognitive representations, cognitive elaborations), emotions (experimenting and expressing some particular emotions) and motivation (cognitive consequence and affiliation).

Markus and Kitayama (1991) speak about the fact that persons, who view their selves as independent, see themselves as stable and separated from the interpersonal context, value self-promotion, autonomy, assertiveness and uniqueness. On the other hand, persons who view themselves as interdependent see themselves as being flexible and connected to others, connected to the social context, valuing group harmony.

Due to the fact that they are included in social and group relations, people with an interdependent perception of themselves can be rather preoccupied with the interpersonal and social consequences of disease, such as the effects that disease can have on the others or on their

social relations. At the other end, people who view themselves as independent, who see themselves as separated from the social context and the relations they have, may be much more inclined to think of the individual consequences of disease and the way in which disease affects their own behaviour, their state of well-being or self-construal.

On the background of these social cognitions linked to disease, people create their own *perceptions linked to disease*. The perceptions linked to disease are organised cognitive representations or beliefs that patients have regarding their disease. Also, recent research shows that perceptions linked to disease, especially in the case of chronic diseases, are associated with self-control behaviour and behaviour linked to life quality.

Some studies highlight the fact that in the case of those patients who generally have negative perceptions about disease, those perceptions are associated with an increasingly severe disability and also with a very slow recovery, independent of the seriousness of the initial medical condition (Botha-Scheepers S, Riyazi N, Kroon HM, 2006).

Thus, we can notice how all social cognitions work together to give an image about disease and an answer concerning disease, a reason for which we can talk about a diseased person's *life quality*.

While confronting cancer, both patient and family can face difficulties resulting from the difference between the expected level of well-being and the one which s/he experiences in reality. Consequently, paying attention to life quality becomes an important factor in taking decisions, finding supportive care and assessing given answers.

Cultural environment has growing influences on oncologic patient's life quality. Here, we can mention the fact that the patterns of establishing cancer diagnosis and the prescribed treatment, historical factors, as well as the beliefs and cultural values differ from one culture to another. Cancer rate varies from one country to another. In many parts of the world, there are very few resources allocated for early detection of cancer and as a consequence, cancer is discovered in very advanced stages. In the countries and cultures where cancer is inevitably connected to pain and death (especially because in most countries pain management is inadequately managed), the suffering associated with such a diagnosis and its destructive effects on life quality seem to be considerably greater than in an environment where pain can be controlled, tiredness can be prevented and one can hope to be possibly healed.

Research methodology:

Hypotheses:

- The perception of the disease as uncontrollable, with serious consequences and greatly represented on an emotional level led to a poor life quality on all its components.
- The self-perception of oneself as independent has negative influences on life quality during illness.

Participants:

Each subject's testing was done by consensual agreement. The patients were informed about the aim of the research, having been explained the aim of the research, as well as the fact that they were volunteers in the study and had the possibility of withdrawing at any moment, if they considered that their rights were infringed or their integrity compromised or their privacy violated. After each patient had expressed his / her agreement, subject testing followed. Testing was done individually under the form of a structured interview. Questions were part of the used questionnaires, each subject being asked the same questions, in the same order. There was not any time limit for them to answer the questions, the personal answering rhythm of each subject being respected.

A total number of 161 patients participated in this study. The patients were considered eligible, as long as they were diagnosed with cancer, were under treatment and were speakers of the Romanian language. The criteria of the study did not include the disease type, localisation and stage, there being only one remark in this respect - the study does not include the diseased patients who were administered a palliative treatment and were in a final stage without a possibility of healing. Also, the study does not include relapsing patients, patients with significant pains or those who are immobile. The age group of the study patients is 30-70, there not being any wish to make differences from the point of view of this criterion or from the point of view of sex.

Used methods:

The questionnaires used for testing were translated into the English language. The translation was done by a group of three translators. The questionnaires were translated from the English language into the Romanian language, retranslated by a second translator from Romanian into English and then the third translator verified the correspondence between the two translations. The fidelity of each questionnaire was measured by computing the internal consistency coefficients of the items (Alpha Cronbach); I also used factor analysis in

order to check the structure of the factors. The questionnaires used are the following: *The Revised Illness perception questionnaire* (Moss-Morris, R., Weinman, J., Petrie, K. J., Horne, R., Cameron, L. D. & Buick, D. (2002), *Scala Singelis* (independence – interdependence), which was conceived by Singelis, T. M., Brown, W. J. (1994), *Quality of Life in Adult Cancer - QLAC*.

Statistical methods:

For data analysis, I used multiple hierarchical regression. I have chosen this method first of all because of the fact that our aim was to show the influence of disease perception and self-perception factors on explaining life quality, i.e. the process itself and not the subjects, not wishing to make an estimate of subjects’ values. On the other hand, it is difficult to isolate a causal relation in the absence of an experimental design, multiple linear regression used with an explanatory purpose being the main way of statistically controlling the influence of other variables on the relation between the ones focused on. For the first hypothesis, multiple regression was used by employing the stepwise method, because in their case no clear theoretical pattern had been found on which we could base our factor choice.

Results:

The perception of the disease as uncontrollable, with serious consequences and greatly represented on an emotional level led to a poor life quality.

We will present the data obtained following the statistical analysis of each dimension of life quality emphasising the influence that the factors of disease perception have.

Table 1
Results obtained following the regression analysis focusing on the influence of disease perception on life quality (N=161)

Predictor	Persistent		Consequences		Personal control		Treatment control		Coherence		Cyclical persistence		Emotional rep.	
	B	rsp	B	rsp	B	rsp	β	rs P	β	rsp	β	rsp	B	rsp
Negative feelings			.14	.12	-.28**	-.26	.20*	.17					.27**	.22
Positive feelings													-.38**	-.38
Cognitive problems			.18*	.17			-.15*	.14			.14	.13		
Pain											.18*	.15	.34**	.29
Tiredness					-.16*	-.15					.26*	.25		
Sexual function											.18*	.18		

Social avoid.										-.22**	-.22				
Financial problems	-.17*	-.15	.29**	.27						-.14	-.12				
Benefits			.16*	.15	.23**	.21	-.18*	-.17							
Familial suffering			.22**	.21	-.23*	-.22				-.26**	-.25				
Body image	.31**	.27	.20**	.19	-.18*	-.17				.14*	-.13				
Relapse			.14*	.12	-.15*	-.14								.47**	.40

Thus, for the first dimension of life quality, *negative feelings*, the factors of disease perception which influence them significantly are the following: disease consequences ($.29$, $p < .00$), personal control ($-.29$, $p < .00$), cyclical persistence ($.18$, $p < .00$) and emotional representation ($.34$, $p < .00$). From the point of view of their share, as far as negative feelings are concerned, one can notice that personal control ($\beta = -.28$), emotional representation ($\beta = .27$), treatment control ($\beta = .20$) and consequences ($\beta = .14$) have the greatest share. Also, by analysing the regression coefficients, one can notice that the only factor which significantly contributes to the explanation of positive feelings is the emotional representation of the disease ($\beta = -.38$).

For the component of life quality linked to cognitive problems, one can notice that the only factor of the chosen ones which does not give a significant total is personal control. In the data obtained, as a result of the last regression equation, one can notice that the only factors found to significantly influence cognitive problems are disease consequences ($\beta = .18$), treatment control ($\beta = -.15$) and cyclical persistence ($\beta = .14$).

In the first data obtained, following the regression analysis, one can notice that the factors of disease perception are significantly correlated with *pain*. While analysing the results of the regression coefficients, one can also notice that the only factors which significantly contribute to the explanation of pain are the cyclical persistence of the disease ($\beta = .18$) and the emotional representation of the disease ($\beta = .34$).

The next component of life quality is *tiredness*. In the first data of the regression analysis, one can observe that the factors of disease perception are significantly correlated with tiredness; the only factor, for which a significant relation is not present, is represented by treatment control. In this case as well, one can notice that the negative relations between the component of life quality and personal control and disease coherence are maintained.

In the data obtained, following the comparison of the models efficiency, one can notice the fact that if the factors of personal control and cyclical persistence are included, the efficiency of the model grows ($R^2= 36$, $\Delta R^2= 0,35\%$), which can also be seen in the analysis of the regression coefficients. As a result, the factors which have the most important contribution to the estimation of tiredness are cyclical persistence ($\beta= .26$) and personal control ($\beta= -.16$).

For *sexual function* as a component of life quality, in the first data obtained, following the regression analysis, one can notice the fact that the only factors with which it correlates significantly is disease coherence ($-.13$, $p < .03$) and cyclical persistence ($.18$, $p < .01$). Consequently, the only factor which significantly contributes to the explanation of sexual function, according to the data obtained, following the analysis of regression coefficients is the cyclical persistence of the disease ($\beta= .18$).

In the case of the life quality component which focuses on the *relation between individual and society* during the disease period, one can notice the fact that most of the disease factors significantly correlate with social avoidance, the only ones, in the case of which one does not record significant results, are the factors of personal control and cyclical persistency. Also, we can also mention the fact that as in the case of the other life quality components, social avoidance also correlates negatively with treatment control ($-.15$, $p < .02$) and disease coherence ($-.22$, $p < .00$). If the other predictors are kept under control, one can notice an increasing dispersion in the case of this criterion ($R^2= 0,67$), as in the case of the explanatory power of the estimative model ($\Delta R^2= 0,27\%$), if the factor of disease coherence is taken into account. The analysis of the regression coefficients implies the fact that the only predictor which has a significant contribution in explaining social avoidance is disease coherence ($\beta= -.22$).

Financial problems. Thus, in the first results, one can notice the fact that the only factors of disease perception which do not correlate significantly with financial problems are those of disease persistence, personal control and treatment control. Also, one can notice that there is a negative relation ($-.13$, $< .04$) between disease coherence and financial problems. By analysing the data obtained in order to compare models efficiency, one can notice that if the predictor of disease consequence was included, the explanatory power of the model grew $\Delta R^2= 0,83$. Also, if we analyse the data of the regression coefficients, we can notice the fact that the only factors of disease perception which contribute to the explanation of financial problems are disease consequences ($\beta=.29$), disease coherence ($\beta= -.14$) and even if there has not been found any noteworthy connection between financial problems and disease

persistence, following the correlational computation, by controlling the variables, disease persistence was found as a factor which contributes to the explanation of financial problems ($\beta = -.17$).

By analysing the results obtained for *disease benefits*, in the first data, one can observe the fact that there are only three factors of disease perception which significantly correlate with disease benefits: disease consequences (.14, $p < .05$), personal control (.13, $p < .05$) and emotional representation (.15, $p < .05$). Also, one can notice that if the factors of consequences and personal control have been included in the regression equation, the explanatory power of the model grows ($\Delta R^2 = 0,34\%$), and if to this model, the factor of treatment control has been added, the explanatory power has again grown ($\Delta R^2 = 0,13$), a growth which can exclusively be considered as having been the result of the influence exercised by treatment control. In conclusion, following the analysis of the correlation coefficients, the only factors of disease perception which significantly contribute to the explanation of disease benefits are disease consequences ($\beta = .16$), personal control ($\beta = .23$) and treatment control ($\beta = -.18$).

The results obtained for *familial suffering* show the fact that each of the factors of disease perception significantly correlate ($p < .00$) with familial suffering, with the specification that the existing connection between familial suffering and personal control, treatment control and coherence, is a negative one. Also, we can notice the fact that if the factors of disease consequences ($\Delta R^2 = 0,52\%$), personal control ($\Delta R^2 = 0,50$) and coherence ($\Delta R^2 = 0,40$) have been included in the regression equation, the explanatory power of those models grows. Thus, as one can also notice in the analysis of the regression coefficients, the factors of disease perception which have significantly contributed to the explanation of familial suffering are: disease coherence ($\beta = -.26$), personal control ($\beta = -.23$) and consequences ($\beta = .22$).

And for the life quality component which measures the modifications which have appeared at the level of *body image* following the healing treatment for cancer, in the first results, one can observe the fact that all the factors of disease perception significantly correlate with this component at $p < .00$. In this situation as well, there are negative relations between body image and the factors of personal control, treatment control and disease coherence. The factor of disease perception which most significantly contributes to the emphasis of the regression model is disease persistence ($R^2 = 24$, $\Delta R^2 = 24\%$), the next factor which contributes to the growing of the model explanatory power are disease consequences ($R^2 = 28,7$, $\Delta R^2 = 0,47\%$), personal control ($R^2 = 32,1$, $\Delta R^2 = 0,34\%$) and coherence ($R^2 = 34$, $\Delta R^2 = 0,17\%$). By analysing the regression

coefficients, one can also notice that among the factors of disease perception which significantly contribute to the explanation of body image, one can find disease persistence ($\beta = .31$), consequences ($\beta = .20$), personal control ($\beta = -.18$) and coherence ($\beta = -.14$).

The *relapse theme* significantly correlates with each factor of disease perception at a significant threshold of $p < .00$. As in the case of the other life quality components, negative relations have been found between the fear of relapse and the factors of personal control, treatment control and disease coherence. By analysing the regression coefficients, one can notice that the only factors of disease perception which significantly influence the theme of relapse are disease consequences ($\beta = .14$), personal control ($\beta = -.15$) and emotional representation ($\beta = .47$).

The self-perception of oneself as independent has negative influences on life quality during illness.

The factors of sexual appurtenance have been included in this hypothesis, so that a better control over the predictors of self-perception may be maintained, as they do not represent a direct interest as far as the objective of our study is concerned.

By analysing the data obtained following the statistic computation, we can notice the fact that perceiving oneself as independent or interdependent has a decreased influence on estimating life quality, being included in the explanation of only a few components of life quality, their share being a modest one.

Table 2

Results obtained following the regression analysis focusing on the influence of self-construal on life quality (N=161)

Predictor	ΔR^2	Sex		Interdependent		Independent	
		B	rsp	β	rsp	B	rsp
Criterion							
Negative feelings	0,01%	.13	.13				
Positive feelings	14%					-.35**	-.33
Cognitive problems	0,08%						
Pain	0,12%					.18*	.11
Tiredness	0,17%					.12	.11
Sexual function	0,07%						
Social avoidance	0,09%						
Financia	0,03%	.20*	.19				
Benefits	0,74%	.16	.11	.15*	.14	-.27**	-.25
Fam. suffering	0,01%						

Body image	0,1%	.10	.10	.10	.09		
Relapse	0,09%						

By analysing the results obtained, we can say that a higher degree of independence can contribute to the amplification of pain ($\beta=.18$) and of the degree of tiredness ($\beta= .12$) which the diseased person feels following the confrontation with cancer.

The women suffering from cancer are more predisposed to finding benefits while being ill, if they perceive themselves as interdependent ($\beta= .15$) in their relations with others.

Perceiving oneself as interdependent also explains the perceptions they have of their physical aspect ($\beta= .15$). By analysing the data obtained, we can observe the fact that the women who have an interdependent perception of themselves can manifest modifications of their body image following the confrontation with the treatments undergone.

As a last piece of information that we can extract from the data obtained (table 5.2), we can mention that apparently women suffering from cancer can have more intense negative feelings ($\beta= .13$) deriving from the disease and can also express their discontent more manifestly in relation to financial aspects ($\beta=.20$). Also, as I have earlier mentioned, women are more inclined to find benefits in the disease ($\beta= .16$) and are more preoccupied by their body image ($\beta= .10$).

Discussions:

The data obtained show that the share of perceptions linked to the disease which help explain life quality is high, especially on certain dimensions. From among the life quality dimensions most highly influenced by disease perception, we can mention fear of relapse, development of negative feelings, body image, suffering linked to family, disease benefits and financial problems. From among the predictors of disease that have obtained the highest percentages in the explanation of life quality, we can notice that emotional representation has the highest scores, especially for fear of relapse, which is followed by the perception of personal control over the disease, the consequences which the disease can have, cyclical persistence and disease coherence.

As a result, we can notice that the moment the disease is experienced on an emotional level as a state of fear, anger, depression, anxiety, the patient will feel the fear of relapse much more intensely, will have the tendency to develop negative feelings linked to the disease much more easily and the physical pain will be felt much more intensely.

Also, we can observe that following the analysis of the data, the fear of relapse, so frequent among cancer patients, also tends to intensify, if the patient feels that s/he has no control over his / her disease.

The perception of the disease as having serious consequences both on a personal level and on a familial level leads to the perception of a lower life quality in all its dimensions. The highest percentage is that which explains financial problems, those linked to cognitive capacity, body image and familial suffering, but also to fear of relapse.

If the patient does not succeed in finding meaning in his / her disease, in understanding it, in attributing certain causes or significations to it, the disease will lead to a lower life quality, especially because of the patient's tendency of isolating himself / herself, of imagining scenarios connected to the members of his / her family becoming ill as well. Also, one can notice a lower life quality, if the disease is perceived as having cyclical manifestations, a situation which leads to the intensification of physical suffering and thus, to a lower life quality and a less successful adaptation to the disease.

In the data obtained, we can observe that the perception of one's own self contributes to the estimation of life quality to a lesser extent. However, the perception of oneself as independent influences the appearance of positive feelings, in an inverse relation, which leads to the thought that the persons preoccupied with the satisfaction of their own needs and interests will less often have a positive state of mind in relation to the disease, which nevertheless does not mean that the persons dependent on their relations with others are more predisposed to developing these feelings, at least this results from the data which we have obtained. We could see this as the fact that the development of positive feelings is not dependent on the way people perceive themselves.

It seems that a very clear distinction between oneself and others, the exclusion of others from one's personal space and a main focus on oneself bring problems of a physical nature besides relation problems. It is possible that the patients who see themselves as independent may feel the pain and tiredness associated with the disease and treatment more intensely.

A perception of self which is rather interdependent is beneficial to the patient, because the isolation tendency is much more reduced, this being only a beneficial aspect for the person suffering. As a general idea, women with a higher degree of interdependence are much more predisposed to finding benefits in the disease, benefits which are usually associated with a state of well-being, determining an increase in life quality.

Conclusions:

The perception of the disease can be integrated as a factor which rather influences cognitive structures. The perception about the disease is viewed as a cognitive schema, being a social construct. Thus, as a factor which influences the patients' cognition, this perception linked to the disease is noticed to explain almost all components of life in high enough percentages. In explaining fear, the highest degree is represented by the idea that the disease may start again, which is also reasonable taking into account that this cognitive schema includes the components of consequences, personal control, coherence, persistence, emotional representation. As one can observe, the problems connected to sexuality, isolation and emotional experiences have the lowest impact in explaining life quality.

Both the cognitive perceptions connected to the disease and the self-perception of oneself are social constructs, acquired by the individual following the experiences which one undergoes along the course of one's life in a given cultural environment. What is really surprising following the results obtained in this study is the fact that patients suffering from cancer and living in Romania adopt the same type of behaviour regarding the disease with any other person from a different cultural environment suffering from cancer. Also, the transformations of life quality are the same regardless of the cultural environment the patients come from. Consequently, we could conclude that neoplastic diseases have the same representation at the level of collective imagination regardless of the original cultural environment. The cultural differences concerning one's reaction and adaptation to cancer probably surface on other main components of the person's internal structures. Here, we could especially mention the factors of emotional nature, personality structure, coping strategies, religious behaviours, spiritual experiences, etc.

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TEACHERS` ATTITUDE TOWARDS GIFTEDNESS

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Abstract: Concerns related to giftedness and the educators` role in giftedness have been and still are a topic of interest for both researchers and practitioners. Contemporary definitions of giftedness are focused on the psychological profile of the gifted child which involves certain behaviours. All researchers concerned with the issue of giftedness state that giftedness has innate characteristics; intelligence is mandatory but not sufficient in achieving results. Other important aspects are also relevant in striving for performance. The teachers` open, proactive attitude plays an important role. They need to treat children according to their own individuality and they should use the most effective teaching resources that would stimulate the child`s innate potential.

Keywords: gifted, teachers attitudes, stimulate, innate potential, quality of teaching

1. Heredity, educability, social environment

The issue of giftedness and its numerous theories is an important matter presented by Sternberg & Davidson, 2005; Horowitz, Subotnik, & Matthews, 2009; Papierno, Ceci, Makel, & Williams, Sternberg & Kaufman, 2011 for a very long time. There are various theories of giftedness; however they are not conclusive yet. The issue is still up-to-date, under research and inquisitive. Researchers still try to answer the question of what giftedness is and identify methods to stimulate it. It is stated that giftedness as innate ability requires educational interventions that would lead to development. So how can we interfere, by what means, with what methods and what environment favours the development of the potential shown by the gifted? Another question refers to the intervention period, when should one interfere so as to develop the potential of the gifted, what is the most appropriate age for intervention? The opinions are different; some specialists support the idea of early intervention because "giftedness can be viewed as developmental, in that in the

beginning stages, potential is the key variable” (Subotnik, Olszewski-Kubilius, and Worrell (2011). Other specialists believe that giftedness is a static quality (e.g., Lohman & Korb, 2006; Simonton, 2005). The different perception ways are determined by the difference between giftedness and talent. Giftedness is an asynchronous development, which blends advanced cognitive abilities of high intensity to create an internal experience and an illumination which is quality different from the common norm. Intelligence is not only an ability to acquire and process information, ability to reason and solve problems. It also involves various types of innate abilities. Cognitive psychology and neuropsychology stress out a new evidence, namely that intelligence is mostly determined by neurological efficiency. Intelligence is also determined by the rate of adjustments which involve good understanding and problem solving skills and strategic adaptation. The later involves cognitive flexibility according to concrete problem solving situations. (Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. ,2007) Sternberg, (1991) started from the idea that intelligence depends on simple, cognitive operations but it is not identified with them. Thus, he focused on the discovery of complex cognitive components of intelligence and identifies three main components of intelligence:

- meta-components (processes of high complexity which occur in planning, management and decision making);
- performance components (as means or procedures subordinated to strategies of solution identification);
- information acquisition components (which occur in collecting, combination and selective comparison of information).
- Individual differences in people`s intellectual activity occur due to the way cognitive components and processes function, their speed and abilities. R.J. Sternberg identifies three forms of intelligence:
 - analytical intelligence;
 - creative intelligence;
 - practical intelligence.

New findings in the field of psychology highlight the aspect that intelligence is not unitary and it cannot be described by a number. It is multidimensional and has multiple sides. It is not easy to make a clear distinction between being intelligent and lacking intelligence. A more appropriate statement can be done when reference is made to the specific manner in which a person is intelligent. A person can be intelligent in one direction and have shortcomings in other directions Sternberg, R. J., &

Davidson, J. E. (Eds.). 2005). (Sternberg & Davidson, 2005 and Sternberg, 2005),

Talent is a person`s ability to show superior efficiency in a specific activity in a field of human behaviour like academic, technical, artistic, relational areas with positive results on a social level.

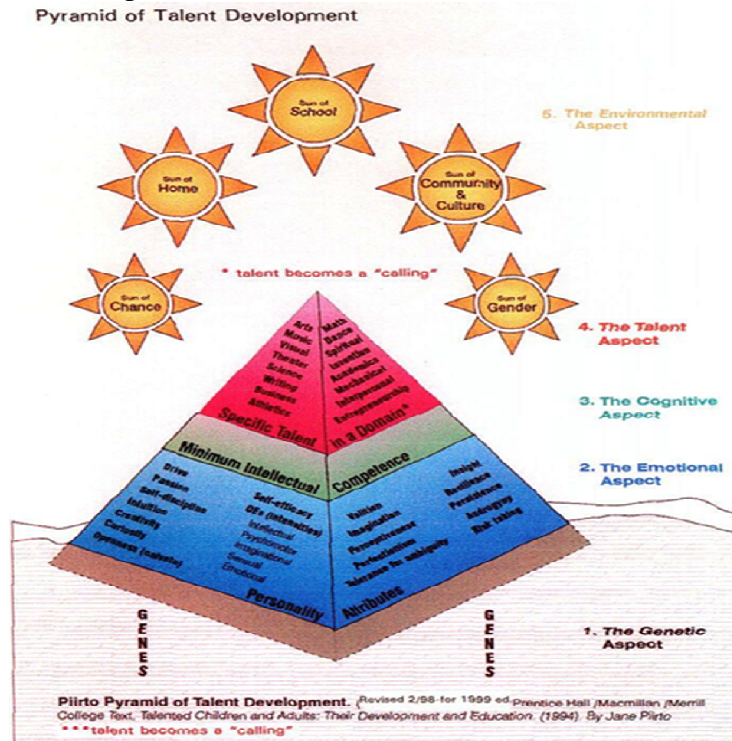


Figure no I.2.- Jane Piirto`s Pyramid of Talents
(personal.ashland.edu/~jpiirto/Piirtopyramid.htm)

Some researchers consider that genetics favours giftedness; recent studies in genetics reveal that giftedness is mostly determined by innate cognitive abilities (Plomin et al., 2008). Research on the volume and dimension of brain have led to certain considerations on the correlation between the quality of cognitive abilities and the brain dimension (Haier, Jung, Yeo, Head, & Alkire, 2004).

Although numerous genetic studies have been conducted in the attempt to identify the exact genes which influence giftedness (Tsankova, Renthal, Kumar, & Nestler, 2007), the conclusions tend to reveal that there are certain epigenetic determinations in giftedness. The educational environment can influence epigenetics through proper stimuli. The prerequisites of a harmonious human being involve the relationship with the education and the need to seek education. Education is that feature of human beings which makes them sensitive to positive influences of

education with its multiple training perspectives. It includes that function of education which converts into the human being's ability of self-education and of being educated. In psycho-pedagogy, the notion of education is associated to the following connotation: the potential of human training under the influence of environmental or educational factors (Gavrila-Ardelean, M., Moldovan, O.D., 2014). A socio-pedagogical definition refers to giftedness as the human being's availability (or ability) of being responsive to educational influences (organized or not) and thus acquire progressive acquisition which would be visible in his socio-individual behaviour. The phenomenon of educational action is extremely complex; besides the human beings' availability of education or self-education, there are also numerous side factors which act upon the trainee/learner in various efficiency degrees. Educators-teachers should know whether the person (learner) can be ranked in the category of educable or non-educable people and the extent to which external factors are compatible with internal ones. A person's chance of placing him/herself under the influence of education depends also on how effective is the educational action offered by the subject of education but also by the educational relationship between educator and learner. It is states that: *education is both a human and a social relationship between educator and learner; relationship in which the first one aims for the intentional change of the second according to a well-defined goal.* Coherent and unitary educational influences presented by the family, school, social environment and the community, the ethno-community and the national community become important factors in the development and shaping of human personality. Genetics, heredity interact in a complex manner under the influence of education. They bring about educational consonance and dissonance leading towards various degrees of adaptation or lack of adaptation. Educational environment can be an appropriate pedagogical environment if there is a coherent set of educational influences adapted to the children's individual development level and age characteristics. For the gifted, the pedagogical environment involves aspects specific to their defining features, which educational styles need to take into consideration.

2.Methods

I have designed a questionnaire based on Gagné and Nadeau's model (1991) *Opinions about the Gifted and Their Education* to determine the teachers' attitude towards giftedness and the gifted. I have used it to assess the teachers' attitude towards giftedness. The questionnaire has been applied to a number of 100 preschool teachers who work in preschool education and a number of 100 students enrolled

in Bachelor studies in Pedagogy of preschool and primary school education.

The questionnaire consists of the following items:

1. What do you know about giftedness?
2. Define giftedness.
3. Define talent.
4. Mention some articles or books you have read on giftedness.
5. Have you encountered gifted children in your class?
6. How have you realised that they are gifted?
7. How do you identify the gifted?
8. What should be done in the classroom to identify the gifted?
9. Are the gifted stimulated at school?
10. What are your proposals to stimulate and develop the potential of the gifted?

I will assess the answers on a ranking scheme with 5 for a correct answer, 3 for a satisfactory answer and 0 for an unsatisfactory answer. The answers provided by the questionnaire are very good, satisfactory, and unsatisfactory.

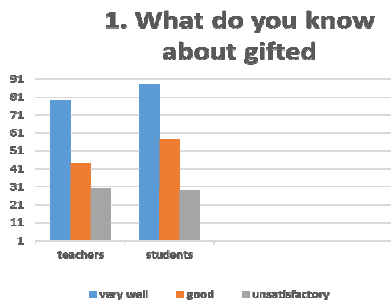


Figure 1. Question 1

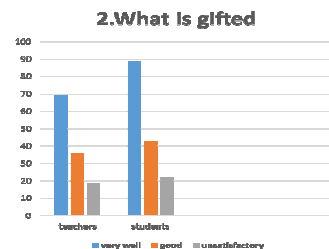


Figure 2. Question 2

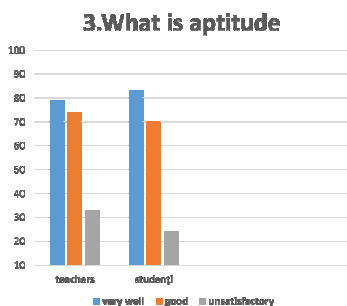


Figure 3. Question 3

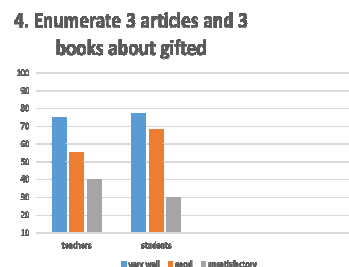


Figure 4. Question 4

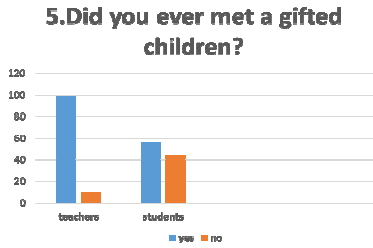


Figure 5. Question 5

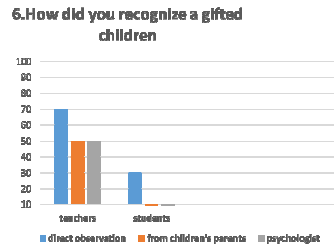


Figure 6. Question 6

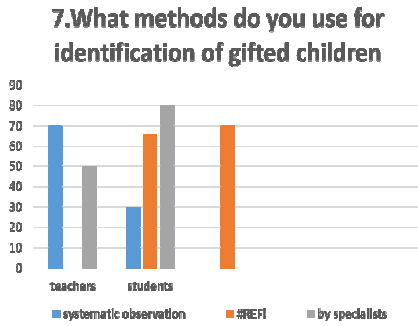


Figure 7. Question 7

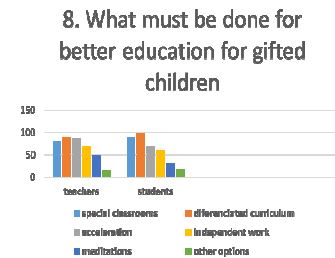


Figure 8. Question 8

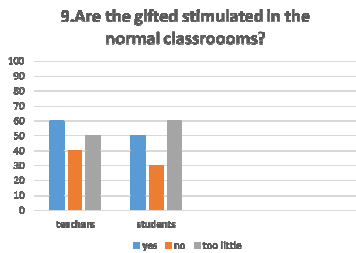


Figure 9. Question 9

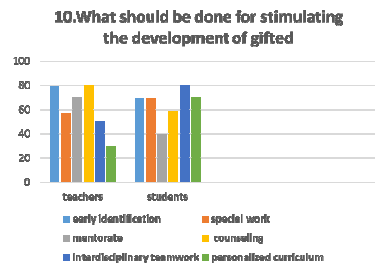


Figure 10. Question 10

Table 1.
Opinions about the Gifted and Their Education

Table 1. Opinions about the Gifted and Their Education (1 = very well; Item 2= good; Item 3 = unsatisfactory).

	M	SD.	% Item 1	% Item 2	% Item 3
• What did you know about gifted	2.18	1.19	5	10	85
• What is gifted (define)	4.33	1.19	41	36	23
• What is aptitude (define)	4.93	1.2	58	33	9
• Enumerate 3 articles and 3 book about gifted	1.43	20	21	59	15
• Did you ever met a gifted children	2.56	1.44	16	9	75
• How do you recognize a gifted children	3.16	1.54	29	10	61
• What methods do you use for identification a gifted	4.87	1.3	64	22	14
• What should be done for better education	3.47	1.52	33	14	53
• Are the gifted stimulated in a normal classroom	4.35	1.29	45	27	28
• What should be done for a better education	3.34	1.38	21	27	52

3. Academic interpretation

As we see by the interpretation of the questionnaires most of the teachers and students were aware about the importance of early identification and education of the gifted children by using a large number of methods on order to help the gifted children to achieve academic performance. A clear majority (89%) have knowledge about gifted and their characteristics. Between teachers and students, future teachers are not significant deference. These educators were worried that gifted children would miss instruction in key study skills (88%). A large majority (95%) did believe that it is necessary to improve the system of education considering gifted children as important as the majorities of children, although about one third (25%) were undecided about whether methods would find it easy to master the education of the gifted.

4. Conclusions

Deep knowledge of the psycho-pedagogical profile of the gifted (different from the one of the others) is mandatory in the work with the gifted. Knowledge of their profile brings about the use of investigation methods which would facilitate the identification of the gifted.

It is essential to identify gifted children at early ages. Once they are identified, they need a special educational approach, strategies adapted to their psycho-pedagogical profile which are different from those used in mainstream education. The aim of such strategies is to develop the children`s giftedness. The development of the gifted according to their innate giftedness requires a personalized training programme which involves coherent pedagogical actions. These actions will identify and blend methods, procedures and teaching techniques

according to the needs of the gifted. This personalized training programme has to be applied based on a special school curriculum which is developed around the interests of the gifted. The syllabi should be developed by highly experienced teachers with outstanding results in education. The teaching staff's competence and attitude are key factors in the development of the gifted. Teachers working with the gifted need special training and attitude, thus a selection is mandatory. Competence in working with the gifted involves besides a good knowledge of their psycho-pedagogical profile, also vocation and good professional training, professionalism and thorough knowledge acquired in training stages.

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PERSONAL DEVELOPMENT PROGRAM TO ADAPT TO THE UNIVERSITY STUDENT ROLE

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Abstract: The research aims is to capture the process of identity development in adolescence and reorganizations and restructurings the self-concept, as a result of participation in a program of personal development of first year students. It is based on a psycho-pedagogical experiment, preceded by a request for objective knowledge of the subjects and their needs for assistance. The work falls into the author's concern to identify predictors that helps estimate non-intellective factors to academic success. We propose a new assessment of the predictive value of the synthetic indicator self-perceived Ego-strength for academic achievement.

Keywords: adaptation, personal development, self-perceived Ego-strength, academic success

The conception about itself is an inner strength that allows us to enjoy our treasure, for our chance, despite all adversities. We designed a psycho-pedagogical experiment, preceded by an approach to objective knowledge of the subjects and their needs for assistance. Aware that changes to the self-concept does not mean deep changes in the structures of the psyche, we admit that they represent changes in the working self, the ego's situational manifestations.

The intervention consisted of a coaching program offered to first year student in which we achieved a climate that facilitates sincere openness to self and to the others, exploring the values and personal beliefs as an expression of deeper self of each. Changes in these dimensions mean changes in their self-perceived Ego. Where these changes are for the benefit of the participants, their emotional balance, acceptance and self-respect, we can speak to strengthen our self-perceived Ego, the optimization of individual relationships with themselves and can better adapt to the role of the student. In total there

were 64 students, with 32 students in the experimental group and the other 32 in the control group.

The evaluation criteria to adapt to the role of the student considered were:

- Strengthening the self-perceived force of the ego (FAE), strengthening the feeling that what they are is a valuable thing, that they have the resources and capacities to adapt efficiently and timely to the new role.
- Accademic success expressed in scores. In formulating working hypotheses we started from the premise that the grades is an appropriate measure of academic success.

For evaluation we used : 16PF Personality Questionnaire, R.F. Cattell; Twenty Statements Test (TST), Zurker; Self-esteem Questionnaire, M. Rosenberg; Self-Efficacy Questionnaire, A. Bandura and Ego-Strenght Scale, F. Barron.

1.The self-perceived Ego-strength as an indicator of the efficiency of the educational activity

Self-perceived Ego is a cognitive-motivational vector in achieving performance, introjection result of self-representation, self-evaluation and the relationships between these dimensions of self-perception. The result of acquiring a state of agreement between knowledge and self-esteem is self-perceived sense of strengthening the Ego. Literature records that the process of clarifying the concept of Self is associated with the growth and strengthening of Self. It is possible for the positive dynamics of the Ego to lead to an increase and strengthening of adaptive functions of the Ego in self-development (Iluț, 2001).

The concept of **Ego strength** was introduced by F. Barron (1953) to explain progress in psychotherapy. We can then ask whether, by analogy, we may use **self-perceived Ego strength (FAE)** as an indicator of the efficiency of education, which aims to develop human personality. The idea is supported by the fact that FAE is closer than Ego to structural behavior, and thus easier to measure and modify. From the author's previous research paper, conducted on subjects as puberty, have resulted in several assumptions that led to the consideration of a superordinate factor of self-image, self-esteem and sense of self-efficacy. This factor results based on factor analysis, first called Power, then *self-perceived ego strength* (FAE). This synthetic indicator integrator was calculated using the formula:

$$\text{FAE} = \text{SDS} + \text{EDS} + (\text{CAP} - \text{DAP})$$

where :

FAE - represents the force of self perceived ego

- SDS - level of self-esteem
- EDS - the level of self-efficacy
- CAP - self-perceived quality indicator value
- DAP - the indicator self-perceived flaws

Starting from these premises we have developed the following hypotheses:

HS1: Participation in the coaching program increases self-perceived strength of the ego.

HS2: Strength self-perceived ego correlate with academic results.

Table 1.

Test results compared to variable FAE

DEPENDENT VARIABLE	INTRA-SUBJECTS DESIGN			INTER-SUBJECTS DESIGN		
	t	p	d	F	p	η^2
THE FORCE OF SELF PERCEIVED EGO	t (31)=4.10	p<.001	d=0.57	F (1,60)=5.46	p=.02	$\eta^2=0.08$

For FAE assumed increase following the intervention, we found for inter-subject design, a growing trend in average by 10 points of the indicator. The increase is statistically significant, as the results show Student test for paired samples. Statistically significant result on this small sample and average effect size that enables us to affirm independent variable, coaching program, influences the dependent variable - FAE, and the effect appears to be quite important from a practical standpoint.

To evaluate whether differences are due to the independent variable environments have expanded on inter-group design analysis. Analysis of covariance (ANCOVA) allowed us to assess whether the interference is found to be effective in conditions in the two groups may be on the same level of factors C and H factors among which there are differences in pre-test between the two lots. The value of F's and eta squared shows that self-perceived effect of the program in increasing the force of the Ego is overall significantly important in practical terms. We say "a whole" as the result of analysis of covariance refers to the global differences that arise between groups.

Table 2
Correlations of the FAE variable with personality factors

VARIABLES	IDS	SDS	EDS	C	H	O	Anx	Q4
THE FORCE OF SELF PERCEIVED EGO	0.688*	0.844**	0.860**	0.390**	0.429*	-0.362**	-0.524**	-0.524**

**p<0.01

*p<0.05

FAE indicator correlates to a significant threshold of $p < 0.01$ with more personality factors. I found direct significant correlations prudence factor vs. courage (factor H, $r = 0.429$) and emotional stability factor (factor C, $r = 0.390$). Inverse correlation significant we found TO environmental anxiety ($r = -0.524$), with a tendency toward guilt (factor A, $r = -0.362$) and voltage Ergić (Q4 factor, $r = -0.524$). FAE correlational calculation shows that a strong Ego associate with a strong, mature and calm, brave and rich with emotional resonance. Subjects with a force of self-perceived ego raised are more satisfied with themselves, self-confident, serene, calm, resistance to stress and feel, often able to meet the requirements of life and achieve their desires (Block, Robins, 1994).

Participants at the entrance in the program who had a low ergić tension manifested mostly calm, nonchalant, relaxed, living a sense of personal worth, while those with a raised ergić tension were often tense and agitated, pertained to self-deprecating, manifesting itself distrustful of their own resources and skills. Based on training experiences gained in various projects with young people, we chose to pay attention and at the same time, discrete to the subjects with a level of anxiety and higher ergić tension. Anxious and tense subjects are vulnerable to stress risk factors somatization tensions, undapted and unfulfilled. Part of the activities of coaching workshops were designed to unleash these impulses or frustration through activities involving body, waking sensorimotor intelligence and increase flexibility through movement, dance, drawing or modeling (Donati, Watts, 2005). The results demonstrate their impact in reducing tension and increasing labor ergic self-perception of ego. For most tense subjects completed the program we found a significantly lower Q4 factor and a way of relating to experience more calm and relaxed. We appreciate that cultivated the attitude of curiosity and reporting positive experiences, because "there is no failure, only

feedback", facilitated a positive dynamic at both intrapersonal and interpersonal level. We created and we maintained a favorable context signifying perseverance of all positive results obtained in the process of clarifying and strengthening the self-perceived self (Britt, 2003).

In conclusion, all categories of subjects benefit from this program differentially through the strengthening of the ego self-perceived. The main beneficiaries of this synthetic factor, integrator, which I called FAE are vulnerable: those with a weak Ego, the emotional, immature emotional, relatively emotionally unstable, those who are more reserved, careful, contemplative, sometimes distant, demonstrating tension, irritability, restlessness and frustration with high anxiety, vulnerable to the demands of life in the face of change and effort to adapt to the role of student.

2. The relationship of self-perceived ego-strength to academic achievement

Further on, we wondered if this hardening of the ego, through a positive self-representation and self-assessment will correlate with academic achievement as an expression of effective adaptation to the role of student. On this covariance lot of our research hypothesis was disproved. The analysis we made found a positive dynamic academic results, from one semester to another, in favor of coaching group compared to the control group, without, however, connects the two variables. We found that subjects with high self-perceived strength lies in all three classes of academic scores: large, medium and small.

In conclusion, the hypothesis maintained that FAE correlate with academic results refuted. For our group this assumption is false, research results may not perceive themselves to relate the self-employment growth with academic results. Given the small sample size of the research we consider that the increase batch and re-checking the hypothesis on a group widened. In formulating working hypotheses we started from the premise that the grades is an appropriate measure of academic success. It is very possible that this premise to be an obstacle in the evaluation of FAE relationship with academic achievement. Academic success seen in extensor include other dimensions, such as: personal satisfaction in relation to school work, social life quality of student involvement in academic projects and extra academic, volunteering in various community and student associations, etc. A further research should identify relevant indicators and assess academic achievement and success than by the marks.

You may find by broadening lot of subjects, that the synthetic indicator called self-perceived strength of the ego rather correlated with

life satisfaction related to the academic training, process intrinsically associated with personal development. It is possible that in such an explanatory model academic results are just a moderating variable between the two. The issue remains open for further investigation.

3. Non-intellective predictors that helps estimate the successful academic development

Remains unanswered the question of potential non-intellective predictors that helps us to estimate better the evolution academic success. To explore this issue we chose the statistical regression method multiline. We carefully determined as predictors, along with IQ, the following indicators: self-image, self-esteem, self-efficacy and self-perceived strength of the ego. We found that overall prediction model is not effective. The only indicator that reaches significance, $p = 0.05$, is self-efficacy followed effectiveness of self-perceived ego strength. The lack of statistical significance may be due to low power research, due to the small sample. To obtain conclusive results must be increasing lot of subjects.

The results still leaves open the issue of identifying a nonintellectual factor in predicting academic success. Remains unanswered the question of the relationship between self-perceived strength of the ego and academic results. And there are still many things to clarify, both at theoretical, conceptual and methodological level, to assess the predictive value of the synthetic indicator ego force in self-perceived academic achievement. We appreciate all these considerations as ports for further research, the author of the present research opportunities to cultivate an attitude reflective towards the act regarded as a developmental teaching plenary of the human personality.

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**SINGLE PARENT FAMILY:
SOME CONSIDERATIONS CONCERNING THE
RESPONSE OF THE SERVICES
FROM ARAD, TO ITS NEEDS**

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Abstract: Family faces a series of various issues nowadays such as: poor stress management and enormous pressure, poor communication with children, shortcomings, juvenile delinquency issues, little time spent with the family and disfunctionality brought about by disability. Ranked as fundamental institution in a society, family has constantly been on the agenda of social policies, legislative regulations, trying to protect family on various levels and dimensions: policies which encourage child birth, benefits which support single-parent families, ensure Guaranteed Minimum Income, etc. In this paper we will refer to a special situation of vulnerability, namely single-parenthood. We would like to highlight the issues/pressure the single parent and the child is subjected to. WE have also tried to identify the social services available to single-parent families in Arad City.

Keywords: social services, single-parent families, social policies.

Introduction

Much has been spoken lately about contemporary family with some kind of sympathy. It is said that family experiences a crisis, its portrait looking gloomy. Families consisting of husband, wife and child (rarely children) or mother and child (because many women want a child of their own even if it doesn't have a father) or two mothers and children experience certain situations they don't find an answer to or don't know how to approach them.

Our daily haste, the multitude of events that succeed in our lives along with numerous tasks at work, at home or by relation to people around us lead to stress, overwhelming workload, and impossibility to cover all tasks related to a certain status. Even though modern family has undergone through real changes in terms of parental role in child education, the mother remains the parent who takes responsibility to raise and educate children. Thus, mothers play a leading role in child education while fathers have a supporting educational role (Stănciulescu, 2002).

There are numerous criteria which make the difference between temporary and permanent single-parent families and two-parent families. These criteria refer to the number of family members, the parents' status, their actual involvement in child raising, etc. (R. Hidd, 1986, Gongla, Thompson, 1985 apud Voinea, 2012). The complexity of situations which can lead to ranking a family as single-parent family places family on different levels of difficulty. Therefore, if both parents, though separated, are involved in child raising or if the extended family takes over some of the responsibilities, the parent raising the child alone is likely to manage successfully this difficult situation. In this paper we are interested in the H Category (according to Thompson), namely the family where the single parent is *psychologically and interactional* involved in the child's life while the other parent has abandoned the family to divorce, death, disappearance etc.

In terms of ranking single-parent families to the beneficiaries of social services, we consider that it would be appropriate to take into consideration the parent's educational level (which induces high parental abilities), his professional status, namely employed or not, and thus the social status of the family. Consequently, we believe that there is a major difference between single-parent families in risk situations (poverty, school dropout, abandonment) and single-parent families with income above the average with high social expectations (due to a secure and decent job, house and school the child attends). The support for the second category is reduced to psychological counselling. Services such as respite-type centres, kids clubs after school gratuity etc. are neglected by this category .

Short insight into social policies for families in Romania

The constantly changing legislation of Romania places the family among the top groups benefiting from social protection. The measures implemented to protect the family are grouped according to the areas they target:

- higher birth rates and providing necessary conditions for child raising and care in the family;
- limitation or elimination of social exclusion and marginalization risks;

The first category of legislative acts contains measures referring to child-raising allowance (E.O. no 158/2005 and amendments), support for child-raising (Law 277/2010 on granting support allowance for families). In this category fall also the regulations to protect children with disabilities (Law no 448/2006). They offer solutions to support families in raising children by allocating financial compensations and sick leave to care for disabled children.

The second category of legislative acts supports issues such as poverty (Law no 416/2001 on the guaranteed minimum income), situations of need (disasters, fires, accidents), single-parent families, etc. Another Law (Law no 263/2007) support families in child raising and care up to the age of 3 by creating and organizing nurseries.

The legislation in the field of child protection refers to alternative services, to institutionalization and namely, to services which function in the family`s best interest:

- a) day centres;
- b) counselling and support centres for parents;
- c) social and support centres for re-adaptation of children with mental and social issues;
- d) monitoring, social and support services for pregnant women under child abandonment risk.

All four above listed services target more issues faced by the family and they cover some needs according to the frequency and diversity they emerge within a community.

Order No 24/2004 on the Approval of Minimal Compulsory Standards for day-care centres regulates the conduction of the following activities in day-care centres:

- Personalized intervention programme
- Children`s daily schedule
- Educational activities
- Recreational and socializing activities

- School and professional orientation and psychological counselling. Parental counselling and support

The Minimal Compulsory Standards for parental and child counselling and support are stipulated by Order no 289/2006; according to the Order, the centres provide information and keep efficient relationships with the community, its clients benefiting from integrated interventions through case management methods. Consequently, each family is provided with a personalized counselling plan which aims at supporting parental education.

Some details about single-parent families

Single-parenthood has become a fairly normal phenomenon lately, designating a parent who raises a child/children by him/herself. Literature (Stănculescu, 2002, p.137) mentions a true insight into the history of the name “one-parent” family; from “isolated parents” to “women-lead household”, “single-parent households”, etc. It has been agreed to use the collocation *single-parent family* which doesn't involve any offending connotation such as “single mums in difficulty” that was used at a certain point. Romanian legislation defines single-parent family as “ a family with a single person and the dependent children who live with it” (Law no 277/2010 on the allowance for family support, art.2, (2)). This denomination is as clear as possible and frames several situations such as; divorced woman and her children, widow and her children, single woman and her children, who can be adopted or biological.

It is interesting to find out whether this situation is common or less common in Romania. If we refer to the age group over 20, the situation is the following: over 60% of people aged over 20 years are married, over 20% have never been married, a high percentage (12%) are widows or widowers, and the divorcees are over 5,4%. Almost 5% of the age group over 20 years live in cohabitation and 17% were divorced at the time of the census (INS, 2015).

Identified needs of single-parent families

Financial support

Sociology analyses single-parent families from three perspectives: vulnerability, efficiency of social policies and the consequences of family dissociation (Voinea, 2012). In this paper, the issue of single-parent family is approached with the aim of drafting the difficulties it faces but also of identifying the social services which address to it in Arad County.

Material wealth becomes an almost unachievable objective for the parent in a single-parent family. Depending on the specific situation, on the existence of support from personal networks and the environment, the parent who raises two children in Romania is very likely to fail in

covering all their needs. When referring to needs, we take into consideration both emotional and material ones, and also leisure activities, homework support, etc. Nowadays, caring for all these aspects has become an issues even for families with both parents. In single-parent families where the mother assumes more roles, some even contradictory, a gap can emerge. Mother`s absence due to job (maybe even two jobs) leads to frustration, to a distorted perception of mother-child relationship and the parental model offered by her. Consequently, the child enjoys her absence, considering that s/he is free and unattended. This situation brings about a series of issues, even deviance (lies, school absenteeism, theft, etc.) or delinquency.

In these cases, the mother harassed by all her responsibilities needs to set her priorities straight and as she is the only financial supporter of the family, she will probably focus on the financial wealth. Thus, educational activities with her children are postponed. The tumult of emotions both mother and children experience, associated with the mothers inability to fill the father`s role can lead to loss of control and even abandonment.

Single-parent families benefit from a double intervention in terms of family support policies. They receive financial benefits and also social services. The amount of financial support offered to single-parent families and both-parent families is revealed by the table below. It shows the amount of money given for family support allowance, which along with the social aid (guarantees the minimum income) are the most common financial benefits given to families in difficulty.

Families with incomes between 200 lei - 530 lei are financially supported through a family support allowance. Its amount and granting conditions are stipulated by Law no 277/2010 The below listed statistics is valid in Romania at this point and it is published by MMFPSPV (Ministry of Labour, Family, Social Protection and the Elderly). When referring to single-parent families we notice that the financial aid is in the amount of 107 lei for families with one child, which is almost an insignificant amount.

Table no 1.
Amounts of family support allowance, 2016

Family Type	Monthly average net income per family member	Monthly amount in LEI according to the number of children			
		1 child	2 child	3 child	4 children or more

			ren	ren	
Families with both parents	Under 200 lei	82	164	246	328
	Between 201 - 530 lei	75	150	225	300
Single-parent families	Under 200 lei	107	214	321	428
	Between 201 - 530 lei	102	204	306	408

Source: Ministry of Labour, Family, Social Protection and the Elderly

According to the same source (The Statistical Bulletin of M.M.F.P.S.P.V, 2015, p.12) the amounts paid for social work benefits from the state budget allocated to social work (for the time span January 1st – September 30th 2015) indicate the following situation:

- 34,2 % of the budget is allocated to the state allowance for children
- 27,2% of the budget is intended for benefits for the disabled
- 17,9% is directed to child-raising allowance
- 7,6%- social aid to ensure GMI (Guaranteed Minimum Income Law no 416/2001)
- 5,7% of the amounts paid for social work benefits aim the support allowance for families
- 3,3%- monthly placement allowance
- 2,4%- insertions stimulation
- 1,8% heating aid
- 0,1% emergency aids, refugee aids.

Therefore, the available measures aim a wide range of difficulty situations even if the financial support is not very consistent. 2477 families of Arad County benefited from family support allowance in 2015 (with amounts of 440.635 lei) with no difference between families with two parents and single-parent families. Other 2961 families were on the list for social aid payment (610.168 lei) (Country Report,2015, MMFSPV).

The existence of extended family close to single-parent family can be the “salvation” because it can take over some of the expenses.

Needs to support the educational role

In the action plan for the implementation of Development Strategy of Social Services in Arad County (2014-2020), the first action refers to supporting a proactive dynamics in maintaining the unity of a

family. In this framework, DGASPC Arad has promoted prevention services according to different needs which have been identified in Arad County. 50 families shall benefit from individual counselling on various issues. Single-parent families are not specifically mentioned in the objectives of this strategy but they can be ranked as families in difficulty. Counselling can be given to a family according to a specific issue and it is provided along with other social services.

Table no 2.

Map of social services, Arad County

Type of difficulty	Centres (DGASPC- General Directorate of Social Work and Child Protection și DDAC- Directorate of Development and Community Assistance)
Poverty, risk of abandonment	<p>The department for prevention of social exclusion / DGASPC</p> <ul style="list-style-type: none"> - Family planning and contraceptive education - Monitoring, assistance and support of the pregnant woman - Support and assistance for children in families at risk of family separation - Coordination and intervention on preventing child separation from his family - Anti-Poverty and prevention of social <p>Intercultural Social Complex Curcubeul/DDAC</p>
Risk of abandonment, or single mothers without support	<p>Maternity Centre</p> <p>Psychological, social, legal counselling to prevent separation of children from parents</p>
Separated families or placing children in PHC centers	<p>Center for Minors</p> <p>Crisis Center</p> <p>Family homes</p> <p>Family counselling to show responsibility towards children and their reintegration in family</p>

It can be noticed that most services are offered to dysfunctional families, affected by poverty where the abandonment risk is imminent. A profile of such beneficiaries is a family where the mother does not want the baby and uses no birth control even though she lives in improper

conditions; families with no financial resources to raise a baby or families with no parental abilities.

The difficulty of completing the educational role in a single-parent family can find an answer in the services offered by the Intercultural Social Complex “Curcubeu”. It has significant results in this area but it is the only centre in this town which focuses on taking over educational roles. It functions as an after school centre. The beneficiaries of the Intercultural Social Complex “Curcubeu” are children at risk of family abandonment and school dropout. . 200 children coming from dysfunctional families spend the afternoon in this centre in an efficient and proper manner. They find support for their home assignments and are also monitored to prevent school dropout.

The social impact of this centre in the community of Arad is very high because it significantly limits school absenteeism and school failure. The accessibility to the services of the multicultural complex is high. Thus, schools with children coming from disadvantaged backgrounds are informed about the opportunity of benefiting from the services of the centre.

The Social Complex Curcubeul addresses to children up to the 8th grade. Educational activities, psycho-social intervention activities and leisure time activities are grouped on age groups (preschool, primary and secondary school children). For children who have dropped out school or have never been enrolled in schools (and exceeded the age limit), the centre provides courses for primary school so that they could enrol in secondary mainstream education.

There are 6 nurseries in Arad which care for little children and help single-parents.

There is also the “middle” family, where the school dropout and family abandonment issues are inexistent. The single parent makes enormous efforts to care for the family and the income covers the monthly expenses. The parent has a respectable social status but not an extraordinary financial comfort. The issues are similar to other single-parent families: insufficient time with the child, little supervision, unbalance, tension, etc. For this type of family there is another type of support: counselling, therapy for different issues, etc. These services are covered by the Services of Evaluation and Psychological Counselling.

The goal of the centre (<http://www.dgaspc-arad.ro/servicii-copii/evaluare-si-consiliere-psihologica>) is *the evaluation of psychological dimensions, emotional support, overcoming crisis situations and their consequences as well as the beneficiaries` ability to make changes to their lifestyle*. Here, families with children of different ages, especially single-parent families benefit from individual or group psychological counselling.

At national level, there were 35191 alternative services (counselling centres, parent support centres, centres for abandonment prevention through family planning, care for pregnant women) on September, 30th 2015. 19 611 of them are supported by city councils, 2674 are services offered by private organisations and 12906 belong to DGASPC. 56774 children are assisted by these organizations.

Conclusions

Single-parent family is at a dead end no matter which of the three dimensions of our analysis we refer to. Economic vulnerability is given by limited family income, hence the risk of poverty arises. The psychological costs are significant if we take into consideration the parents` and children`s suffering. There is a complex range of services for various family issues such as delinquency, disability, conflicts, emotional instability poverty etc. Single-parent families can benefit from these services according to the situation they experience. These services are offered for free by DGASPC or DDAC Arad.

Free psychological counselling offered by most centres is not enough completed by the activity of day care centres for children. Single-parent families not having support from their extended families face difficulty in doing leisure time activities, homework or child supervision. These are priorities for the single-parent who also misses from home. Learning strategies for communication and family reconciliation is not enough if there are no real solutions to solve the issue of child supervision.

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THE EFFECTS OF INFIDELITY ON COUPLES FROM A THERAPEUTIC POINT OF VIEW

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Abstract: Infidelity is a common problem for which people consult a specialist, but the specialty literature is limited when it comes to infidelity and the aftermath of it. Even so, in this article, there will be two case studies presented, which were concluded after a few counseling sessions conducted on two subjects. Both subjects are males, aged 40-41. They consulted a specialist because they're relationships suffered because of the phenomenon called infidelity. The two subjects are business men that have families, but the problem that tends to destroy the harmony in they're family and tends to distort personal balance is infidelity.

Keywords: Infidelity, couple, extra-conjugal, relationship, marriage, counselor, counseling, unbalance, divorce.

Introduction

One of the fundamental needs of a human being is to create intimate bonds with a person of the opposite sex or, in some cases, even the same sex. Since the beginning of mankind, the need to reproduce brought to the development of an emotional bond that can increase the need for attachment towards the partner with whom they engage in reproductive act. This phenomenon manifests itself through the union of two people that are attracted to each other, resulting in a relationship or marriage, which further enables the development of a family.

Throughout this process, conflicts can arise, resulting in a disharmonious relationship in which couples can drift apart, thus leading to infidelity. This being said, infidelity is represented as a betrayal that destroys the most fundamental assumption of a relationship, and that is, its exclusivity. After studying the specialty literature, it is apprehended

that not much is known about the ones capable of infidelity, and about the relational context that promotes it. Following a study carried out at the University from Austin, Texas, it is perceived that the personality factors which are in close relations with the susceptibility of infidelity are high levels of narcissism and low conscientiousness. Furthermore, the relational contexts which are in close relations with the susceptibility of infidelity include sexual dissatisfaction and specific conflict sources such as the partner's jealousy (David M. Buss and Todd K. Shackelford, 1997).

Infidelity is a common problem for which people consult a specialist, but the specialty literature is limited when it comes to infidelity and the aftermath of it. Even so, in this article, there will be two case studies presented, which were concluded after a few counseling sessions conducted on two subjects. Both subjects are males, aged 40-41. They consulted a specialist because they're relationships suffered because of the phenomenon called infidelity. The two subjects are business men that have families, but the problem that tends to destroy the harmony in they're family and tends to distort personal balance is infidelity. Marriage counselors report that the most destructive and hardest problem to solve that couples confront is that of extra-conjugal relationships (Whisman, Dixon, & Johnson, 1997).

Theoretical Framework

1. The couple

"Male-female", "man-woman" - an archetypal structure based on the polarity of principles, identifiable from the most subtle, metaphysical plans of existence to the most coarse plans of primary biology (Mitrofan Iolanda, Ciupercă Cristina, 2002).

2. Marriage

Marriage represents the sexual union, socially legitimated starting with a public announcement, introducing the idea of permanence through a contract that specifies the rights and obligations between spouses and towards each and every child they have (Stephens, 1963).

From a psychological perspective, defining marriage means talking about a psychological relationship between two conscious people, with it being a complicated structure, made out of an entire series of subjective and objective data, having, undoubtedly, a very heterogeneous nature (C.G. Jung, 1994).

Marriage is a "lived experience", that can only be truly understood through experience. Going through marriage can often reveal a personal path in life, unrepeatably, because each marriage is unique. It has the potential to lead us to "fulfillment", but not every potential will

automatically transform itself into reality (Mitrofan Iolanda, Ciupercă Cristina, 2002).

3. Infidelity

Infidelity is defined as a "sexual, romantic secret, or emotional involvement that breaks the commitment to an exclusive relationship" (Glass, 2002).

A total of 25% of marriages have dealt with infidelity (Greeley, 1994; Laumann, Gagnon, Michael, & Michaels, 1994; Wiederman, 1997) and it can damage the relationship and the people involved.

Infidelity is the number one cause of divorce (Amato & Previti, 2003; Beitzig, 1989; Kitson, Babri, & Roach, 1985) and it can lead the ones who had infidel partners to anger, disappointment, self-doubt (Buunk, 1995) and depression (Cano & O'Leary, 2000). In conclusion to the specialty literature studies, it is more likely that a woman's infidelity would lead to divorce than that of a man, covering a variety of cultures (Betzig, 1989). Reports say that the women's whose husbands had extra-conjugal relationships are more likely predisposed to forgiving their partners than their male counterpart (Lawson, 1988).

The empirical proofs suggest that the female partner's suffering isn't smaller than that of the male partner's one, especially if the extra-conjugal relationship is accompanied by emotional involvement (Buss, Larsen, Westen, & Semmelroth, 1992), but studies show that the male subjects are more susceptible to an extra-conjugal relationship without any emotional involvement while the female subject's extra-conjugal relationship is accompanied by emotional involvement (Blumstein & Schwartz, 1983; Glass & Wright, 1985).

Infidelity extends itself even outside marriage, meaning that between 65% and 75% of the students who are in a serious relationship reported that they are in other relationships outside of the couple also (Shackelford, LeBlanc, & Drass, 2000; Wiederman & Hurd, 1999).

Some therapists state that some personality traits predict the predisposition to infidelity. Most common statements say that the ones with low tolerance for frustration, male insecurity (for males), and high levels of narcissism, are predisposed to extra-conjugal relationships (Buunk & van Driel, 1989). Other sources claim that complaints such as the sexual retention of one of the partners or jealousy conflicts can increase the chances of infidelity (David M. Buss and Todd K. Shackelford, 1997).

4. Psychological counseling. Definitions and techniques.

The ones who use counseling abilities can be divided in two groups: professional authorized counselors/psychotherapists, and people who offer support (Richard Nelson-jones, 2007).

To have a better understanding of what is happening with the subjects that consult a specialist about the infidelity problem, we will be looking at the following techniques:

- Understanding the internal frame of reference of the subject - Understanding the point of view of the subject is another way to express the ability of understanding the internal frame of reference. There is an indian proverb that says: "Don't judge any man until you have walked two months in his moccasins." (Richard Nelson-jones, 2007).
- Demonstration of attention and interest - When they are together, the counselors and subjects are always conveying each other messages. The body language of the counselors as listeners is not only important when they are listening, but when they are replying to the subjects too. In order to make the subjects feel like they can talk openly with them, the counselors have to transmit their emotional availability and interest. This is often referred through the syntagm present behavior (Richard Nelson-jones, 2007).
- Paraphrasing and reflecting feelings - means repeating what the subjects communicated. The verbalization of the counselors after the subjects' communication, offers the necessary gratifications for them to continue (Richard Nelson-jones, 2007).
- Beginning and structuring - Good starts heighten the chances of a good session and a good ending. Bad starts can lead to either losing the subject as a client, or to losing ground, which could be hard to recover. In formal or informal environments, counselors can start the process in a friendly and functional manner (Richard Nelson-jones, 2007).
- Asking questions - when counselors ask the subjects questions, there is the danger of returning to some relational ways and losing some, if not all, active listening skills. Counselors should refrain themselves from asking too many questions and not listening enough (Richard Nelson-jones, 2007).
- Monitoring - In addition to using active listening techniques and asking questions, in some cases, counselors can even help subjects clarify their problems through monitoring their feelings, their physical reactions, their thoughts, and communication of their actions (Richard Nelson-jones, 2007).
- Facilitating problem solving - Regarding the approaching of facilitating problem solving, counselors stay close to the internal frame of reference of the subjects and are mostly acting upon the changes that the subjects suggested (Richard Nelson-jones, 2007).

- Training the subjects to relax - Counselors can teach the subjects muscle and mental relaxation techniques (Richard Nelson-jones, 2007).
- Improving the subjects' inner language - Counselors who have the ability to work with their own thinking will have a better understanding of the way they can work with the subjects' thinking than those who aren't as skilled. A good way in which counselors can learn how to use their mental abilities is to become an expert in using it in their own lives (Richard Nelson-jones, 2007).
- Improving the subject's rules - Counselors can help the subjects replace their idealistic rules with more realistic ones. Everyone has a set of rules that offers them templates after which they lead their lives, so that they don't have to contemplate much in every new situation. Most of people's rules that function well are rational, realistic, and based on the preferences of their own, of others, and of the environment (Richard Nelson-jones, 2007).
- Improving the subjects' perception - The subjects have systematic preconceived ideas in the way they interpret the information. These preconceived ideas, often go against their happiness and fulfillment (Richard Nelson-jones, 2007).
- Negotiation of homework - The counselors can often find it useful to talk about the activities that the subjects must do as homework until they meet again. Regarding formal counseling, this should represent activities between sessions (Richard Nelson-jones, 2007).
- Leading middle sessions - Once the schedule of the sessions has been established in an informal way, counselors can use strategies to help subjects reach one or more objectives. A way of seeing this middle phase is to consider the working phase of the session (Richard Nelson-jones, 2007).
- Ending the counseling - Sometimes, subjects can end on their own accord, before the counselors considering that they are ready. This can either happen because of a discrepancy between counselor - subject, or because of the fact that the counselors were not skilled enough to make them reconsider. In some cases, subjects might even think that the sessions were productive indeed, but they feel confident enough to continue on their own. Sometimes, exterior circumstances, like changing the work place or an illness, prevents them from continuing. Some subjects don't think that they should change, and don't like the idea of counseling (Richard Nelson-jones, 2007).

5. Approaching infidelity from the therapeutic perspective

Like in every therapy, there are numerous ways to approach various problems, but after studying the specialty literature, it is found that the infidelity subject is limited, and specialists report that the most destructive and most difficult to solve problem is that of extra-conjugal relationships (Whisman, Dixon, & Johnson, 1997).

Keeping in mind the content of this article and using the counseling techniques mentioned before we can take into account more aspects when approaching the infidelity issue in a couple, like:

- sexual retention of one of the partners or jealousy conflicts can increase the chances of infidelity (David M. Buss and Todd K. Shackelford, 1997).
- the ones with low tolerance for frustration, male insecurity (for males), and high levels of narcissism, are predisposed to extra-conjugal relationships (Buunk & van Driel, 1989).
- it can lead the ones who had infidel partners to anger, disappointment, self-doubt (Buunk, 1995) and depression (Cano & O’Leary, 2000).
- male subjects are more susceptible to an extra-conjugal relationship without any emotional involvement while the female subjects' extra-conjugal relationship is accompanied by emotional involvement (Blumstein & Schwartz, 1983; Glass & Wright, 1985).

Case Studies

1. Case 1

Subject X is a 40 year old male who has been married for 16 years and has a 14 year old daughter. He is a businessman, with numerous investments in various places, but the main income is from a shop that his wife owns. Also, the main investment was conducted by the subject, and materially speaking he is fulfilled and has no problems, but the main reason he consulted a specialist was the fact that he was feeling agitated and could not stop thinking about the person with whom he engaged in an extra-conjugal relationship. After investigating the case, it was found out that he had had other extra-conjugal relationships in the past, but ultimately, was not affected by them.

Following the counseling techniques mentioned before, the therapeutic process lasted 7 sessions with one meeting per week. The issue that was worked on in these sessions was the infidelity of the subject and the effect it had on his mental balance.

The subject states that he is consulting a specialist because he cannot go on like this anymore. He stated that he was agitated, he could barely

eat, he could barely sleep, and he neglects his work. The subject claims that the state of his condition is due to the affair he has. This affair had such an effect on his mental balance, that he wanted to leave everything behind for this new relationship, meaning his family and home. The subject states that he cannot think about anything else but this person. She offered the subject what his wife couldn't. He states that the sexual relations he had with this person were good and he felt calm after, and she always listened to his problems.

After investigating the case, it was found out that the subject's wife knows about the affair, but she never reproached him anything. The subject states that he loves his wife, but she doesn't have time for his needs. She is at the shop the whole day and works until night, and when she comes home she is too tired to cook or talk to the subject. The subject's confessions state that she does not have to work the whole day at the shop because she's the manager, and that the employees can take care of the various tasks that she takes on. The subject states that his wife has been at the shop the whole day for a while now and she is working like an "ant". It can be said that work is the wife's safe place and she's accepting her husband's infidelity unconditionally. She is a calm, modest person who likes to work. She loves her daughter, and likes animals quite a lot, but lately she has been rather indifferent and treats her husband with an evasive attitude.

Their relationship is based on routine, and the communication between them is bad. The subject claims that he stayed with his wife because she always liked working, and this motivated him enough so that he won't be taken over by laziness. The subject used to have other affairs in the past too, but he could always return to his wife without being affected by them. One of the solutions that was talked about during the therapy was that he wants to leave his "mistress" for good, but he doesn't know how to stop thinking about her.

The fact that the new person in his life gave him everything he needed, made him fall in love with her, and that made him neglect his family and his work. What bothered the subject was the fact that she was very secretive with him and he assumed she had more partners beside him. The subject's expectations regarding this relationship were high, because he wanted to give up everything for her, but she did not get emotionally involved in the relationship, and that drove the subject mad.

Having a high levels of narcissism and the need to control everything, the subject was put in the position where he was being used, which in return ended up wounding his narcissism. He got everything he needed, but he could not control that. An extreme solution to which the subject resorted was to find another "mistress", in order to get over the one who

disturbed his inner peace. The solution didn't satisfy him though. He claimed that he wanted to give up the affairs and change. In the subject's last sessions, he claimed that he was feeling better and wanted to concentrate on his family.

Nothing is known about the subject's evolution after the last sessions, but if it continues how it was before, meaning sexual dissatisfaction, bad communication with his partner, and the need to control everything, it will eventually lead to divorce. These aspects represent a disharmonious algorithm for an unfortunate relationship.

2. Case 2

Subject Y is a 42 year old male who has been married for 17 years. He has two children, a 14 year old son, and a 6 year old daughter. He is a businessman, and owns a woodworking company. Financially speaking, the subject is fulfilled, but the environment in his family is unsettling him, so he consulted a specialist.

Using the counseling methods mentioned above, the therapeutic process lasted 5 sessions with one meeting per week. The issue that was worked on in these sessions was the subject's wife's infidelity and the influence of it had on the relationship and the subject's well-being.

The subject states that the reason he consulted a specialist was that he wasn't feeling comfortable in his home anymore. He claimed that his wife was not taking care of the children anymore, she did not cook, she did not wash the dishes, and would waste her whole day in the city or at a neighbor. He claimed that he couldn't communicate with her anymore, and when he confronts her about this, she is always reproaching. The subject speculates that his wife had extra-conjugal relationships, and that made the subject suspicious. Because of his suspicions, jealousy based conflicts kept arising. The subject claims that his wife had other extra-conjugal relationships that he found out about.

After hearing the subject's claims about his wife, it can be concluded that she is an irresponsible mother who doesn't love her husband anymore. She is not working, and she is spending large sums of money each day, money that she got from her husband. She is not helping for the well-being of the family, and has big expectations from her husband. She is not eating together with her family anymore, and the communication between her and her husband is bad. This was concluded based on the information that her husband gave, because she refused to join the counseling for a better understanding of the case. The refusal could mean that she is feeling comfortable in her current situation and does not want to change anything.

The relationship of the two spouses is based on jealousy, suspicion, lack of sexual relations, and lack of trust. The subject states that at the beginning of the relationship he made plans with his wife. They planned the establishment of the company that the husband is currently leading. He claims that at first his wife was interested, but lost interest along the way. The subject claims that his wife is not doing anything for the company nor for the relationship between him and the kids anymore. She is just spending large sums of money every day and is believed to have an affair. A solution that the subject came up with was to limit her budget, but he did not get to do it anymore.

The predominant state that the subject is in at the moment is sadness because of the disappointment of the relationship. His only hope in the family is his 6 year old daughter that he does not want to lose in any way or form. The subject's claims state that the wife does not care about the family at all, and that she is only interested in her own well-being. An extreme solution that the subject wants to undertake, is to give up on the important contracts that his company works with, thus reducing the company's income, and limiting his family's budget. That way, the wife will be constrained by the limited budget the family has.

More details about the case are unknown and it is not known whether the subject applied the last solution or not, because he stopped coming to sessions. The limitations of this case made it obvious, meaning the wife's refusal to join the sessions led this case to an unfavorable result, and the conclusions about her might be wrong. We can only assume that if the subject applied the last solution, and he's telling the truth about his wife, she will leave after a while, because she only seems to be interested in his money. If the subject did not apply the last solution, we can assume that things remained the same. He is being passive towards his wife, and his claims state that his wife did not seem to be affected by the situation.

Conclusions

For the first case, we can conclude that the subject's infidelity was the result of sexual dissatisfaction, poor communication between spouses, the need to control, and the subject's narcissistic tendencies. Keeping in mind these aspects, that lead to an unfortunate relationship, we can say that if neither one of the spouses contribute to the improvement of the relationship, then the most likely result is negative consequences on the relationship. If these aspects continue, the husband will have other extra-conjugal relationships, because of the desire to satisfy his needs, something that his wife is not doing. That being said, if nothing changes, the result will be divorce.

For the second case, we can conclude that the infidelity of the subject's wife is due to sexual dissatisfaction, poor communication between spouses, and the indifference of the wife. The limits of this case make it inconclusive, due to the fact that the only information we got about the wife where from the husband's claims. Based on this information, we can say that the relationship will not change, due to the fact that the wife did not seem to be affected by this situation, and the control she has over her husband. The moment the subject will make changes in the relationship, will most likely be the moment that will lead to a divorce, due to the fact that the wife will not accept the said changes.

The analysis of these two cases, along with the specialty literature, concludes that sexual dissatisfaction, poor communication between the spouses, high levels of narcissism, and the need to control, are aspects that generate unbalance in a relationship. If there is unbalance, the susceptibility for infidelity can grow significantly in the affected relationship, and it can lead those who have infidel partners to anger, disappointment, sadness, apathy, and it can make them bury themselves in work.

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THEORETICAL PREMISES OF THE DEFINITION OF SEVERAL CONCEPTS PERTAINING TO BUSINESS ETHICS

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Abstract: Starting from the diversity of perspectives which approach business ethics, this article intends to analyze the way in which ethical norms and values apply to this field. Thus, we discuss the possibility of certain systematizations of the concepts where business ethics operates and of the interrogations involved by this enterprise, particularly in relation to the responsibility, the ethical decision and the moral dilemmas. Distinct space will be given to the main premises and arguments, as well as the way in which they may be used in the theoretical construction of business ethics. By capitalizing the views of Romanian and foreign authors, the article pleads for the development of a research methodology, as well as an interdisciplinary approach of the major themes in this field.

Key words: business ethics, responsibility, decision, moral dilemmas, ethical behavior.

A critical review

Intending to clarify the issues of a moral nature involved in the activity of economical agents, business ethics is confronted with numerous conceptions and points of view. These highlight one aspect or the other, they extend certain principles and norms of conduct or they limit their content.

The related literature of the past decades has consecrated several definitions by which business ethics is characterized as:

- An ethical perspective, either implied in the behavior or stated explicitly, of a campaign or of an individual who does business (R. T. De George, 1990);
- Set of principles or arguments which should govern business conduct at an individual or collective level (P.V. Lewis, 1985);

- Field of investigation concerning people's concerns to notice the principles which constitute business ethics, in the idea that they should become business ethics and the ethics of businessmen (R. Crisp, 1998);
- Study of business situations activities and decisions where there are problems concerned with what is morally good or bad (A. Crane and D. Matten, 2007);
- Array of contractual and extra-contractual obligations which are imposed on all the people involved in business relationships (Ionescu, Bibu and Munteanu, 2006);
- Applied ethical theory, where the concepts and methods of ethics are used in approaching the moral issues of the economical field (Bădescu, 2014);
- Set of moral rules regarding the conduct of economical agents, including the activity of economical organizations, institutions, sectors etc., as well as the practices that got established within these relationships (Iamandi and Radu, 2014).

Firstly, one can notice that business ethics approaches extremely diversified issues which include both moral and conduct principles that regularize inter-human relationships within economical organizations as well as the moral consequences of the decisions taken in business relationships.

On the other hand, the problems which may be identified in this context include aspects such as: the correct remuneration of the invested capital, rewarding the risks, balanced remuneration, the problem of conflicts of values and moral dilemmas, the social responsibility of the organizations or the rights of the employees to promote their own interests.

This proves that business ethics regards both the society as a whole and the relationships with the institutions which govern society at a central or local level, the factors involved in the organization and affected by its activity, work relations and the obligations of managers and employees as well as the array of rights and obligations which result from the hierarchical structure of the economical organization.

A significant contribution to the clarification of the issues discussed here is brought by M. Popa and collab. (2011, p. 149-150) who propose the systematization of the contents of business ethics thus:

- The subject of business ethics (the moral agent), who may be a person, a group of people, the members of an organization, the economical agent with judicial personality or society as a whole. From the perspective of business ethics, the main focus should be

directed towards the active economic agents (the owners, the shareholders and their employees).

- The level of approaching the problem – which can be represented by a business in general, the process and means of obtaining profit, the functioning specific of the firm, a contract or a business relationship, the array of economical, social, cultural, judicial, social etc. conditions.
- The analysis framework – which may be both theoretical (that of opinions, judgments, intentions and representations regarding the system of relationships or positions, the mission and the objectives of the organization, business plans, action plans etc.) and practical (the effective course of business, the level of experience acquired, the consequences of the actions that took place etc.).
- The social status of the moral agent – which involves certain moral demands and separate discussions with the managers (the decision factors and the coordinators), with the executors (the employees and the subordinates), with the collaborators and the beneficiaries (the shareholders, the owners, the clients, the consumers, the suppliers, the creditors and the competitors).
- The objective of the moral analysis of businesses – made up of the decisions, the intentions and the actions of the people in the field of business (if the moral subject is an individual), and in the case of a group – group conscience, organizational culture, social responsibility, the actions undertaken etc.

Simultaneously, Crăciun, Morar and Macoviciuc (2005), Popa (2006), Ionescu, Bibu and Munteanu (2006), Iamandi and Filip (2014), insist upon the different levels of analyzing business ethics. Thus, if the level of micro-ethics regards the rules of exchange between individuals and the nature of different obligations or individual rights, the level of macro-ethics approaches the issues of ethics from the level of a society and is based on the definition of concepts such as: social justice, the legitimacy of private property, equity, the functioning principles of the society (the freedom to act respecting the laws of market economy, regulating individual rights, the means of distributing goods, the legitimacy of governmental intervention, exchange equity, rewarding performances etc.

The level of the business organization regards the general features of a business organization as a judicial person (rights, obligations, relations with shareholders and associates, the responsibility of protecting the interests of the owners, the responsibility of each individual within the organization, the set of social and community responsibilities).

Finally, an important perspective refers to the systematization of business ethics according to the different types of activities involved by this field. Thus, we can talk about the way of applying the principles of general ethics to the business practices and whether one can talk about the extent to which the involved actions are morally justifiable or are immoral. Another type of activity refers to the possibility in which the moral terms used to describe individuals and their actions may also be applied in the case of business organizations. Another activity pertaining to business ethics regards the moral suppositions and the moral perspective in relation to the economic system in which the action takes place (the morality of the economic system, the justification of terms such as property and competition, the utility attributed to “cost-benefit” analyzes etc.).

As a conclusion of the aspects signaled here, D. Murray (1999) considers that the values that a business company or organization should consider for the correct development of its activities refers to: consideration for others, consistency in keeping ethical standards, creativity in saving resources and protecting the environment, correctness in relation to the supplies, beneficiaries, employees and associates, transparency in the communication with the partners, the employees and the institutions of the state and the interdependency of interests with the community where the action takes place.

The aspects I mentioned open the discussion towards the examination of the set of concepts with which business ethics operates. The following section analyzes the idea of responsibility and the practical difficulties it faces.

Responsibility and its consequences

The main concept around which the norms and values of ethics are structured is that of responsibility. Applied to the relationship between ethics and business, the issue of responsibility has led to two analysis discussions: one in which responsibility is correlated with the idea of profit, and another which regards responsibility from a larger perspective. I should remind the fact that the first of these approaches is associated to Milton Friedman’s conception (1995, p.153), which states that the main responsibility of a business organization is that of using its resources so that it can attain its objectives, increase its profits, while at the same time respecting the “rules of the game”, namely to engage in free competition, without committing abuse or other immoral deeds.

The author claims that the moment when a business man or a manager subordinates the profit to other interests, no matter their ethical value, the effect will be the decrease of the firm’s rentability, which is

equal to the decrease of the owners' and shareholders' incomes, the decrease of salaries or the rise in the price of products and services.

As a reply to these orientations, we witnessed the emergence of opinion trends which theorize the idea according to which business responsibility involves more than the attainment of profit. According to R.T. George (1990), A. Crane and D. Matten (2007), M. Popa and collab. (2011), D. Şerban (2012), C. Ducu (2012) and others, the responsibility of the business organization should manifest itself in relation to its investors and owners as well as to co-interested factors: employees, suppliers, clients, creditors, rival firms, the local community and the authorities of the local and central public authorities.

Discussing the application of the concept of responsibility at the level of enterprises and businesses, V. Morar (2012, p. 137-138) brings to attention the following aspects: first of all, it is an organization made up of an array of individuals, where responsibility appears under the form of duties of each individual; secondly, it is an organization which, apart from its economical functions, also has social functions by which the interests system is balanced; thirdly, the enterprise may be compared to a person, as it has power upon the others who depend on it and because it acts based on certain intentions. By means of this reasoning, we are led to the distinction between the responsibility seen as an obligation or duty and the responsibility used to indicate the fact that an action or its consequences may be attributed to an individual agent.

This intersection of the levels of approaching responsibility is tightly connected to the idea of trust in business relationships, be it trust between people or in one's trust in relationships with the interested parts (firm, buyer, distributor, investor, shareholder, creditor, supplier etc.). The trust between different economical agents mainly depends on the information which is available and on the risk associated with a behavior or a decision. If we start from the idea that the economical agents do not have equal access to complete information, we witness the necessary emergence of relationships of trust, relationships which are developed as a means of limiting uncertainty and risks. The asymmetry of information also manifests itself between managers and shareholders, between the different categories of shareholders, between the employees and the manager or between creditors and shareholders, and it attracts a double risk: the risk of taking a decision and the risk of the consequences of an erroneous decision.

Given these conditions, trust is the supposition that, in situations of uncertainty, the other part will act according to the rules of behavior considered acceptable. Going beyond the relationships based on interests, a relationship of trust involves the establishment of a connection where

the economic agent A tries to evaluate the economic agent B's capacity of honoring a commitment. It is obvious that the relationship of trust involves mutuality, honoring one's word, the transparency of the actions performed, the fear of sanctions if commitments are not honored, loyalty and credibility.

The issues signaled above lead us to the idea formulated by Crăciun, Morar and Macoviciuc (2005) regarding the stages of moral development, stages which start from a minimal level and move on towards a maximal one. In this regard, we may talk about a debut of a moral type of reasoning, which may be represented through the fact that force is the basis of justice.

The second stage may be represented by the expression "everything is allowed", where entrepreneurs believe they may do anything to obtain high profits. From among the moral behaviors which fit into this context, we may enumerate: the false representation of products, fraud, tax evasion, false declarations, not respecting agreements with partners etc.

The following stage is assimilated by the maximization of profits on the short term, a stage when one must take into consideration the business practices regulate from a legal and social perspective, the social responsibility of businesses consisting in the maximization of profits.

What follows is a stage characterized by the maximization of profits on the long term, where, although the necessity of increasing the shareholders' profits predominates, this issue is associated with the strategic objectives of the company and with the acceptance of the idea of "general interest". Hence the emergence and consolidation of the thesis of "interested parts" which promotes both the economic mission of the business organization and the interests of particular groups such as: clients, suppliers, employees, the local or regional community etc. The general idea which defines this stage is that the moral judgment does not circumscribe to the strict interest of the shareholders, but also takes into consideration the interests of the participants who take part in the economic or business activity of the enterprise.

The last stage, characterized by the phrase "civic enterprise", tries to redefine the mission of the economic activity in society. We are talking about the type of moral judgment where the benefits of a business should include all those involved in the economic activity according to the principles of equality, freedom, mutuality and respect for human rights. This stage corresponds to the concept of "moral community" and functions in the virtue of two imperatives: we must pay equal attention to all those affected by our conduct, respectively anyone who is included in the community of moral interest.

Looking at things from such a perspective, one can claim that business ethics does not resume solely to a moral approach (according to which the basic principles of ethics also need to be extended into the business sphere), but it also involves a pragmatic approach (according to which businesses need to be ethical in order to prove a social responsibility meant to confer durability to the business, obtaining extra profits and avoiding certain risks).

This model of business ethics, writes C. Ducu, should be filled out with an operated variant “which nothing but the translation of the conceptual structure of business ethics into the practice of organizations.” The operated variant is “ethics and conformity” which, in the author’s opinion, consists in “the integrated management of the legal, economical and moral responsibilities of an organization” and it involves instruments such as: ethical codes, internal procedures with relevance to ethics and conformity, ethics and conformity training sessions, instruments which measure the ethical climate, the audit of ethics and conformity, instruments of conflict management, support instruments for taking ethical decisions etc. (2012, p.9).

Of course, we could mention other directions of approach as well, but these may distance us from the purpose of this paper. For this reason, in the following section I will focus upon the theoretical aspects of the decision and upon the moral dilemmas which accompany it.

The responsibility of a decision and its moral dilemmas

The analysis of the cognitive resorts of ethics and of the means of concretizing them in moral behaviors and practices is an element of balance between economy and social performance, claim M. Petcu and E. Dinu (2014, p.918). The two authors mention that ethics is integrated into the process of elaborating the decision at different levels of the managerial activity as it involves knowledge, norms and responsibilities, respecting the interests of the factors involved in the activity of the enterprise, as well as insuring moral and legal correctness.

Within the same field, Popa (2006), Crane and Matten (2007), Dragomir (2010), Iamandi and Filip (2014), Petcu and Dinu (2014) highlight the idea of the need to make a distinction between the different types of decisions and their ethical implications. In essence, we are talking about rational and argued decisions, about decisions determined by factors which are internal or external to the decisive power, about decisions determined by certain economical, political or judicial constraints, about decisions determined by the cost – benefits relation, about strategic, tactic or compromise decisions etc.

According to the authors mentioned above, the aspects referring to the decisions of the individual actors or of the business organization are not less important, which involves taking into consideration such as the following: Who decides? According to which procedures? What consequences are taken into consideration? What criteria of value lie at the base of a decision? How are moral dilemmas solved? How are responsibilities distributed? To what extent do the codes of ethical conduct work? How does one accomplish a balance between the economic and social performance of an enterprise?

The aspects thus signaled bring forth certain theoretical and practical difficulties, such as: even if we admit that that responsibility depends on an individual exercising power, the effects of a decision have both immediate consequences, as well as on the medium and long term; as a rational act, the decision does not guarantee a favorable result, as long as the effects cannot be fully known; every action is accompanied by “adverse effects”. This means to say that, although a decision seems to be justified on the short term, it can prove to be counterproductive on the long term: even of the array of causes, effects or correlations is difficult to anticipate and control, in order to avoid unwanted effects responsibility must be the object of a calculus meant to diminish unknown effects (cf. Dragomir, 2010).

From this enumeration we can witness the derivation of numerous problems connected to the ethics of decisions, understood as the rational process by which one accomplishes the moral evaluation of an action, a means of action, a rule or of an action option. Decision ethics mainly implies several mechanisms referring to: the finality of actions and establishing purposes; choosing the means necessary to accomplish purposes and establishing priorities; discarding those actions which were not well defined and choosing an option with higher chances of success; choosing the optimum alternative from the perspective of the assumed system of values.

Nobody can miss the idea that taking a decision also involves certain ethical dilemmas, such as, for instance, the individual – collectivity relationship, long term or short term profits, truth – loyalty, consensus – compromise, assuming risks – avoiding risks, respecting the law – breaching legal norms.

In a research consecrated to this theme, M. Petcu and E. Dinu (2014, p.919) identify three steps regarding the elaboration of a decision. The first refers to defining the problem and identifying alternatives (which is the dilemma? What does the conflict of values consist in? Do we have sufficient information? Which are the opinions of the participants?). The second stage involves the evaluation of the

alternatives and their consequences (To what extent are the interests in the activity satisfied? Which may be the effects of the implementation of the decision? Who are the people who are affected ethically and judicially by the decision?). The third step implies adopting the decision (the most adequate one from the perspective of ethics).

Analyzed from this point of view, the moral dilemmas refer to the practical solutions of the moment, a criterion of deciding a solution based upon a compromise, the possibility of accepting certain common principles for a temporary solution or the open and perfectible interpretation of the positions which are adopted regarding a moral dilemma or another. In the process of solving moral dilemmas we can also notice the participation of a system of personal values, the array of common values shared by the members of the organization, the attachment to the contractual values included in the array of needs, obligations and mutual rights of the people.

The aspects discussed so far involve taking into consideration what we commonly call “the structure of the moral action”. This means the analysis of the presuppositions of the question “what must I do?”, by which people or groups relate to a situation and to the way in which it is interpreted from the perspective of the purposes set. Examining this theme, P. Balahur (2004, p.304) considers that the moral situation has determinations of a personal, action, behavioral, normative, of value or significant type in what regards the evaluation of the action. Among the situational factors which influence the ethical behavior, we will mention: the organization, the organizational environment, the politics and the culture of the organization, the system of formal and informal relationships, the environment in which the organization operates, the system of government regulation, the array of norms and values shared by the members of the organization, commercial practices, the system of legal stipulations and others.

According to the characteristics of the moral situation, the author mentioned above identifies the following functions of the moral action (cf. Balahur, 2004, p.305): of solving the given situation; of expressing personal behavior in a given situation; of producing a moral fact (behavior, moral appreciation, attitude etc.); of relating to the agent’s choices to a given framework of value; of communicating, where the “others” understand the moral meanings of the actions. The fundamental idea is the fact that the moral act is determined both by the activity where it is integrated and especially by the means of solving the problems which emerge in the practices of business relationships (moral integrity, promoting truth, keeping promises, responsibility in assuming risks,

respecting contractual rights and obligations, good intentions in transactions and negotiations, mutual advantage etc.).

To conclude, one must add that business ethics cannot resume solely to the discussion of moral values, but also to the promotion of activities which may be used as models of conduct meant to help people in approaching moral problems in a moral systematic way and by using adequate instruments.

Conclusions

As I have mentioned from the very beginning of this paper, business ethics is confronted with numerous perspectives and approaches which make the formation of a unanimously accepted definition difficult. Secondly, business ethics is a research field in an incipient stage. For this reason, the theoretical concepts, the organizing principles and the social practices always bring new data which must be analyzed by theoreticians and practitioners. Thirdly, the issue we have discussed can only acquire theoretical consistency by means of an interdisciplinary approach, where there must be a permanent flux between the theoretical and practical levels. In the fourth place, we witness the need for a methodology which may research the aspects which represent the object of ethics, as well as to make a distinction between “what is” and “what should be” business conduct. All of these are reasons why the ethical dimensions of business relationships should be integrated in the training programs of the students, as well as certain moral judgments regarding the different types of actions and their consequences upon individuals, organizations and the society as a whole.

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