

AGORA
PSYCHO-PRAGMATICA
SEMESTRIAL JOURNAL



PSYCHOLOGY
SOCIAL WORK

EDITORIAL BOARD

Editor-in-Chief

Olga Domnica Moldovan

“Aurel Vlaicu” University of Arad, Romania

od_moldovan@yahoo.com

Associate Editor-in-Chief,

Mihaela Gavrilă-Ardelean

“Aurel Vlaicu” University of Arad, Romania

miha.gavrila@yahoo.com

Associate Editor-in-Chief, Psychology Section

Sonia Ignat

“Aurel Vlaicu” University of Arad, Romania

soniabudean@yahoo.com

Associate Editor-in-Chief, Social Work Section

Alina Costin

“Aurel Vlaicu” University of Arad, Romania

alinacostin@yahoo.com

Managing Editor

Evelina Balaş

“Aurel Vlaicu” University of Arad, Romania

evelinabalas@yahoo.com

Online Editorial Director

Claudiu Schwartz

“Aurel Vlaicu” University of Arad, Romania

claudiu.schwartz@gmail.com

Executive Editor

Tiberiu Dughi

“Aurel Vlaicu” University of Arad, Romania

tibi_dughi@yahoo.com

Associate executive Editor

Alina Felicia Roman

romanalinafelicia@yahoo.com

ASSOCIATE EDITORS

Grozdanka Gojkov

University of Belgrad, Serbia

The High School of Varset

Member of Serbian Academy of Education Sciences

Nilanjan Dey

Dept of Information Technology,

Techno India College of Technology, India

Zoltan Bogathy

University professor, PhD

West University of Timișoara, Romania

Sabine Parmentier

DESS in clinical psychology of the University Paris III

Secretary of the Association of Psycho-analytic Formation
and Freudian Researches, Paris, France

Olivier Douville

University Paris X of Nanterre, France

Clinical Psychology Department

Onur Köksal

Associate Professor, PhD.

Selcuk University School of Foreign Languages, Turkey

Jo Daugherty BAILEY

Ph.D, MSW, Associate Professor,

MSW Director in the Department of Social Work.

Metropolitan State University of Denver, USA

Kate TRUJILLO

PhD, LCSW, Assistant Professor

Metropolitan State University of Denver, USA

Dawn Matera BASSETT

MSW, LCSW, PhD. Principal Investigator

HSRA Behavioral Health Workforce Education
and Training for Professionals Projects

Metropolitan State University of Denver, USA

Luís CASTANHEIRA

Ph.D, University Professor

School of Education of the Polytechnic Institute of Bragança, Portugal

Matthias MOCH,

PhD, Professor

Studiengangsleiter Erziehubgshilfen/Kinder – und Jugendhilfe 1

Duale Hochschule Baden-Wurttemberg Stuttgart, Germany

Graphic design

Tudor Moldovan, Teodora Moldovan (Nebula FX – Image Agency)

Redaction Address:

Str. Elena Drăgoi, nr.2, Arad, Romania

Tel: +40 (0257) 219 555

e-mail: agora.arad@gmail.com

Fax: +40 (0257) 219 555

ISSN 1842-6840

Agora (online) ISSN2247/2401

ISSN-L- 1842-6840

Index Coverage: Ulrich's,

EBSCO,

DOAJ,

Directory Research Journals Indexing

Index Copernicus

The full text is available for view/download in PDF format free of charge

CONTENTS

Emotional maturity and its relationship with anxiety and optimism in adolescence	8
Olga Domnica Moldovan	
Body image and eating disorders in adolescence	24
Rodica Gabriela Enache	
Professional development and career counselling services in higher education	32
Dana Bălaș Timar Tiberiu Dughi Evelina Balaș	
Causes and consequences of the middle school level students' overstress	44
Daniela Căprioară Mădălina Micu	
Study on self-awareness and vocational counseling of high school students	57
Rodica Gabriela Enache, Raluca Silvia Matei	
Ethical dilemmas in the psychologist's practice that activates in the area of children with impairments	65
Mircea Adrian Marica, Angelica Nastase	
Psychological and social effects of aging	74
Rodica Gabriela Enache	
Developing a child welfare workforce using a community approach	82
Kate Trujillo,	
New perspective on students' motivation to learn mathematics	89
Daniela Căprioară	

The consequences of the abuse on the development of child’s personality	101
Raluca Silvia Matei	
The relationship between work engagement, organizational cynism and job satisfaction in a Romanian private company	108
Blanca Georgiana Grama Daniela Nicoleta Boțone	
The role of counseling in the case of couples who have disfunctional relations	120
Sonia Ignat	
The axiological perspective in the training of teachers	129
Rodica Gabriela Enache Alina Iftime	
Consequences of family environment deprivation on delinquent behavior	139
Raluca Silvia Matei	
Intervention in elder welfare	147
Alina Maria Breaz	
Awareness and involvement of youth regarding illegal drugs	152
Dănuț Sorin Bălăuță	
The portrayal of refugees in social media	158
Luiza Vlaicu Dănuț Sorin Bălăuță	
To Be A Case Manager in Child Care Services	165
Alina Costin Renate Liliana Bran	
Social Protection of the Human Trafficking Victims from Romania	173
Sion Hall Mihaela Tomita Adina Schwartz	

Homeless adults in Timisoara, dedicated services	182
Claudiu Mihail Roman Rodica Cojan	
The influence of the conjugal neurosis in the marital couple	190
Raluca Silvia Matei	
The televised media-coordinates of boredom	197
Claudiu Schwarz Edgar Demeter	
Learning to elderly	206
Maria Alina Breaz, Dana Bălaș-Timar, Ana Rădulescu	
Identifying the causes of abortion in case of unwanted pregnancy	210
Luiza Vlaicu	
Social and psychological aspects of outdoor education	215
Henrieta Torkos	
The importance of gerontological social work in day care centers for elderly	224
Maria Alina Breaz	
Homeless people- satisfaction of beneficiaries of services	229
Claudiu Mihail Roman	
Philosophical ideas, expressions and formulae. Book review	236
Mihai Șimăndan	

EMOTIONAL MATURITY AND ITS RELATIONSHIP WITH ANXIETY AND OPTIMISM IN ADOLESCENCE

O.D. Moldovan

Olga Domnica MOLDOVAN

Professor, PhD,

Aurel Vlaicu University, Arad, Romania

Abstract: The emotional maturity is one of the psychological aspects which influence the relationship of the person and its performance in any field. Some psychologists relate this with the emotional intelligence and the capacity of knowing and understand his own emotions and those of the other. The author presents a study which was conducted on a number of 65 subjects from which 36 non-institutionalized and 29 of in institutions, aged between 17 and 19 years old. The aim of the research was to underline the relation between emotional maturity and the anxiety as trait and the optimism.

Key words: emotional maturity, anxiety as trait, optimism, adolescents

Theoretic framework

The concept of emotional "mature" behavior is reflected in what we call a normal emotional development. Like other concepts related to maladjustment and mental health, emotional maturity concept also happens to be a by-product (an unexpected and side benefit) of therapeutic interventions in the psychiatric environment. Emotional maturity is always relative, develops throughout life and is the mature form from which the person can reversed.

"The mental available resources are used to implement a motivated mental state. If we are over-motivated our resources are quickly diminished and reach an opposite state (we are tense, distracted than before); excessive motivation has against intentional effect because it consumes too much neurocognitive resources in a short time. "(Miclea, 1999, p. 189).

Maturing "is conceived as a process of development towards functional states more or less stable concluded or considered characteristics of maturity [...] maturation is a qualitative notion of development marked by particular events or conditions ..." (Parot, Doron, 1999, p. 481).

For Goleman, emotional maturity is related to emotional intelligence. The term intelligence comes from the Latin *intelligere*, which is to relate, organize or from the term *interlegere*, which involves establishing relationships between people.

Even the terminology suggests that intelligence overcomes thought which is limited to relations between the objectives and the essential characteristics of phenomena and not relations between people. How complex is this aspect of personality emerges in how it was approached in the history of philosophy and psychology. Views to intelligence ranged from acceptance and highlighting its role in knowledge, to diminish its significance or even to eliminate it from human existence. For Western thought, intelligence appear to be the essential attribute, fundamental for human beings, which makes man what he is, for Eastern thought intelligence was reduced to minimum.

This can be seen in individuals in the areas of their social life, their way of relating and responding to various difficulties of life. They are aware and better control their emotions, have more numerous values and know to recognise them to their own and the others. This emotional intelligence makes people react well in practical life situations faced and act wisely in dealing with others. The author presents emotional intelligence capacity extended to five main areas:

Knowledge of personal emotions – to recognise feeling when it appears, is the cornerstone of emotional intelligence. People who recognize their own feelings have felt more secure in making personal decisions in any field;

Managing emotions - is about mastering emotions so as to be the appropriate capacity to soothe, to get rid of depression, anxiety, irritability. Those who fail to master are constantly confronted with disappointment while emotionally mature individuals can quickly rebalance from obstacles;

Self motivation - concern the emotions serving a purpose to rule and creativity. Emotional self postpone rewards and achievements underlying pulse suppression, increased efficiency and productivity;

Recognizing emotions in others - is done with empathy, the capacity to understand the other, they are mindful of the needs of others;

Handling relations – establishing relations means the ability to manage emotions of others. These capabilities lead to great popularity, to spiritual leadership, effectiveness in interpersonal relationships. (Goleman, 2001, p. 61-62).

Those who hold this emotional intelligence are socially balanced cheerful and do not succumb to fears and concerns.

"Affective maturity indicates the presence of self-control, learning the adaptive ways to situations we face in life." (Radu, 1991, p.126).

Adolescence entails changes not only physical, but also emotional maturity, a phenomenon which in turn involves the finalization of the self knowledge.

The major task of the adolescent is to establish a clear sense of identity. Intellectual skills that they acquired during this period enable them to reflect, to think about who they are and what defines them as a unique person, different from others.

The sense of identity is built around two major areas (APA, 2002):

- *Self-image*: set of beliefs about themselves, including roles, goals, interests, values, religious or political beliefs.

- *Self-esteem*: what the person thinks and feels about his own image. (after Moldovan, Balas-Timar, 2010)

In adolescence is nuanced the emotional life and emotions become more balanced than in puberty. Amid all well and good openness toward positive feelings appear the higher sentiments (intellectual, aesthetic, moral). (after Munteanu, 1997).

Immaturity is "a term usually used to describe the affectivity of a child, teenager or adult, marked by lack of autonomy, need of protection and an exaggerated fixation on the parental image. Overriding interest of the child focuses on his own person in the work field and its benefits. This particularly selfishness manifests itself by susceptible, vanity and stubbornness. Life relationship is also narrow: the development and structuring of personality are limited by the inability to find conflict resolution other than through economic solutions: downloading brutal emotional tension, the manifestation of these tensions in prestige, inhibition or opposition attitudes, defiance or of disinterest, making mental construction thought or active, less organized (mendacity, theft, delinquency) "(Parot, Doron,1999, p.388).

The affective immaturity relates to a lagging behind affective behavior, corresponding to an earlier stage of development. The emotionally immature individual has a "childish" behavior. In most cases, emotional immaturity is being caused by psychogenic overprotection of children and young by the family. Young people with emotional immaturity do not fit optimal school group because between them and the other young people there are differences in emotional experience, so rejection is reciprocal, they are marginalized by the group, are often ridiculed. The young people's immature emotional response is: isolation, absurd rebellion, neurotic, shy, answers that have serious consequences for the future. There are adults of value in scientific fields that have an emotionally immature behavior manifested tby timidity and credulity (Gavrilă-Ardelean, 2008).

Emotional infantilism is as sharp of the emotional immaturity. It can be seen both in people with serious mental disabilities (imbeciles, idiots, dementias) and in normal individuals following a disadvantaged social climate which do not allowed them the affective maturity. A specific form of the emotional infantilism is encountered in hysterical infantilism, dementia, aging, schizophrenia, psychopathes, each manifesting depending on the respective syndrome. (Adams, Berzonsky, 2009).

Research hypothesis

H1: It is assumed that there are significant differences regarding emotional maturity and the level of anxiety (as trait) and the optimism in institutionalized and the non- institutionalized adolescents.

H2: There is a correlation between emotional maturity and the school performances

H3: There is a correlation between emotional maturity and tanxiety and optimism.

Theoretical objectives

Capturing differences on emotional maturity, optimism and level of anxiety (trait) between institutionalized and the non- institutionalized children.

Highlighting correlation between emotional maturity and school performance.

Highlighting correlation between emotional maturity and trait anxiety and optimism.

Sample

This study was conducted on a total of 65 participants, students of two classes XII from a high school in Arad namely 29 students, philological profile, non-institutionalized teenagers and 36 institutionalized adolescents in a shelter for minors. Age of students is between 17 and 19 years, the average age being 18, 20 years, of whom 42 were boys and 23 girls.

Methodology

Friedman emotional maturity test

This test assesses the degree of emotional maturity. The test consists of 25 items. For each item there is the options of *yes* or *no* answer. To each answer to each item is given a certain score. At the end of testing, evaluation is made by summing the scores of the right answer. The total score will be divided by 25.

Calibration is to divide the total score on nine levels. The minimum is 8 and the maximum is 25. These levels are: infantilism, infantile psycho side, childish, easy emotional imaturity, limit situation, the tendency towards equilibrium, mediocre maturity, , appropriate maturation, good maturation,

perfectly matured emotional.

At adult it is discussing in terms of emotional balance and imbalance.

Trait Anxiety Inventory (STAI X2)

These scales are presented together but the scale used was only the feature. STAI consists of two self-assessment scales for measuring two distinct concepts regarding anxiety. Anxiety (A-state) and trait anxiety. Although originally designed as a research tool for investigating anxiety in adults with psychiatric problems, STAI proved to be useful in measuring anxiety in students and patients in the neuropsychiatric, those in medical clinics or in the service of surgery.

Scale (A-status) consists of 20 descriptions, but the instructions require to the subjects to indicate how they feel at a given time

Scale (A-feature) consists also of 20 descriptions on which people express how they feel in general. Scale (A-status) is a good indicator of the level of transient anxiety felt by customers and patients in counseling, psychotherapy, behavioral therapy or psychiatry.

Scale (A-feature) enables the detection on higher education or college students of the anxiogenic inclinations and of the evaluation of the extension that students encounter problems of neurotic type. A-feature refers to individual differences, stable relationships in propensity to anxiety, differentiating people in the tendency to respond to situations perceived as threatening or increase intensity of anxiety.

Rating

Possible scores for STAI Form X range from a minimum score of 20 points to a maximum score of 80 in both sub-scales A-state and A-feature. Subjects respond to each item of STAI assessing themselves on a 4 point scale. The four categories for scaled-state are: a) all; b) less; c) enough; d) lot. Categories for A-trait scale are: a) almost never; b) at times; c) often; d) almost always. Some items STAI, for example "are tense (a)" are organized such that a rate of 4 indicates a high anxiety while other items, for example, "are well disposed (a)" are organized so a large score indicates a low anxiety. The weights for items whose scores indicate high anxiety levels low are the same as the number circled. For items of Tracks high scores indicating high anxiety weights scores are reversed. Råspunsurillor weighted scores marked 1, 2, 3, 4 for inverse items are 4, 3, 2, 1. Scale-10 items quoted is the reverse state, namely 1, 2, 5, 8, 10, 11, 15, 16 19 scale-reverse feature has 7 ranked items 1, 6, 7, 10, 13, 16, 19. (Spielberger Gorsuch and Luschene, 2003)

The final score is obtained by summing the classes and can be employed are:

- low level of anxiety - between 21-40
- average level of anxiety - between 41-60

- high level of anxiety - between 61-80

Optimism Scale

The Optimism Scale is a scale of self evaluation that is also called Life Orientation Test and was developed by Scheier and Carver. The scale contains 12 items of which 8 extends optimism. The four items "false" are 2,6,7,10. Response options are number five in complete disagreement (5) to complete the Agreement (1). The final score is obtained by summing the numbers indicating the response taking into account that the items 4, 5 and 11 share reversely. The score obtained is between 8 and 40, the high values indicating the presence of the optimism. The romanian version of the test was performed in Adriana Băban's book "Stress and Personality" in 1998.

Results and discussions

The hypotehesis 1

It is assumed that there are significant differences regarding emotional maturity and the level of anxiety (as trait) and the optimism in institutionalized and the non- institutionalized adolescents.

To test the existence of differences was used Windows 2010 (for editing work) SPSS 17.0 (calculation data). The first step consisted in subjecting interpretation between the type of students and results in emotional maturity tests, trait anxiety and optimism. The results are shown in Table

Pentru a testa existența diferențelor s-a folosit Windows 2010,(pentru redactarea lucrării) SPSS 17.0 (pentru calcularea datelor). Primul demers a constat în a supune interpretării relația dintre tipul de elevi și rezultatele obținute la testele de maturitate emoțională, anxietatea ca trăsătură și optimismul. Rezultatele sunt prezentate în tabelul 1.

Table 1. The results of inferential statistics

		t-test for Equality Of Means						
		t	df	Sig.	Mean diff.	Diff. Std. Error	95% Interval de încredere	
							Inf.	Up
Emoțional maturity	Assumed Variance	-12.67	63	.00	-1.79	.14	-2.07	-1.50
	Non-assumed variance	-13.04	62.83	.00	-1.79	.13	-2.06	-1.51
Anxiety as trait	Assumed Variance	10.94	63	.00	16.78	1.53	13.71	19.84

	Non-assumed variance	10.86	58.31	.00	16.78	1.54	13.69	19.87
Optimism	Assumed Variance	-19.03	63	.00	-17.33	.91	-19.15	-15.51
	Non-assumed variance	-19.40	62.88	.00	-17.33	.89	-19.12	-15.55

The results presented in Table 1, showing the existence of significant differences in emotional maturity ($t = -12.67$, $p = .000$), trait anxiety levels ($t = 10.94$, $p = .000$), level of optimism ($t = -19.03$, $p = .000$).

Table 2. The results of descriptive statistics

	Subjects	N	Means	Std. Dev.	Mean Std. Error
Emotional maturity	institutionalized adolescents	36	16.344	.6277	.1046
	non-institutionalized adolescents	29	18.134	.4783	8.882
Anxiety feature	institutionalized adolescents	36	51.472	5.968	.9948
	non-institutionalized adolescents	29	34.689	6.364	1.181
Optimism	institutionalized adolescents	36	15.972	3.9169	.6528
	non-institutionalized adolescents	29	33.310	3.285	.6101

The results of the Table 2 are plotted in graphical representation obtaining the mean value for the scale of the emotional maturation in Figure 1:

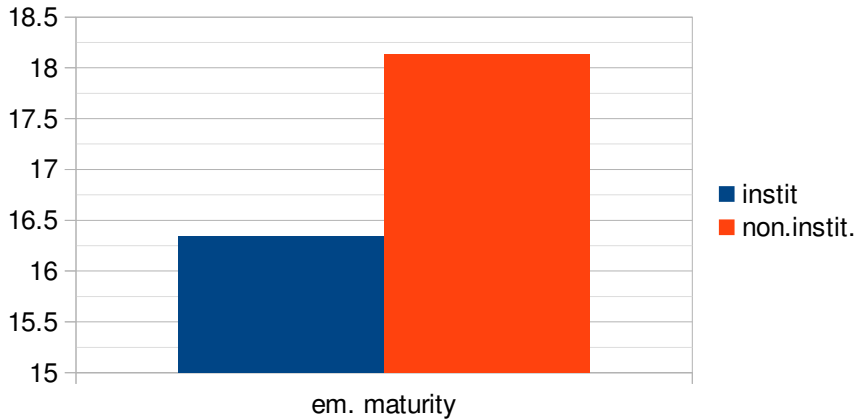


Figure 1. Graphical representation of average values for emotional maturity

Another graphical representation is obtained for average values of trait anxiety inventory (figure 2).

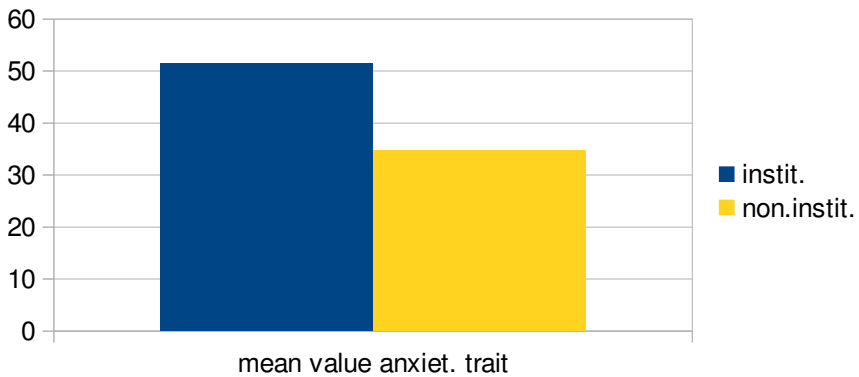


Figure 2. Graphical representation of the mean value for trait anxiety

Also we get a graphical representation of average values for optimism scale (figure 3).

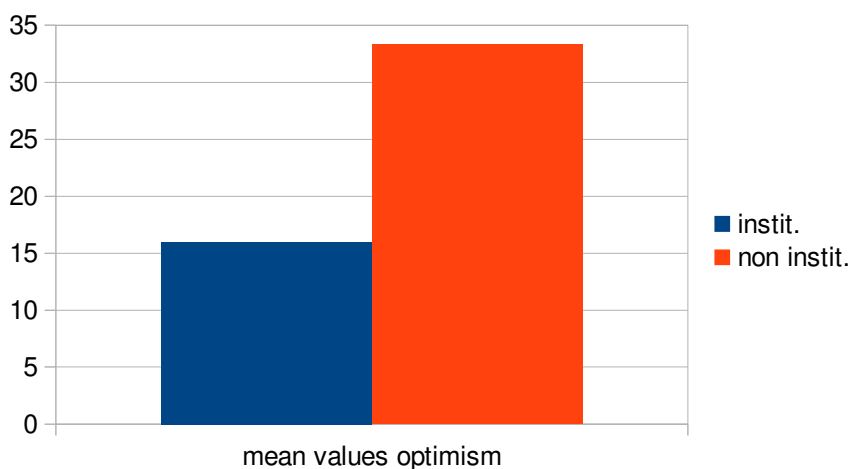


Figure 3. Graphical representation of the mean value for optimism

Comparing the average mark in the emotional maturity of students in function of the kind of institutionalized/non-institutionalized student we see that one of the groups, the institutionalized population is in emotional maturity class with a limit situation - tend towards imbalanced equilibrium, averaging 16.34 and media 18.13 representing the fact that non-institutionalized have a mediocre level of emotional maturity. This result leads us to assume that there is an influence of lifestyles and living conditions of the institutional and the lack of parents that increase the emotional maturity of these children.

Based on this result we can say that there are significant differences between emotional maturity of students, the level of anxiety state as state and as trait, and the optimism, depending on the type of institutionalized/non-institutionalized adolescents. The results show that these differences between the two groups appears also in terms of trait anxiety: the institutionalized adolescents are situated in the class of moderate anxiety being are more anxious as the others, the non-institutionalized adolescents that are situated in the class of reduced anxiety.

Regarding optimism results showed that students in institutions falls into reduced optimism and students non-institutionalized falls are in the class of higher optimism which underlines the fact that institutionalized students even if they are in the same age of turmoil find appropriate ways to cope and to keep a positive tone and an optimistic vision of their own existence. This way of thinking helps in coping with difficult life situations and in better relationship with others; these rational thoughts have as consequences more and appropriate

functional and behavioral adaptive emotions having such a better emotionally maturing, a more correctly evaluation of themselves.

Rational and flexible thinking helps them to have proper visions of the world and a lower level of hostility. Lower levels of anxiety demonstrate that they seek to explain things in reality and when something unknown becomes known, the fear disappears. Thinking is only one factor that can influence emotional maturity.

The institutionalized students have a thinking that causes them to have a vision of reality parties, as a whole, and help them to draw conclusions adapted to their own cognitive schemes and their visions. Interpreting reality after a strategy that confirms their own schemes of thought, often rigid, come to evaluate themselves and the others in a negative way, showing such hostility towards others. In terms of anxiety, they are not looking for logical explanations to phenomena surrounding, all these attitudes having consequences on their cope with the environment and the relations with the others, predisposing them to dysfunctional non-adaptive behaviors and emotions which prevents their emotional maturity.

Hypothesis 2

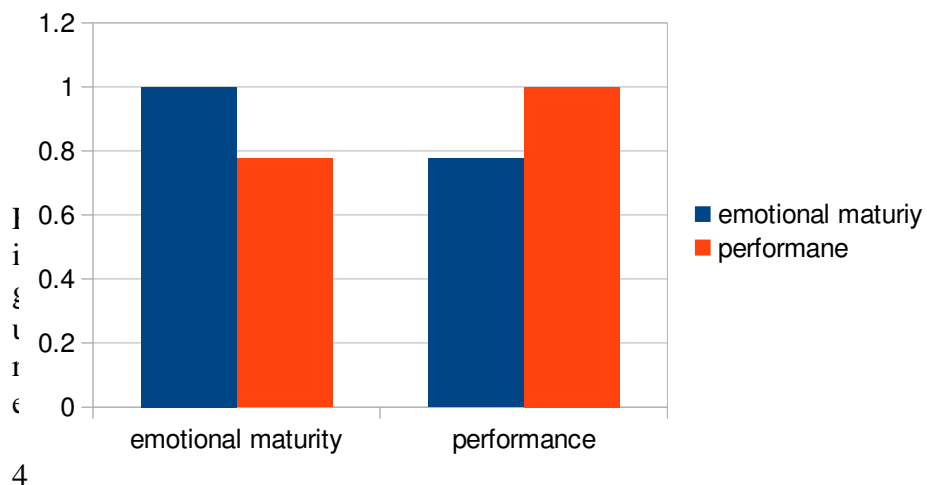
There is a correlation between emotional maturity and the school performances

The inferential results are showed in table 3.

Table 3. The results of inferential statistics

		Emotional maturity	School performances
Emotional maturity	Pearson Correlation	1.000	.776 **
	Sig.	.	.000
	N	65	64
School performances	Pearson Correlation	.776**	1.000
	Sig.	.000	.
	N	64	64

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



The graphical representation of the correlation between emotional maturity and school performance

Averages for school performance are shown in table 4.

Table 4. Results of annual averages

	Subjects	N	Average
School performance	institutionalized adolescents	35	7.0571
	non-institutionalized adolescents	29	8.7241

The data in Table 4 and are graphic represented as follows (figure 5)

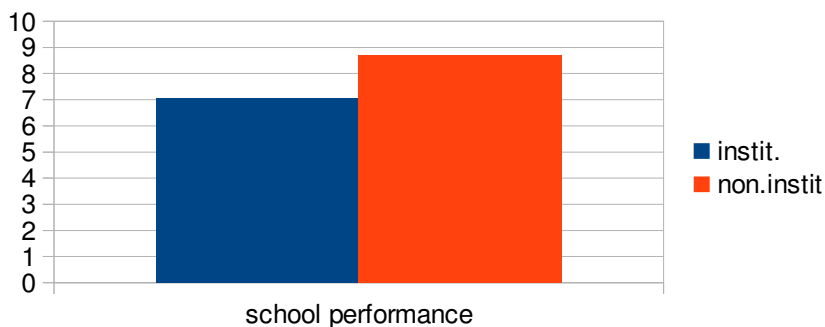


Figure 5. Graphic representation of school performance

Pearson correlation was found to be a positive correlation statistically significant, of the emotional maturity with the learning performance ($r = .776$, at a threshold $p = .000$). Thus, the stated hypothesis has been demonstrated for these two factors studied namely emotional maturity and school performance. This means that when the student presents a low score in terms of the emotional maturity chances are that school performance is low due to the ways non-adaptive life student behaviors and vice versa if they have a high score in emotional maturity the school performance will be increased. Rational thinking facilitates maturation, but the irrational thinking prevents this because lead to dysfunctional emotions and not allow the individual to adapt to difficult situations for him.

Hypothesis 3

There is a correlation between emotional maturity and trait anxiety and optimism.

The inferential results are presented in table 5.

Table 5. The results of inferential statistics

		Emotional maturity	Anxiety as feature	Optimism
Emotional maturity	Corelația Pearson	1.000	-.630**	.790**
	Sig	.	.000	.000
	N	65	65	65
Anxiety as feature	Corelația Pearson	-.630**	1.000	-.677**
	Sig.	.000	.	.000

	N	65	65	65
Optimism	Corelația Pearson	.790**	-.677**	1.000
	Sig.	.000	.000	.
	N	65	65	65

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

The values in Table 5 are plotted in the graphical representation of the correlation between the trait anxiety and emotional maturity in Figure 6.

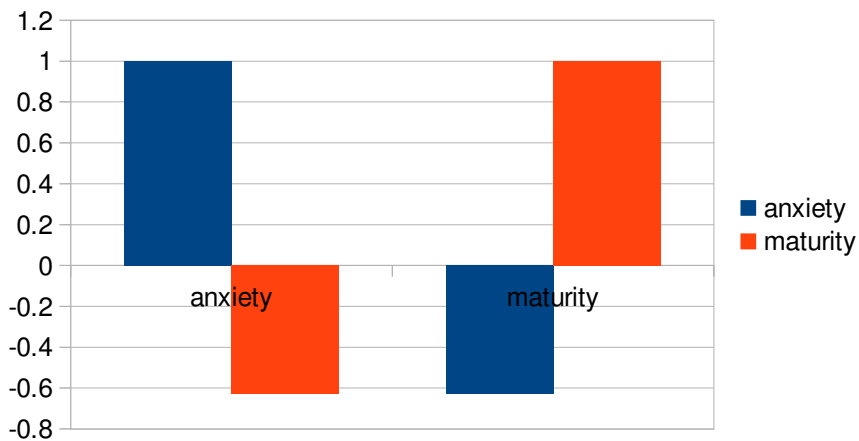


Figure 6. Correlation between emotional maturity and anxiety as trait

Pearson's correlation has been shown to be a negative correlation (inverse) statistically significant between emotional maturity and anxiety as trait ($r = -.630$, at a threshold $p = .000$). This result indicates an increase in emotional maturity when the anxiety (trait) decreases. Lowering anxiety leads to more effective adaptation of students to the environment and a better relationship with others. Both fear of time and fear that manifests a longer period may lead to dysfunctional emotions and biological disorders, to behavioral disorders and even

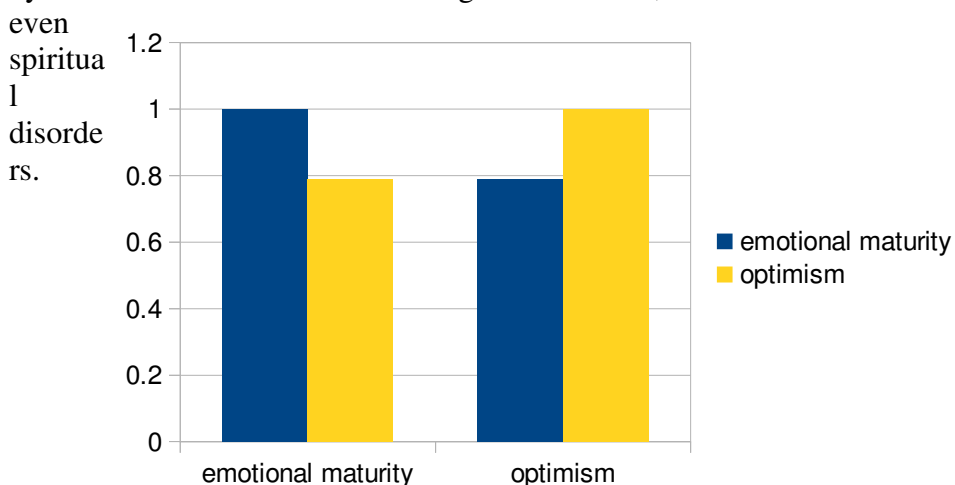


Figure 7. The correlation emotional maturity - optimism

Pearson correlation was found to be a statistically significant positive correlation, between school performances and emotional maturity ($r = .790$, $p = .000$ threshold). Thus, the stated hypothesis has been demonstrated for these two factors studied, emotional maturity and optimism. This means that when the student presents a low score in terms of the emotional maturity chances are that optimism to be low due to the ways non-adaptive life student and vice versa if they have a high score in emotional maturity, optimism is high due to positive thinking and to the control of their own emotions.

It is obtained the following graphical representation for the relationship between anxiety as trait and optimism in Figure 8

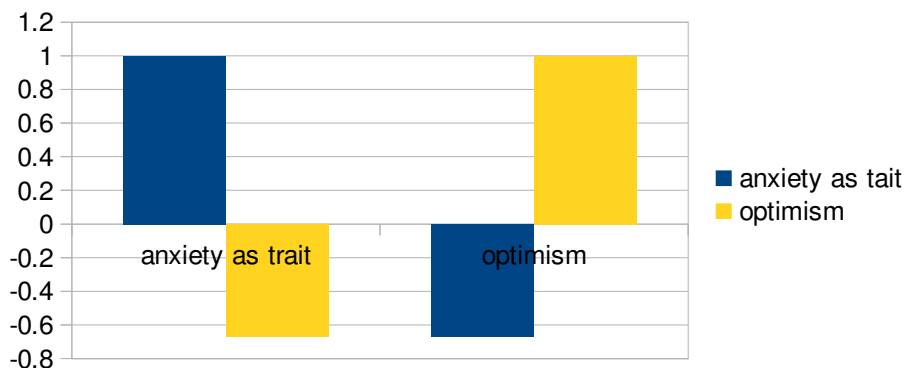


Figure 8. The correlation

between anxiety as trait and optimism

Pearson correlation was shown to be a negative correlation (reverse)

statistically significant between trait anxiety and optimism ($r = - .677$, at a threshold $p = .000$). This test result indicates an increase in the values of optimism when the level of anxiety (trait) decreases. Lowering anxiety leads to more effective adaptation of students to the environment and better relationship with others. Trait anxiety entails distrust their capacities to deal with the situation and that manifests an extended period can lead both to dysfunctional emotions and biological disorders, behavioral disorders and even spiritual. Positive thinking, the optimistic look on the encountered situations in life student or interrelationships at school and outside leads to find adaptive ways to lower anxiety as a students' feature and increase confidence in their powers to use appropriately the personal resources.

Bad mood, dissatisfaction, loneliness, fear, inability to concentrate, feeling of inferiority, irritability, emotional outbursts, impulsiveness, tolerance impaired frustration, lack of inhibition - high levels regarding these events show a low emotional maturity which can lead to high levels of anxiety as trait and low levels of optimism.

Conclusions

The study was conducted on a number of 65 subjects from which 36 non-institutionalized and 29 of in institutions, aged between 17 and 19 years old.

The first hypothesis aims if there are differences between the two groups of students to determine the level of emotional maturity, trait anxiety and optimism. The second hypothesis proposes also to highlight the correlation between emotional maturity and school performance. The third hypothesis proposes to highlight the correlation between emotional maturity and trait anxiety and optimism. All three assumptions are confirmed and draw attention to some of the effects of the emotional maturity which are felt in the field of self-perception or in the plan of relating with others. Correlations pursued warn that between emotional maturity and school performance is a direct relationship and between school performance and anxiety there is an inverse correlation.

Differences obtained at the hypothesis 1 for the studied factors were significant, so we can think that there is the possibility of multiple factors than those studied which influence the emotional maturity of adolescents, some of them being whether or not there is a family environment, and the various facets of the cultural environment from where the subjects come.

Regarding the second hypothesis is assumed that the relations between emotional maturity and school performance, was confirmed.

The third hypothesis, that supposed relationships between emotional maturity and anxiety as trait and optimism, and also between the latter two are found that emotional maturity correlates positively with optimism and negatively with anxiety and the optimism correlates negative with anxiety

References

- Adams, G.R., Berzonsky, M.D., (2009), *Psihologia adolescenței. Manualul Blackwell*, Editura Polirom, Iași
- Băban, A., (1998), *Stres și personalitate*, Editura Presa Universitară Clujeană, Cluj-Napoca
- Gabrilă-Ardelean, M. (2008). *Counselling in prevention of abortion and psychosocio-emotional secondary disorders in Arad county, SGEM 2014 I International Multidisciplinary Scientific Conferences on Social Sciences and Arts*
- Goleman, D., (2008), *nteligența emoțională*, Editura Curtea Veche, București
- Miclea, M., (1999), *Psihologie cognitivă*, Editura Politom, Iași
- Moldovan, O.D., Bălaș-Timar, D., (2010), *Psihologia adolescenței și vârstei adulte*, Editura Universității Aurel Vlaicu, Arad
- Munteanu, A., (2010), *Psihologia vârstelor*, Editura Polirom, Iași
- Radu, I., (1991), *Introducere în psihologia contemporană*, Editura Sincron, Cluj-Napoca

BODY IMAGE AND EATING DISORDERS IN ADOLESCENCE

R.G. Enache

Rodica Gabriela ENACHE

Associate Professor, Ph.D,

Ovidius University Constanța, Romania,

The Faculty of Psychology and Educational Sciences

Abstract: In the current study we aim to analyze the influence of eating disorders, such as anorexia and bulimia, on teenagers' self-image and personality. We are going to analyze the direct correlation between the risk of eating behavior disorder and neuroticism – anxiety and the reversed correlation between the risk of eating behavior disorder and body esteem.

Key Words: body image, eating disorders, adolescence

Particularities of self-image during teenage

According to Erikson (1986, 2015), the developmental task of youngsters in early and mid adolescence is to form a sense of identity, that is, to decide who they are and what kind of person they will be. In late adolescence, the task is to form a sense of intimacy or close relationships with persons of the opposite as well as the same sex. Concentration on these two tasks leads to typical adolescent behaviors. The four main areas in which adolescents must make gains to achieve a sense of identity are:

1. accepting their changed body image,
2. establishing a value system or what kind of person they are going to be,
3. making a career decision,
4. becoming emancipated from their parents.

Just as the bodily self is the first aspect of the self-concept that emerges in the baby, so the bodily self undergoes a dramatic change with the onset of puberty, which marks the beginning of adolescence, according to Gross R. (1999). Prior of the onset of puberty, most children have been relatively unconcerned with what their bodies are like (and how they look) and more concerned with what their bodies enable them to do. But the growth spurt of puberty, the dramatic changes in the shape and appearance of the body, plus the new sexual feelings and other

sensations that accompany these changes, change all that. Inevitably, it seems, the adolescent has a much stronger and more clearly defined body image.

According to Coleman (1985) and Gross R. (1999), the development of identity requires not only feeling separate and different from others, but also knowing how one appears to the rest of the world. Dramatic bodily changes seriously affect these aspects of identity and represent a considerable challenge in adaptation for even the most well -adjusted young person. Consequently, the timing of the adolescent growth spurt may have an important effect of the adolescent's self-concept, especially self-esteem.

Adolescents who have developed a strong sense of industry have learned to solve problems and are best equipped to adjust to their new body image. Those who have a healthy working knowledge of their body and why it is changing are also well prepared to deal with their new growth. Adolescents are usually their own worst critics, never pleased with any aspect of their bodies. Some have a lower sense of self-esteem than others, however. Like body image, self-esteem may undergo some major changes during the adolescent years. Self-esteem, however, can be challenged by all the changes that occur during adolescence, including changes in one's body and physiologic functioning, changes in feelings and emotional focus, changes in social relationships (including relationships with both family and friends) and changes in family and school expectations on the adolescent. All of these factors will have an effect on the adolescent's feelings about himself or herself, sometimes resulting in crisis, according to Pillitteri A. (1992)

Characteristics of eating disorders during teenage

Research suggests that excessive concern of young girls about weight is a predictive factor of latter symptoms of nourishing and depressive disorder, of low self-esteem and feelings of inadequacy and personal uselessness (Killen et al., 1994; Lewinsohn et al., 1993; Stice & Bearman, 2001, apud Stice, Peterson, 2009).

According to DSM-V (APA, 2013), eating disorders include the following types:

- Nervous anorexia, with the subtypes: restrictive and binge-eating (compulsive eating) / purging;
- Nervous bulimia;
- Binge-eating (compulsive eating) disorder
- Pica eating disorder
- Rumination disorder;
- Avoidant / Restrictive Food Intake Disorder – ARFID;
- Other Specified Feeding or Eating Disorder - OSFED;
- Unspecified Feeding or Eating Disorder - UFED.

Bryant-Waugh and Lask (2013) describe eight forms of eating disorders that can appear during childhood and teenage:

- Nervous anorexia;
- Nervous bulimia;
- Avoidant Food Intake Disorder (avoiding food; losing weight; changing mood; no distorted cognition and / or intense care as far as weight and / or form are concerned; there is no organic disease of the brain, psychosis, drug addiction or side effects of prescribed drugs)
- Selective eating (small range of food for at least two years; refuse of trying new food; no distorted cognitions or intense morbid care about weight and / or form; weight can be reduced, normal or high)
- Restrictive eating (smaller quantities than the average specific to the requirements of the age; the diet is normal as far as the nutritional content is concerned, but not related to the quantity as well; no distorted cognition and / or intense care about the weight and / or form; weight and height tend to be low);
- Refuse to eat (tends to be periodic, discontinuous or situational; no distorted cognition and / or intense care as far as weight and / or form are concerned)
- Functional dysphagia and other phobic conditions (avoiding food items; the specific fear that generates avoiding food items – fear to ingurgitate, suffocation, vomiting, no distorted cognition and / or intense care as far as weight and / or form are concerned)
- Pervasive syndrome of refuse (deep emotional excitation and withdrawal, manifested through avoiding to eat, drink, walk or talk or avoiding self-care; reluctance to the efforts to helping)

Anorexia nervosa is a disorder characterized by preoccupation with food and body weight creating a feeling of revulsion to food to the point of excessive weight loss.(APA, 1987, Pillitteri A.,1992). It occurs most often in girls (95%), it usually occurs at puberty or during adolescence. As many as 1 in 250 girls between 12 and 18 years of age develop the disorder. It is more common among sisters and mothers of people with the disorder.

A specific cause of anorexia nervosa is unknown, but most theories have focused on psychodynamic views of the disorder as a phobic-avoidance, response to food resulting from the sexual and social tension, generated by the physical changes associated with puberty. (Popper, 1988).

The nervous anorexia and the nervous bulimia usually affect the teenage girls and young adult women, the majority of those who are getting medical and psychological treatment for eating disorders being between 15 and 35 years old (Calderon, 2010). Eating disorders are not limited to this population, they also affect boys and men (Muise, Stein and Arbess, 2003; Mangweth-Matzek, Rupp, Hausmann, Gusmerotti, Kemmler et al., 2010; Pinhas, Morris, Crosby and

Katzman, 2011, apud Bryant-Waugh, Lask, 2013) and pre-pubertal children, both males and females (Swenne și Thurfjell, 2003, Lazaro, Moreno, Baos and Castro, 2005, Madden, Morris, Zurynski, Kohn and Elliot, 2009, apud. Bryant-Waugh, Lask, 2013).

In differentiating the eating disorders, more dimensions are included. One of these dimensions is represented by the weight or the Body Mass Index (BMI). A person suffering from anorexia or bulimia eating disorders can fit in the normal weight interval, and can be underweight or overweight (Stice, Peterson, 2009).

Binge-eating is defined by DSM (2000/2012; APA, 2013) as:

Eating a bigger quantity of food, in a discrete period of time, than expected that the majority of people would eat in the same period of time and
The sensation of lack of control over food during this episode.

Also, the method that the individual uses to control his / her weight is significant, often being distinctive between the constraining strategies (severe limitation of food intake and / or practicing extreme physical exercises) and the purging strategies (unwanted calories purging through methods such as: vomiting or laxative and diuretic abuse or enemas).

Hence, even though the eating disorders which match the complete criteria of diagnosis usually appear during late teenage, but the diet, the eating behaviors and attitudes can appear early (Stinton & Birch, 2005; Thompson & Smolak, 2001, apud Goodman, Scott, 2012). These problems can be predecessors of severe eating disorders. Starting with the fourth and the fifth grade, a lot of girls are worried about being or becoming overweight, wishing to become supple. Among secondary school children, weight care remains dominant, and some extreme behaviors of weight control start to appear (Hill, 2007)

For Iftene (1999), the eating instinct disorders emerge between 11 and 18 years old and do not represent real diseases not until they interfere with mental and physical health, bringing severe medical complications and highly disturbing the affected person's life.

Davies and Furnham (1986) in a study of 182 adolescents of 11-18 years old, reported that, although comparatively few at any age were actually overweight, nearly half in each age group wished to lose weight and considerably fewer wished to put on weight. Dissatisfaction with their weight was also found to increase with age and this was particularly marked between 14 and 16. Further, the numbers wishing to lose weight (at all ages) far exceeded the numbers classifying themselves as overweight, which seems to represent very powerful evidence of the influence of cultural pressures. Indeed, Davies and Furnham noted a trend towards exercising as against dieting as a way of losing weight, reflecting the recent aerobics revolution.

The pressure to conform to ideal bodily types may partly account for the illness anorexia nervosa (literally, nervous lack of appetite), which is suffered mainly by 16-19 year - old girls. What all anorexics seem to have in common is a

distorted body image, a belief that they look and are greatly overweight when, in fact, they are severely underweight. They are also particularly vulnerable to ordinary life events, have rather obsessive personalities and tend to avoid situations they fear. They have low self-esteem and seem incapable or afraid of managing their own lives as an adult- it is easier to remain a child and they both want and fear autonomy. Some anorexics cannot control their desperate need to eat and find a solution in starving, then going on a binge of eating and then finally making themselves vomit.

Psychological research

- Research objectives:

- The evaluation of eating disorders risk for teenage girls.
- The evaluation of the level of neuroticism and anxiety, for teenage girls.
- The evaluation of body esteem, for teenage girls.

Research hypotheses

1. We assume that there is a direct correlation between the eating behavior disorder and neuroticism – anxiety.
2. We assume that there is a reversed correlation between the risk of eating behavior disorder and body esteem.

The sample of subjects

The sample is composed of 60 teenagers from Constanta and Tulcea, between 14 – 20 years old.

Research tools

- 1) The Eating Disorder Inventory for Children - EDI 3
- 2) Zuckerman-Kuhlman Personality Questionnaire – ZKPQ
- 3) The Body Esteem Scale for Adolescents and Adults - BESAA; Mendelson, Mendelson and White, 2001

Research results

For hypothesis no. 1 we correlated the registered results of the 60 teenagers to the composite Eating Disorder Inventory for Children - EDI 3 – Cognitrom Scale with the scores they obtained in Zuckerman-Kuhlman Personality Questionnaire – ZKPQ – Cognitrom Scale.

For both scales, the results were transformed in T grades, with the big values indicating a high risk of eating disorder, consequently a high neuroticism (anxiety). The Correlation Pearson Coefficient is $r=.450$, $p=.006$, the hypothesis according to which there is a direct correlation between the eating behavior disorder risk and neuroticism – anxiety.

In order to verify the second hypothesis, we used the subjects' answers to the *Eating Disorder Inventory for Children - EDI 3 - Cognitrom Scale*, as well as the answers to the *Body Esteem Scale for Adolescents and Adults - BESAA; Mendelson,*

Mendelson and White, 2001). For the scale that measures the risk of eating disorders, the high scores indicate the high risk and for the tool that measures the body esteem, the high scores indicate the high body esteem.

The esteem scale includes three subscales: the Look Esteem, the Weight Esteem and the Attribution.

In order to test the relationship between the risk if eating behavior disorder and the body esteem, we used the Correlation Pearson Coefficient $r = -.693$, $p = .00$, which statistically confirms the hypothesis according to which the eating disorder negatively correlates with the body esteem. Hence, the lower the teenagers' body esteem is, the more grows the risk of eating behavior disorders.

Conclusions

Body esteem represents a measure of someone's body image and can be appreciated as self-esteem related to the body. In eating disorders development, the body image is an element with a significant contribution, during teenage its influence being significantly bigger than during other periods of evolution.

Most obese adolescents have obese parents, suggesting that inheritance is involved. Approximately 80% of adolescents who are obese continue to be obese as adults. Because they have shorter life spans than healthy adults, obesity can be viewed as life-threatening disease, similar to blood disorders. It also presents a psychologic problem because obese adolescents tend to have poorer body images and lower self-esteem than those who are slimmer. It is difficult for adolescents to learn to like themselves (achieve a sense of identity) if they do not like their reflection in a mirror. It is equally difficult if they are always excluded from groups because of their weight.

Anorexia nervosa tends to occur in girls who are described by their parents as perfectionist, *model children*. They may be overvalued by both parents. Parents are fairly demanding and controlling. Girls who develop this disorder tend to have a poor self-image (they cannot live up their parent's expectations). By excessive dieting, girls are able to feel a sense of control over their own body. Anorexia nervosa often occurs in girls who were mildly overweight before the onset of the illness. Some girls with the phenomenon seem reluctant to grow up or mature physically. They have delayed psychosexual development. With a lean, nearly starved appearance, they do not appear as sexually developed or as old as they are. They may be worried that they are pregnant, and the starvation may be unconscious attempt to abort the pregnancy. In some girls, a period of stress or an unpleasant sexual encounter, such as a stranger making a pass as them on a bus, may have occurred prior to the anorexia nervosa. They may be attempting subconsciously to prevent further such sexual encounters.

Like those adolescents with anorexia nervosa, these girls exhibit great concern about their weight and overall body image and appearance. In contrast with anorexic girls, most girls with bulimia are only slightly underweight and so

may be discounted as only slim unless a thorough history is obtained. Counseling for the disorder, the same as for anorexia nervosa, is aimed at increasing the girl's self-esteem and sense of control. (Gianni et.al., 1990, Pillitteri, 1992).

There is a connection between the body esteem and teenagers' body weight, in the way that the bigger the body mass index is, the lower the body esteem of the teenagers goes (although not all the studies agree to this relation). Depending on the sex, research (Hill, 2007) indicates that girls experience a low body esteem, the higher the weight goes, and the boys have a low body esteem if they are either underweight or overweight. Overweighed teenagers do not represent only the high probability of having a negative body image, but also they are being teased and harassed by their colleagues (Smolak, 2009).

Mendelson, Mendelson and White (2001) suggested that the body esteem of a person involves three domains: the weight esteem, the look esteem and the attribution. In the direction of the correlational conducted study, the risk of eating disorder is lower if the teenagers are more satisfied with their bodies, having a positive body esteem, manifested as positive feelings about the self-aspect, positive believes about the way the others see and appreciate their body and positive feelings about their own weight.

References

- Bryant-Waugh, R., Lask, B., (2013), *Overview of Eating Disorders in Childhood and Adolescence* in Lask, B., Bryant-Waugh, R. (2013) *Eating Disorders in Childhood and Adolescence: 4th Edition* (pp.33-50). London: Routledge;
- Coleman, J., C (1995), *Adolescence* in P.E.Bryant & A.M.Colman (Eds.), *Developmental Psychology*, London, Longman
- Davies E., Furnham A., (1986), *The Dieting and Body Shape Concerns of Adolescent Females*, *Journal of Child Psychology & Psychiatry* 27 (3), 417-428
- Erikson, E. (2015), *Childhood and Society*, "Trei" Publishing House, Bucharest
- Giannini A.J.et.al (1990), *Anorexia and Bulimia*, *American Family Psysician*, 41, 1169
- Goodman, R., Scott, S. (2012). *Child and Adolescent Psychiatry*. New York: John Wiley & Sons
- Gross, R. (1999), *Psychology. The Science of Mind and Behavior*, Hodder & Stoughton, London
- Hill, A.J. (2007), *The Development of Children's Shape and Weight Concerns*, in Jaffa, T., McDermott, B. (ed.), *Eating Disorders in Children and Adolescents* (pp.32-45). New York:Cambridge University Press
- Iftene, F. (1999), *The Psychiatry of the Child and the Teenager*, Cluj: The House of the Science Book

- Mendelson, B. K., Mendelson, M. J., White, D. R. (2001), *Body Esteem Scale for Adolescents and Adults in the Journal of Personality Assessment*, 76 (pp. 90-106), available online: <http://www.ncbi.nlm.nih.gov/pubmed/11206302>, consulted on March 3rd, 2017
- Opre, A., Albu, M. (2010), *Psychometric Properties of the Romanian Version of the Zuckerman-Kuhlman Personality Questionnaire (ZKPQ): Preliminary Data* in “G. Barițiu” History Institute, Cluj-Napoca, Humanistica Series, tom. VIII, 2010, (pp. 85– 100), available online <http://www.history-cluj.ro/SU/anuare/2010/Continut/art07Opre.pdf>, consulted on May 5th, 2016
- Pillitteri A., (1992), *Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family*, New York, J.B. Lippincott Company
- Smolak, L. (2009), *Risk Factors in the Development of Body Image, Eating Problems, and Obesity* in Smolak, L., Thompson, K.J. (ed.), *Body Image, Eating Disorders, and Obesity in Youth: Assessment, Prevention, and Treatment, Second Edition*. Washington, DC: Taylor & Francis
- Stice, E., Peterson, C.B. (2009), *Eating Disorders* in Mash, E.J., Barkley, R.A. (ed), *Assessment of Childhood Disorders, Fourth Edition* (pp.751-781). New York: Guilford Press

PROFESSIONAL DEVELOPMENT AND CAREER COUNSELLING SERVICES IN HIGHER EDUCATION

D. Bălaș Timar, T. Dughi, E. Balaș

Dana BĂLAȘ-TIMAR

lecturer, PhD

Aurel Vlaicu University of Arad, Romania

Tiberiu DUGHI

Assoc.prof., PhD,

Aurel Vlaicu University of Arad, Romania

Evelina BALAȘ

lecturer, PhD

Aurel Vlaicu University of Arad, Romania

Abstract: Choosing a career and going through all the necessary steps of training a young specialist represents a complex process that has a major impact in defining its professional future. Research suggest that this process not associated with external support often implies wrong choices of career, hesitations, abandonment, procrastination, poor professional performance, state of continuous discontent across the life span, including depression. Aiming to adapt career counseling services dedicated to students, Faculty of Educational Sciences, Psychology and Social Sciences of Aurel Vlaicu University of Arad has conducted in 2016 an ascertaining survey on 112 respondents, students in engineering, economics, informatics, design, educational sciences and psychology. The aim of this study was to identify students' motivation to participate in career counseling activities and their perceptions of the usefulness of proposed activities. The main conclusion we have drown after analyzing results and discussing them with our students is that they just do not look for counsellors or trainers that give them the answer to questions they may never encounter, they need mentors, coaches and tools that help them find the answers by themselves, at the time they need them.

Key words: career counselling, higher education, youth employment.

Career counselling

Choosing a career and going through all the necessary steps of training a young specialist represents a complex process that has a major impact in defining its professional future. Research suggest that this process not associated with external support often implies wrong choices of career, hesitations, abandonment, procrastination, poor professional performance, state of continuous discontent across the life span, including depression.

Choosing a career and preparing for it is not an irreversible process that cannot be changed, but the right career choice and that mechanisms to help develop all the skills necessary for the transition to the labor market may be the guarantee of a good investment of time and other resources in the education of a person. In this respect, the existence of counseling and career guidance services seems more than necessary for both individual benefits and society benefits as well. It is recognized that counseling and career guidance can help develop maximum vocational potential of youth in accordance with their aspirations and abilities, to reduce school dropout, the transition of young people between different levels of education, increased participation in education, development of social inclusion and equity in education or increasing employability by facilitating access to the labor market.

The two major paradigms for career interventions in the 21st century were vocational guidance and career education. While vocational guidance is focused on a psychology of fixed characteristics and types that can be objectified by tests and then matched to occupations that offer stable long tenure, career education is seen as a predictable trajectory of development tasks that can be empowered by assisting individuals in maturing attitudes and skills that prepare them to unfold careers in different organizations (Dughi, 2015). Matching the vocational guidance and career preparation through education may not adequately address the design life of the individuals' needs in the information society. The Chaos Theory of Careers (Pryor and Bright; 2011) provides an overview of the common models in career choice and guidance and presents the limitations of these theories in today's complex, ever changing and unpredictable world. The Chaos Theory of Careers (CTC) helps reduce clients' fears of failing by exploring the reasons behind their fears and increases clients' comfort with uncertainties by helping them reframe mistakes and failures as a necessary part of reality and an opportunity for learning (Balas Timar *et. al.*, 2015).

It is recognized that counselling and career guidance can contribute to the maximum development of the professional potential of people in accordance with their aspirations and abilities, reducing academic dropout, an optimal transition of young people between different educational levels, increasing participation in education, developing social inclusion and equity in education or increasing employability by facilitating direct access (Balas Timar *et. al.*, 2015).

Career counseling challenges in Aurel Vlaicu University of Arad

Aiming to adapt career counseling services dedicated to students, Faculty of Educational Sciences, Psychology and Social Sciences of Aurel Vlaicu University of Arad has conducted in 2016 an ascertaining survey on 112 respondents, students in engineering, economics, informatics, design, educational sciences and psychology.

The aim of this study was to identify students' motivation to participate in career counseling activities and their perceptions of the usefulness of proposed activities. Out of the total number of student respondents, 8,8% are first year students, 64,9% are second year students, 21,9% are third year students and 2,6% are fourth year students. Regarding respondent gender, 36,8% are males and 54,4% are females. We have taken into account 5 age distributions, as following: 72,8% are aged between 19 and 24 years, 9,6% are aged between 25 and 29 years, 6,1% are aged between 30 and 34 years, 4,4% are aged between 35 and 39 years and 3,5% are aged between 40 and 50 years. As regarding respondents' previous professional experience, 64,9% have less than 5 years, 8,8% between 6 and 10 years and 5,3% more than 10 years.

Asked about their willingness to participation in future career counselling activities, youth agreed in 55,3%, disagreed in 14% and 30,7% are being undecided. This perspective is a balanced approach, perfectly reflecting the practical reality in dealing with offering career counselling services inside higher educational institutions. Regarding the fact that these services are standardized and freely offered by internal experts, as long as students conceptualize these activities as useful, practical and valuable, there is a high stake in making them as individualized as possible in order to match their wants and needs.

Offering career counseling services in higher educational institutions represents the best context, mainly because youth career counselling refers to discover self-knowing and continuously update professional opportunities in both individual and collective settings. Group career counselling proves to be more effective inside HEIs due to the faster rate of professional opportunities exchange, learning from others shared experiences and freely discussing the good and the bad aspects of each professional dilemma encountered along the way.

Our questionnaire was focused mainly of identifying the current body of knowledge our students have related to specific employment competencies like: writing a CV (m=2,91), writing an intention letter, designing a career plan, interview, online job application, and using internet in finding a job. As depicted in Table 1 and Figure 1, students appreciate that their most developed employment ability refers to writing a CV and their least developed employment ability is designing a career plan (m=2,27). As we have discussed, designing a career plan represents a complex and dynamic employment competency, involving professional knowledge, self-assessment skills, labor market updates and most

importantly a flexible decision-making system, as it is no surprise that this competency has fallen on the least position, being rated by students as underdeveloped so far.

Table 1 - Item 3. Appreciate on a scale from 1 to 4 your knowledge and abilities referring to the following aspects related to career counselling:

Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Item3.1 – Writing a CV	114	1	4	2,91	,659
Item3.2 – Writing an intention letter	114	1	4	2,48	,865
Item3.3 – Designing a career plan	114	1	4	2,27	,924
Item3.4 – Interview	114	1	4	2,76	,855
Item3.5 – Online job application	112	1	4	2,53	,977
Item3.6 – Using internet in finding a job	114	1	4	2,85	,933
Valid N (listwise)	112				

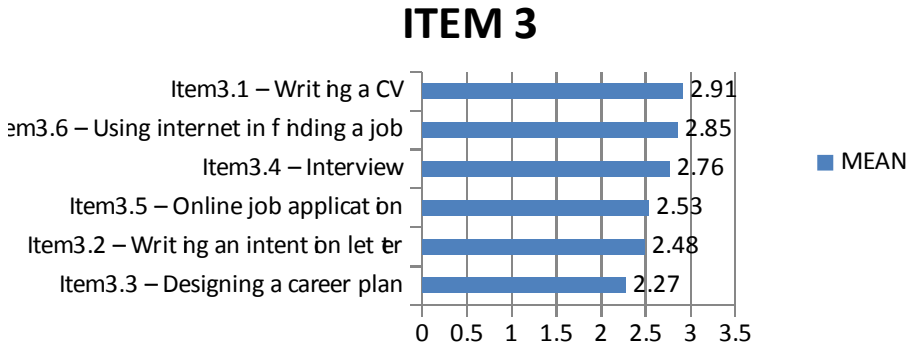


Figure 1 - Knowledge and abilities referring to the following aspects related to career counselling

Identifying the perceived utility of the following activities: meetings with employers, Job fairs, interests and abilities testing, information on writing a CV, career plan and intention letter, job interview simulation, Internships, information regarding job opportunities, organizational volunteering specific to a career development, is depicted in Table 2 and Figure 2.

Table 2 – Item 4. Appreciate on a scale from 1 to 4 the utility of the following activities in your career development:

Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Item4.1 – Meetings with employers	113	1	4	3,09	,902
Item4.2 – Job fairs	114	1	4	2,91	,946
Item4.3 – Interests and abilities testing	113	1	4	3,04	,812
Item4.4 – Information on writing a CV, career plan and intention letter	113	1	4	3,15	,899
Item4.5 – Job interview simulation	113	1	4	2,95	,971
Item4.6 – Internships	113	1	4	3,29	,831
Item4.7 – Information regarding job opportunities	114	1	4	3,32	,744
Item4.8 – Organizational volunteering	114	1	4	3,17	,940
Valid N (listwise)	109				

ITEM 4



Figure 2 - The utility of the 6 activities in students' career development

Students consider receiving information regarding job opportunities as the most useful activity that they would like to attend to in the process of career development. On the second position we can find willingness to participate in organized Internships, and on the third position students rate organizational volunteering. These activities actively involve students into learning the practical aspects of their chosen profession leaving them the opportunity to decide by themselves if they are suited or not for that specific job. On the last position we can find participation in job simulations and job fairs, activities that students do not perceive as meaningful, mainly due to the fact that want to be directly involved in finding opportunities and actual information about vacancies.

After we have seen the general opinion, we were interested in finding any significant differences between female and male students regarding the usefulness of participating in meeting with employers (Item 4.1), results being depicted in Table 3.

Table 3 – Statistical differences between female and male students regarding the usefulness of meeting with employers

Group Statistics					
	Gen	N	Mean	Std. Deviation	Std. Error Mean
Item 4.1	1 - masculine	41	3,27	,807	,126
	2 - feminine	62	2,89	,960	,122

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Item4.1	Equal variances assumed	1,310	,255	2,098	101	,038	,381	,182	,021	,742
	Equal variances not assumed			2,174	95,21	,032	,381	,175	,033	,729

As we can see, after applying the t test, for testing the significant difference between female and male students means, we have obtained a t coefficient of $t = 2,098$, significant at a $p < 0,05$. Male students ($m=3,27$) consider meetings with employers more useful than female students ($m=2,89$). Related to these results, we consider male students more willing to participate in direct discussions than female students.

Next, we were interested in finding any significant differences between age groups regarding the usefulness of receiving information regarding job opportunities (Item 4.7), results being depicted in Table 4. After applying the Anova test, for testing the significant difference between the 5 age groups categories, we have obtained a F coefficient of $F = 2,708$, significant at a $p < 0,34$. The age category of students that are the most interested in receiving job related information is above 40 ($m=3,75$), which represents an almost paradoxical result, as we have expected that the younger the students are, the more likely they would evaluate as useful this kind of information.

Table 4 – Statistical differences between students age groups regarding the usefulness of receiving information about job opportunities

Descriptives

Item 4.7	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
1 – 19-24 years	83	3,33	,683	,075	3,18	3,47	1	4
2 – 25-29 years	11	3,64	,505	,152	3,30	3,98	3	4
3 – 30-34 years	7	2,71	1,254	,474	1,55	3,87	1	4
4 – 35-39 years	5	2,80	1,095	,490	1,44	4,16	1	4
5 – 40-50 years	4	3,75	,500	,250	2,95	4,55	3	4
Total	110	3,31	,751	,072	3,17	3,45	1	4

ANOVA

Item 4.7	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,750	4	1,438	2,708	,034
Within Groups	55,741	105	,531		
Total	61,491	109			

Then, we were interested in finding any significant differences between categories of previous professional experience regarding the usefulness of receiving information about job opportunities (Item 4.7), results being depicted in Table 5. After applying the Anova test, for testing the significant difference between the 3 categories of previous professional experience, we have obtained a F coefficient of $F = 3,992$, significant at a $p < 0,22$. The previous professional experience category of students that are the most interested in receiving job related information is between 6 and 10 years ($m=3,70$) followed by bellow 3 years ($m=3,32$) and on the last position over 10 years ($m=2,67$). Thus the middle experience segment is the most likely to appreciate as useful receiving information about job offerings. We might interpret this as a more passive job searching behavior coming from this segment of previous professional experience, the less experimented and the experts having a more active behavior in searching for job

opportunities, not settling for just receiving information, but individually searching for jobs that match their professional profile.

Table 5 – Statistical differences between categories of previous professional experience regarding the usefulness of receiving information about job opportunities

Descriptives

Item 4.7	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
1 – below 5 years	74	3,32	,664	,077	3,17	3,48	1	4
2 – between 6 and 10 years	10	3,70	,483	,153	3,35	4,05	3	4
3 – over 10 years	6	2,67	1,366	,558	1,23	4,10	1	4
Total	90	3,32	,732	,077	3,17	3,48	1	4

ANOVA

Item 4.7	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,006	2	2,003	3,992	,022
Within Groups	43,650	87	,502		
Total	47,656	89			

Then, we were interested in finding any significant differences between 1st, 2nd, 3rd and 4th year students regarding the usefulness of participating in job interview (Item 3.4), results being depicted in Table 6. After applying the Anova test, for testing the significant difference between the 4 categories of students, we have obtained a F coefficient of F = 4,216, significant at a p < 0,007. Results show that last year students are the most interested in participating in job interviews (m=3,33), then the 3rd year students (m=3,16), followed by 2nd year students (m=2,68) and lastly the 1st year students (m=2,20). We could say that last year students are more interested in participating in job interview then the first year

students, which represents a normal progression, regarding the fact that last year students are more focused on finding a job.

Table 6 – Statistical differences between 1st, 2nd, 3rd and 4th year students regarding the usefulness of participating in job interviews

Descriptives

		N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Item 3.4	1	10	2,20	1,033	,327	1,46	2,94	1	4
	2	74	2,68	,813	,094	2,49	2,86	1	4
	3	25	3,16	,746	,149	2,85	3,47	2	4
	4	3	3,33	1,155	,667	,46	6,20	2	4
	Total	112	2,76	,862	,081	2,60	2,92	1	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Item3.4 – Interview	Between Groups	8,648	3	2,883	4,216	,007
	Within Groups	73,843	108	,684		
	Total	82,491	111			

Conclusions and discussion

In order to succeed in their careers, youth must develop a myriad of skills. The development of career management skills should begin in early childhood and continue throughout adolescence, youth and none of the less adulthood, becoming a lifelong learning process.

Career orientation should also become a continuous process (lifelong guidance) to accompany lifelong learning. This approach is more than necessary in today’s career management, much more common than a few decades ago, as phenomena as professional reorientation, back to training system, unemployment reoccur with a higher frequency.

Regarding the specific results we have come upon when questioning our students regarding the perceived usefulness of career opportunities information and services, and their own perceived employment skills:

1. Students appreciate that their most developed employment ability refers to writing a CV and their least developed employment ability is designing a career plan (m=2,27). Designing a career plan represents a complex and dynamic employment competency, involving professional knowledge, self-assessment skills, labor market updates and most importantly a flexible decision-making system, as it is no surprise that this competency has fallen on the least position, being rated by students as underdeveloped so far.

2. Students consider receiving information regarding job opportunities as the most useful activity that they would like to attend to in the process of career development, then willingness to participate in organized Internships, and organizational volunteering, and on the last position we can find participation in job simulations and job fairs, activities that students do not perceive as meaningful, mainly due to the fact that want to be directly involved in finding opportunities and actual information about vacancies.

3. Male students (m=3,27) consider meetings with employers more useful than female students (m=2,89).

4. The age category of students that are the most interested in receiving job related information is above 40 (m=3,75), which represents an almost paradoxical result, as we have expected that the younger the students are, the more likely they would evaluate as useful this kind of information.

5. The previous professional experience category of students that are the most interested in receiving job related information is between 6 and 10 years (m=3,70) followed by bellow 3 years (m=3,32) and on the last position over 10 years (m=2,67). Thus the middle experience segment is the most likely to appreciate as useful receiving information about job offerings.

6. The last year students are the most interested in participating in job interviews (m=3,33), then the 3rd year students (m=3,16), followed by 2nd year students (m=2,68) and lastly the 1st year students (m=2,20).

The main conclusion we have drawn after analyzing results and discussing them with our students is that they just do not look for counsellors or trainers that give them the answer to questions they may never encounter, they need mentors, coaches and tools that help them find the answers by themselves, at the time they need them.

References

Dughi, T. (2014). *Consiliere educatională. Abordări aplicative*, Editura Eikon, Cluj Napoca

Balas-Timar, D., Bugariu, C., Niță V., Fericean, G., Roman, A., Kelemen, G., Pratsos, G., Visztenvelt, A., Kenderfi, M., Yldirim, Y., Turhan, B. (2015). *Handbook of career counseling strategies*, Editura Eikon, Cluj Napoca

Pryor, R. G. L., Bright, J. E. H. (2011). *The chaos theory of careers: A new perspective on working in the twenty-first century*. New York: Routledge

CAUSES AND CONSEQUENCES OF THE MIDDLE SCHOOL LEVEL STUDENTS' OVERSTRESS

D. Căprioară, M. Micu

Daniela CĂPRIOARĂ

Associate Professor, Ph. D

Faculty of Psychology and Educational Sciences

Ovidius University of Constanta

Mădălina MICU

Student, Master's Degree

Faculty of Psychology and Educational Sciences

Ovidius University of Constanta

Abstract: An issue, with which the contemporary Romanian school is confronted with, in all its dimensions, is brought more and more frequently into discussion. Whether it is about the fact that the students have to learn too much, and usually things that seem to be of no use, or that the students' schedule is extremely overloaded, and thus they neglect their rest and meal schedules putting their health in jeopardy or the fact that the teachers are assigned with so many responsibilities, many of which exceed their pedagogical tasks, it all reduces to a single term: **overstress**. What are the causes of this phenomenon and how can its consequences on the middle school level students be diminished? These are issues for which this study attempts to find some answers.

Keywords: **overstress**, learning process, cognitive **overstress**, obstacle, overloaded schedule

Theoretical framework

Overstress, as a phenomenon, is a reality with which both students and teachers are confronted with and which has negative consequences on the current educational system's efficiency. In order to solve this problem, first of all, one needs to know and recognize the causes that determine the emergence of this phenomenon. Moreover, it represents the shared responsibility of all the factors involved in the education of the youngsters: educational policies, school, community, family and the students themselves. In this way multiple directions of action are outlined.

In a broad sense, overstress represents any demand in excess and is associated with the Anglo-Saxon term *burnout*, term also used in the Romanian specialized vocabulary. The concerns with this phenomenon have explicitly manifested starting with the 1970s, however, the term *burnout* was first used by Herbert J. Freudenberger who, starting from the initial acceptance of the verb, that is „to fail, to wear out, or become exhausted by making excessive demands of energy, strength, or resources” (Freudenberger, 1974, p. 159), has used the term to define that state of *distress* caused by the workplace’s excessive requirements.

The specialized literature highlights two situations in which overstress emerges. First of all, “when there is an unbalance between *the demands and requirements* of a job and *the resources made available by the organization* (Bakker & Demerouti, 2013, apud. Diehl & Carlotto, 2014, p. 742)” and/or the person’s efforts (Schaufeli, 2006 apud. Diehl & Carlotto, 2014, p. 742). Secondly, when the incongruities emerge “between *values and individual motivations* and *institutional missions and orientations*” (Leiter, Bakker, & Maslach, 2014; Maslach & Leiter, 1999 apud. Diehl & Carlotto, 2014, p. 742) proposed for the successful completion of the tasks. These overstress causes offer the possibility to reflect upon two important issues that refer to the educational process and which will be further presented.

The first issue refers to the overstress of both students and teachers, by means of the educational policies and school curriculum. As far as the educational policies are concerned, the Order of the Minister of the National Education and Scientific Research (henceforth referred to as OMNESC) no.3590/2016, published in the Official Gazette of Romania, part I, no. 446/15.VI.2016, the minimum number of hours spent in school by the middle school level students varies, according to the school’s profile and the year of study, between 26 and 37 hours per week, the maximum number reaching even 38 hours per week. Therefore, it can be observed that a child between the age of 11 and 14 spends up to 7-8 hours per day at school and no less than 5-6 hours per day. This means that a middle school level student spends 8-10 hours/day for all school activities, if one also considers the OMNESC no. 5893/28.11.2016 which stipulates that the time dedicated to homework, for this age group, should not exceed 2 hours per day. On the other hand, there is also the overloading of the school curriculum within all its components: goals, contents, teaching and learning time, teaching and learning strategies, evaluation strategies (Potolea, Neacșu & Iucu, 2008, p. 150). A broadly discussed issue within the entire community is that of the curriculum’s overloading due to the fact that it affects students and teachers as well as the students’ families. The overloading of the curriculum happens because “there is always a tendency of introducing new knowledge and information (...) due to the fact those who develop the curriculum do not have a perspective over all the contents that students have to cover and consequently they do not accurately understand the efforts that the students have to make in order for these contents to be assimilated and understood”

(Frunză, 2003, pp. 167-168). The issue of the curriculum's drafting is more complex and cannot be approached in this context. However, we highlight the need for the accurate contents' selection according to the relevance criterion, respectively to that of the conformation to the individual and age particularities of the students. The teaching and learning strategies used in the middle school give little importance to the differentiation and individualization of the process of education, which would ensure demands adapted to the students' real possibilities. The standardization of demands, the normative evaluations, the orientation of education towards performance (especially for some subject matters, such as Mathematics) and so on, creates disadvantages for a significant number of students, overstressing them. Evaluation, in the Romanian educational system, is often done under pressure. The student is caught in a field of interests, which are frequently contradictory and generate tensions: the interests of the educational system (with all its components, including teachers), the interests of the community (in a broad sense, the community, and in a restricted sense, the family) and the interests of the student (their neglect generates resistance reactions from the students, manifested by means of different sanctionable behaviours).

The second issue is related to the sociocognitive model of motivation in school (Viau, 1999), in which the perception of the task's value, control and competence are determining factors of the motivation for learning and, implicitly, levers for the mobilization of the energy resources necessary for learning. In this model, the motivation for learning follows the dynamic of the relation determinants-indicators, mediated by the student's emotions during the process of learning. Consequently, the didactic situations created by the teacher and the manner in which these are experienced by the students have a decisive role on their degree of engagement and insistence in their learning activity, influencing the feeling of school-related overstress.

Overstress is a complex, multidimensional phenomenon, which leads to "emotional exhaustion, characterized as the lack or deficiency of energy and enthusiasm (...), depersonalization, situation in which the professional treats customers, coworkers and the organization as objects, developing an emotional insensitivity, [and not least the] feeling of low personal accomplishment, defined as the worker's tendency to do a negative evaluation of himself or herself, feeling unhappy with himself or herself and dissatisfied with his or her professional development" (Diehl & Carlotto, 2014, p. 742). Within the school, overstress mainly affects the person experiencing such a state, however, the effects are also experienced by the others. Thus, the teachers' state of overstress has a negative effect on their students and, in the same time, the teachers' task becomes even more difficult when they have to work with tired and demotivated students. The state of cognitive and affective overstress has negative effects on the well-being of the people experiencing it, on their personal, professional and social lives and the long-term consequences can cause imbalances within the entire society.

Therefore, both students and teachers experience the effects of overstress. The teachers affected by this phenomenon have a very low level of self-trust, a negative mood and are physically exhausted (Roloff & Brown, 2011). The attitudinal structure of the teachers' personality is also affected and due to the fact that there is a strong connection between the teachers' morale and the level of performance attained by the students (Evers, 2011), it has the most significant impact on the students' school conduct, affecting their performances. So, it becomes clear that it is necessary to combat this phenomenon in order to ensure an educational environment suitable for the development of generations able to efficiently face the challenges of the future, challenges that are difficult to anticipate.

Returning to the effects felt by the middle school level students when experiencing overstress, the following are brought into focus: the physical and mental distress, the students' demotivation as far as school activities are concerned, the superficial learning by covering the school subjects "under pressure" and obviously the increase of the conceptual gaps which prevent the complete understanding of the essential notions, this having negative long-term consequences on the construction of cognition (from the cognitivist perspective of learning). In extreme situations, which are frequently encountered, it can also take the form of a general negative attitude towards school, truancy and drop out.

An interesting approach for addressing the issue of the students' overstress is the study of obstacles and errors in learning (Căprioară, 2011) due to the fact that these can be considered both causes and consequences of overstress. The typology of obstacles developed by J.-P. Astolfi (1997), which starting from the specific processes (teaching, learning, training) of pedagogy's triangular model described by J. Houssaye (2014), contains epistemic obstacles (manifested at the level of knowledge and which refer to the internal difficulties of the notion's content), psychological obstacles (which manifest themselves at the students' level and which refer to their cognitive characteristics), respectively didactical obstacles (the generating source is the teacher, by means of the employed teaching strategies).

The three categories of obstacles described by this model (epistemic, psychological, respectively didactical obstacles) characterize the main components of the didactical system. However, during the didactical activity there have been identified obstacles that emerge in the processes that define the interaction among these components, presented by Astolfi in this model. Therefore, in *the teaching process* the specific obstacles are: *the elaboration and understanding of requests, transfer related issues or the internal complexity of the content*. Among those specific for *the learning process*, the most frequent are: *the students' alternative representations, the distance in relation to the expected endeavours or the nature of the available processes*. As for *the training process*, the frequent obstacles with which the students are confronted with are: *the cognitive overstress state and the*

manner of decoding the didactical habit. These types of obstacles will be further on analysed, one at a time, according to the errors they produce.

In the typology of errors developed by J.-P. Astolfi (1997), the errors in learning determined by *the students' cognitive overstress* can mainly manifest whether as obliteration from *the work memory* (Crahay, 2009) of certain elements of the contents, when a problem's enunciation is abundant in data, or as a problem's lack of sense, when finding its solution supposes making laborious calculations which consume all the student's attention and energy. The school curriculum for the middle level contains numerous chapters in which the specific terminology is affluent in terms and hard to grasp; at least until the specific conceptual sphere acquires content and individuality. Thus, there frequently appear errors, obliterations and confusions. For these reasons it is highly important to select the contents that will be taught in order to reach to the essential, but also to adapt the work tasks to the didactical aim previously set.

One effect of the cognitive overstress, taken as example from the Mathematics learning in school, is the students' difficulty to apply the specific strategies for solving a task (solving an exercise, a problem etc.). In order to explain these difficulties three hypotheses have been formulated. One would be the fact that the students have not internalized the appropriate strategies for solving the task (*availability deficiencies*, Veenman & Van Hout-Wolters, 2006, apud. Crahay & Dutrevis, 2010, p.34). Fayoll (2008) highlights the utility of, even the necessity for an explicit manner of teaching of the cognitive strategies required for the accomplishment of a complex task (for example, the complete representation of the problem that has to be solved). The second hypothesis refers to: the deficiency in strategies use (*production deficiency*, Veenman & Van Hout-Wolters, 2006, apud. Crahay & Dutrevis, 2010, p.35), due to cognitive overstress, or the fact that the students cannot comprehend the link between the task's characteristics and their capacities (the insufficient conditional knowledge of their capacities). To these, the motivational beliefs can be added, more precisely the development of the learnt incompetency feeling (helplessness). Thus, cognitive overstress can influence the causal assignment (it refers to the attributional causes and dimensions, according to R. Viau, 1999) of the failures in learning, with a great impact on the self-image and of the task-solving competency. The different combinations among these types of causes offers different perceptions from the point of view of the control that the students can have over the activities in which they are engaged in. When these *causes* are felt as being *external, stable and uncontrollable* they can produce "learnt helplessness" ("the students' abandonment reaction due to the belief that regardless of the things they did, they could still not succeed" (Viau, 1999, p.68). Another version of this phenomenon takes the form of "acquired resignation" ("the extreme form of perceiving the impossibility to control an activity, which a student may feel", Viau, 1999, p.68)). This state does not appear suddenly, but it is the result of a long sequence of efforts made by the student, which are followed by

failures reordered by the assessments. Therefore, this highlights the imperative need to be aware of the effects that the repeated failures can have on the students. The reality in schools reveals that, in this kind of situations, all the didactical methods and means applied by the teacher in order to help these students recover are doomed. *Knowing* these situations and *preventing* them are the most efficient methods didactically speaking, and in case they happen, the fast *identification* and appropriate *treatment* of the causes that determined them are recommended.

Interestingly enough, teachers often assume a duplicitous position when it comes to expressing an opinion about school-related demands and this happens as a result of their duplicitous social role, of teachers and parents. Therefore, “as parents, the teachers recognize that too much is demanded from the child (referring to the quantity of information, the details involved in different subject matters) [however] if they are asked as specialized teachers, their concern for their jobs and for the future makes them see things differently” (Niculescu, 2010, p. 50).

Research methodology

The present research aimed for:

- O1. The identification of the factors with a high level of demand as experienced by the students;
- O2. The identification of the possible measures or solutions proposed by the students for the decrease of the school overstress level.

The study started from *the assumption* that middle school level students have an extremely strenuous daily schedule and that they are affected by its effects.

The research data have been obtained by means of a questionnaire applied to a lot of 31 students of middle school level, from an urban area. The lot was structured as follows: 13 students from the 6th grade (11-12 years old) and 18 students from the 7th grade (12-13 years old). Considering the gender criterion, 19 girls and 12 boys have participated at the study. We avoided applying the questionnaire to students from grades prone to high level of overstress due to the necessity to adapt to the exigencies of a new cycle of school (the 5th grade) or to that to prepare for the final exam of the middle-level studies (8th grade). The questions used in the questionnaire applied to the students referred to the following variables: *spare time*; *extracurricular activities*; *school-related demands*; *supplementary preparation for school*; *satisfaction in relation to school activity*; *the feeling of overstress*.

Results and discussions

The results obtained for the first set of questions are summarized in table 1.

Table 1. The frequency distribution for the *Spare time* variable

Variable 1: <i>Spare time</i>	Always	Frequently	Rarely	Never
<i>Activities unfolded in the spare time</i>	25.8	25.8	25.8	22.6
<i>Satisfaction in relation with the daily schedule</i>	9.7	35.5	45.2	9.7
<i>Efficient organization of the spare time</i>	22.6	29.0	45.2	3.2
<i>Sufficient time for spending with family or friends</i>	12.9	32.3	38.7	16.1
<i>Daily sleep schedule of at least 8 hours per day</i>	38.7	22.6	29.0	9.7

Almost half of the students, more precisely 45.2% of those questioned, have difficulties in managing their spare time and for this reason they are not satisfied with their daily schedule. If these results are correlated with the 38.7% of the students who declare that they rarely or never get the recommended 8-hour sleep each day, we realized that this is the result of an overloaded daily schedule. More than half of the students questioned declared that they unfold different activities in their spare time, related or not to the improvement of school performance. However, 54.8% recognized that they have insufficient time to spend with their families and friends. This finding is alarming since it negatively affects the social life of the students. The aim of education is the students' preparation for life, for functioning properly in the society and the fact that students, from an early age, are left without the opportunity to socialize may have negative repercussions for the society's future development. Strikingly, the results revealed by this particular variable point to a severe unbalance in Maslow's hierarchy of needs which greatly influence the overall motivation of a person. Thus, the neglect of the first and the third levels found at the base of the pyramid, the physiological needs (more precisely, rest) and the belongingness and love needs (relationships and friends), leads to inability to fulfil the higher levels, which contribute to the person's sense of well-being and achievement and which further motivates one to continually develop.

The students' answers to the items corresponding to variable 2 are organized in the following table.

Table 2. The frequency distribution for the *Extracurricular activities* variable

Variable 2: <i>Extracurricular activities</i>	Always	Frequently	Rarely	Never
<i>Participation in school contests</i>	9.7	32.3	29.0	29.0
<i>Implication in extracurricular activities, at school, during the week</i>	12.9	6.5	45.2	35.5
<i>Participation in excellence workshops</i>	9.7	12.9	35.5	41.9

For the variable extracurricular activities, the study has indicated that even though the percentage of those involved in other school related activities apart from those unfolded during the school timetable is not very high (only 19.4%), 42% of the students responding to the questionnaire admitted to habitually or permanently participating in school contests. This result, correlated with the 22.6% of those frequenting excellence workshops, proves that a considerable amount of these students' daily programme is dedicated to such activities. This type of activities contribute, as previously mentioned, to the neglect of the students' basic needs for rest, socialization and leisure, affecting their overall motivation and leading to a feeling of overstress.

The following set of items has targeted the students' opinions in relation to their school programme. These have been centralized in the table below.

Table 3. The frequency distribution for the *School-related demands* variable

Variable 3: <i>School-related demands</i>	Always	Frequently	Rarely	Never
<i>Students' satisfaction in relation with the school schedule</i>	16.1	51.6	25.8	6.5
<i>More than 2 hours per day spent for doing homework</i>	12.9	41.9	32.3	12.9
<i>Time spent at school exceeding 5 hours per day</i>	22.6	64.5	12.9	0

Shocking enough, the results obtained for the variable concerned with the perceived school-related demands indicate that even though a high percentage of subjects confirmed that they always or frequently spend more than 5 hours per

day at school (87.1%) and that the time dedicated to doing homework exceeds 2 hours per day (54.8%), In 67.7%) of the cases the students are quite satisfied with their school schedule. We consider these findings cause for further investigation due to the fact that the students may have internalized this overloaded schedule, considering it to be normal. In the same time, we emphasize the necessity for the students' schedule to be rethought, by those responsible for it, since they spend probably as much time at school as adults do at their jobs, sometimes even more.

The following table presents the data obtained for the questions related to the *Supplementary preparation for school* variable.

Table 4. The frequency distribution for the *Supplementary preparation for school* variable

Variable	4:	Always	Frequently	Rarely	Never
<i>Supplementary preparation for school involvement in supplementary preparation activities which ensure school success</i>		16.1	29.0	35.5	19.4
<i>Efforts made to prepare additionally for obtaining better results</i>		3.2	22.6	58.1	16.1

This variable highlighted the importance that students give to obtaining good result and achieving overall success. Thus, the survey showed that 45.1% of the students consider it necessary to prepare additionally in order to face the challenges at school and 25.8% feel that they make a special effort in order to obtain good results. This type of physical, cognitive and emotional work done by these students contributes significantly to their feelings of school-related overstress.

Table 5 contains the items focusing on the *Satisfaction in relation to school activity* variable.

Even though an overwhelming 83.9% of students put their fate in school, considering it to be the place that endows them with indispensable competences necessary in their future lives, more than 58% of them are not satisfied with their school activity regardless of the efforts made. When it comes to parents' satisfaction the balance changes, with almost 71% of the parents content with the results obtained by their children. Could it be that the students have higher standards than their parents do or that they believe that success in school is only recognized with the help of rankings?

Table 5. The frequency distribution for the *Satisfaction in relation to school activity* variable

Variable 5: <i>Satisfaction in relation to school activity</i>	Always	Frequently	Rarely	Never
<i>Satisfaction in relation to school activity considering the efforts made</i>	12.9	29.0	51.6	6.5
<i>Use of information for future achievements</i>	48.4	35.5	16.1	0
<i>Parents' satisfaction in relation to the students' school results</i>	29.0	41.9	29.0	0
<i>Successful fulfilment of the teachers' demands for each subject matter</i>	19.4	48.4	32.3	0

The answer to this question undoubtedly represents the purpose of yet another research. Last, but certainly not least, according to the students' statements, the issue of fulfilling their teachers' demands is cause for dissatisfaction for 32.3% of the students. This is also a cause for concern since it leads to severe emotional overstress and, in most of the cases, to demotivation for school-related matters.

In the table presented below, there is data concerning the *Feeling of overstress* variable.

Table 6. The frequency distribution for the *Feeling of overstress* variable

Variable 6: <i>Feeling of overstress</i>	Always	Frequently	Rarely	Never
Fatigues felt during the school year	38.7	45.2	6.5	9.7
Perception of the school schedule as overloaded	48.4	35.5	19.4	9.7
Reduction of spare time as result of the teachers demands' fulfilment	12.9	25.8	51.6	9.7

What is perhaps the most disturbing is the fact that 83.9% of these students do not only experience overstress, but also recognize themselves as being its victims. The same percentage of students recognize that their schedule is overloaded and could use some adjustments, yet only 38.7% of them consider the

fulfilment of their teachers' demands as cause for their spare time diminution. Since they understand some of the causes of overstress, we consider it essential to help students not only recognize the indicators of overstress and its consequences, but also the ways of preventing it. Extremely helpful in this respect is also the cooperation of everyone, be it teachers, parents, students or policymakers and curriculum designers in order to efficiently contribute to the development of a physically and emotionally healthy society.

The following figure presents the students' answers to the open-question "What do you feel stresses you the most?"

The answers obtained at this last dimension reveal that the students perceive certain school-related matters to consume their energy and time, proving that they are concerned with school and with complying with the rules set by it. Thus, one is left questioning whether there is a balance between the efforts made by the students to achieve overall success and the efficiency of the educational process.

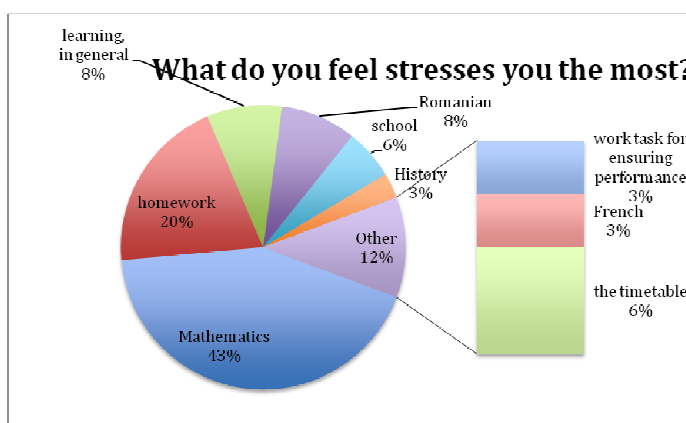


Figure 1. Factors felt by the students as being demanding

Conclusions

Taking into consideration the determining factors, the effects felt by the students in their school, social and personal lives and the solutions proposed for the decrease of the school overstress level, the following conclusions can be drawn:

The causes of overstress are multiple and according to the way in which they are perceived by the students can be classified as follows:

- the school timetable exceeds 5 hours per day in 87.1% of the cases;
- the fatigue felt during the school year expressed in 83.9% of the cases;
- the school schedule considered by 83.9% of the questioned students as overloaded;
- the time spent for doing homework, which exceeds 2 hours per day, (in total incongruence with the provisions of the OMNESC no. 5893/28.11.2016) in 54.8% of the cases;

- extracurricular activities unfolded during the week or during the weekend (sporting or practical activities etc.) in 51.6% of the cases;
- supplementary preparation activities which are unfolded to ensure school success for 45.1% of those questioned;
- participation in school contests for 42% of the students.

Highly important is also the fact that at the open question “What do you feel stresses you the most?” according to the data presented at Figure 1, all the students questioned claimed causes related to school. Hence, it can be observed that their universe is focused on this reality, to fulfil the challenges addressed by the school and to manage these situations in the best possible way.

Among the effects that are personally experienced, concerning the personal, social and school spheres, it was observed that most of the students. Due to the fact that their schedule is extremely overloaded, 54.8% of the study’s participants state that they do not have sufficient time to spend with their family or friends. 54.9% of the total number, consider themselves unsatisfied with their daily schedule and the same percentage of all the questioned subjects (54.9%) feel that they do not manage to it appropriately.

Among the students’ proposals for a less loaded schedule, the most frequent are: *the decrease of the number of hours spent at school (no more than 5 hours per day); the decline or even the abolition of homework; the contraction of the contents that need to be learnt;* the classes’ attractiveness; the efficient management of the daily schedule; a 2-hour time span ensured each day for relaxing activities; a 30-minute break during the school day; the reduction of contests’ participation; assessments’ elimination.

The need to decrease the overstress phenomenon among students is obvious and it can be achieved by means of identifying the suitable and efficient solutions to the acknowledged concerns. If we desire a high-quality educational system, focused on the present and future needs of the students, we find ourselves in the position of recognizing the fact that the issue of teachers’ overstress is undoubtedly not least important. Therefore, this study, apart from addressing the topic of overstress as far as students are concerned, creates the opportunity for further studies to unfold, analysing overstress from the teachers’ perspective.

References

- Astolfi, J.-P. (1997). *L'erreur, un outil pour enseigner*, Paris: ESF Éditeur.
- Căprioară, D. (2011). *Predarea și învățarea matematicii. Studiul obstacolelor și al erorilor*. București: Ed. Universitară
- Cherniss, C. & Kranz, D.L. (1983). The ideological community as an antidote to burnout in the human services in Farber, B.A. (Ed.), *Stress and Burnout in the Human Services Professions* (pp. 198-212). New York: Pergamon
- Crahay, M. (2009). *Psihologia educației*. București: Ed. Trei

- Crahay, M., & Dutrévis, M. (dir.). (2010). *Psychologie des apprentissages scolaires*. Bruxelles: De Boeck Université
- Diehl, L., & Carlotto, M. S. (October - December 2014). Knowledge of Teachers about the Burnout Syndrome: Process, Risk Factors and Consequences. *Psicologia em Estudo*, 19(4), 741-752. <http://dx.doi.org/10.1590/1413-73722455415>
- Evers, C. J. R. (2011). A Relational Study of Elementary Principals' Leadership Traits, Teacher Morale, and School Performance. *ProQuest LLC*
- Frunză, V. (2003). *Teoria și metodologia curriculum-ului*. Constanța: Muntenia
- Freudenberger, H. J. (1974). Staff Burn-Out. *Journal of Social Issues*, 30(1), 159-166
- Houssaye, J. (2014). *Le triangle pédagogique. Les différentes facettes de la pédagogie*, Paris: ESF Editeur
- Niculescu, R. M. (2010). *Curriculum between continuity and challenge (Curriculum între continuitate și provocare)*. Brașov: Editura Universității Transilvania
- Piaget, J. (1965). *Psihologia inteligenței*. București: Editura științifică
- Potolea, D., Neacșu, I. & Iucu, R. (2008) *Pregătirea pedagogică*. Iași: Polirom
- Roloff, M.E., & Brown, L.A. (2011). Extra-Role Time, Burnout and Commitment: The Power of Promises Kept. *Business Communication Quarterly*, 74 (4), 450-474
- Schaufeli, W.B., Leiter, M. P. & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220
- Sion, G. (2003). *Psihologia vârstelor*. București: Editura Fundației România de Măine
- Viau, R. (1999). *La motivation en contexte scolaire*, 2^e edition, Bruxelles: De Boeck Université
- *** *The National Education Law (Legea educației naționale) 1/2011*
- *** *The Order of the Minister of the National Education and Scientific Research, no. 3590/2016, published in Romania's Official Gazette, part I, no. 446/15.VI.2016 (Ordinului ministrului educației naționale și cercetării științifice, nr. 3590/2016, publicat în Monitorul oficial al României, partea I, nr. 446/15.VI.2016)*
- *** *The Order of the Minister of the National Education and Scientific Research no. 5893/28.11.2016 (Ordinului ministrului educației naționale și cercetării științifice nr. 5893/28.11.2016)*

STUDY ON SELF-AWARENESS AND VOCATIONAL COUNSELING OF HIGH SCHOOL STUDENTS

R.G. Enache, R.S. Matei

Rodica Gabriela ENACHE

Associate Professor, Ph.D,
Ovidius University Constanța, Romania,
The Faculty of Psychology and Educational Sciences

Raluca Silvia MATEI

Lecturer, Ph.D.,
Ovidius University Constanța, Romania,
The Faculty of Psychology and Educational Sciences

Abstract: Identifying a subject personality type plays an important role in vocational guidance. The term self-awareness involves the exploration and structuring of personal characteristics (emotions, abilities, beliefs, motivations, etc.) that facilitate the construction of self-image of adolescents. Career education defines both the formation and development of an active oriented attitude toward self-awareness and personal development, and the exploration of educational and professional opportunity. Research objectives are investigation of adolescent personality types that is needed for academic and professional guidance, investigate how personal decision are made and social problem are solved as prerequisites in choosing a suitable profession.

Keywords: teenagers, vocational counseling, personality types, types of decision-making

Introduction

The efficient activity in the contemporary social-professional environment is determined by the ability of a person to have self-awareness and self-control. The difficulties experienced by young people on their attempt to cope with everyday problems and the specific difficulties of adolescence lead to the acquisition by students of self-discovery and personal development strategies. Adolescence is an

important period for development of the socially integrated self-concept. Research in developmental psychology has shown that evaluation of oneself becomes more comprehensive and differentiated during childhood and adolescence. (Brown, B.B. (2004), Gallagher, S.. (2000). Identifying a subject personality type plays an important role in vocational guidance. The term self-awareness involves the exploration and structuring of personal characteristics (emotions, abilities, beliefs, motivations, etc.) that facilitate the construction of self-image of adolescents. Career education defines both the formation and development of an active oriented attitude toward self-awareness and personal development, and the exploration of educational and professional opportunity.

In Romania, as shown by the current literature Lemeni G. and M. Miclea (2010, p.9-10), are used three technical terms related to interventions for counseling and career guidance for teens:

- 1) *Career guidance (academic and professional guidance)*
- 2) *Career counseling,*
- 3) *Career education*

The term *career guidance* is a general term that covers a range of activities from informing, evaluating and continuing to education and career counseling. *Career counseling* aims to develop the skills a person / group of persons needs in solving specific career related problems such as difficulties in formulating career options, difficulties in job retention and professional development, unemployment. Career education is an educational intervention for the development of habits and skills necessary for the development and management of their careers.

According to Carl G. Jung's theory of psychological types [Jung, 1971], people can be characterized by their preference of general attitude: Extraverted (E) vs. Introverted (I), their preference of one of the two functions of perception: Sensing (S) vs. Intuition (N), and their preference of one of the two functions of judging: Thinking (T) vs. Feeling (F). The three areas of preferences introduced by Jung are *dichotomies* (i.e. bipolar dimensions where each pole represents a different preference). Jung also proposed that in a person one of the four above functions is dominant – either a function of perception or a function of judging. Isabel Briggs Myers, a researcher and practitioner of Jung's theory, proposed to see the judging-perceiving relationship as a fourth dichotomy influencing personality type [Briggs Myers, 1980]: Judging (J) vs. Perceiving (P). The first criterion, Extraversion – Introversion, signifies the source and direction of a person's energy expression. An extravert's source and direction of energy expression is mainly in the external world, while an introvert has a source of energy mainly in their own internal world. The second criterion, Sensing – Intuition, represents the method by which someone perceives information. Sensing means that a person mainly believes information he or she receives directly from the external world. Intuition means that a person believes mainly information he or she receives from the internal or imaginative world. The third criterion, Thinking – Feeling, represents how a person processes

information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion, i.e. based on what they feel they should do. The fourth criterion, Judging – Perceiving, reflects how a person implements the information he or she has processed. Judging means that a person organizes all of his life events and, as a rule, sticks to his plans. Perceiving means that he or she is inclined to improvise and explore alternative options. All possible permutations of preferences in the 4 dichotomies above yield 16 different combinations, or *personality types*, representing which of the two poles in each of the four dichotomies dominates in a person, thus defining 16 different personality types. Each personality type can be assigned a 4 letter acronym of corresponding combination of preferences.

Table no.1 The 16 personality types

The 16 personality types			
ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP

The first letter in the personality type acronym corresponds to the first letter of the preference of general attitude - “E” for extraversion and “I” for introversion. The second letter in the personality type acronym corresponds to the preference within the sensing-intuition dimension: “S” stands for sensing and “N” stands for intuition. The third letter in the personality type acronym corresponds to preference within the thinking-feeling pair: “T” stands for thinking and “F” stands for feeling. The fourth letter in the personality type acronym corresponds to a person’s preference within the judging-perceiving pair: “J” for judging and “P” for perception. For example: ISTJ stands for Introverted, Sensing, Thinking, Judging, ENFP stands for Extraverted, intuitive, Feeling, Perceiving.

Experimental research

1. Research Objectives:

- a) Investigation of adolescent personality types that is needed for academic and professional guidance,
- b) Investigate how personal decision are made and social problem are solved as prerequisites in choosing a suitable profession.
- c) Efficiency analysis of the: psychological counseling activities, vocational and career guidance for high school students.

2. The group of subjects.

The group of subjects of the research were represented by 155 high school students aged 16 to 18 from Constanta, Tulcea and Braila selected from the 5,000 students from the South-East of Romania who participated in the project.

In the period May 2014 to November 2015 in Romania was carried out POSDRU project: Build your career step by step! - Vocational guidance and counseling for students from the Center and South-East regions, ID 132 690 project organized by DONIT Brasov in partnership with the Ovidius University of Constanța, Lucian Blaga University of Sibiu, Lower Danube University Galati, University of Medicine and Pharmacy Târgu Mures and funded by the European Union. The project offered services / guidance and counseling activities conducted for choosing the educational route and orientation to the labor market for students in secondary education.

3. The research methods were:

The Type Finder Personality Test, based on Carl Jung's and Isabel Briggs Myers' typological approach to personality.

Questionnaire about decisions making styles of students A. J. Rowe and R. O. Mason, Managing with Style: A Guide to Understanding, Assessing, and Improving Decision Making (San Francisco: Jossey-Bass, 1987):40–41.

The project objectives were:

Identify the counseling needs of students and the types of tools and resources needed for informed, responsible and autonomous career decisions;

Planning and implementation of specialized interventions consistent with the needs and interests of students - psychological counseling, educational counseling, vocational and career guidance as appropriate;

Capturing public interest and especially of students, teachers, parents and employers about the benefits of counseling for their choice of school and professional training;

Facilitate the access of students, employers and other relevant actors to resources and information on school and professional advice with regard to labor market opportunities and career management elements;

Development of an online methodology for information and advice to students that is focused on their remote participation in advisory activities and the creation by them of resources and relevant content in a virtual environment;

Develop a long-term strategy in the field of educational and vocational counseling, involving all the stakeholders - teachers, students, employers, professionals.

In accordance with the dimensions shown above, was started from the premise that the organization of counseling is not an end in itself, but it is a purpose to achieve the project objectives, we envisage the following counseling activities, that are integrated and correlated:

a) *Psychological counseling* is used for developing self-awareness, creating a positive personal image for emotional stability, education and management of emotions, educating the competitive spirit, motivation, education, personal management of the elements for making medium and long term decisions, conflict management;

b) *Educational and academic counseling*: facilitates the design of the educational route, school and career training, facilitating the transition from school to work and the transition between educational levels - middle school - high school - university; facilitate student access to resources on the entrance examination, tests to support them in evaluating educational offers and decision making; assisting students with educational / academic career management; awareness on the usefulness of university studies for career picking, knowledge and management of learning styles.

c) *Career counseling and guidance*: facilitating access to resources containing relevant information about employment, qualifications, occupations, skill levels, roster of occupations, etc.; knowledge of the options available in the labor market in areas of interest to students; assisting students in search / simulated search for a job, according to personal interests and skills; connecting students with resources and organizations that support insertion / integration in the labor market; facilitate the transition from being a student to the employee who retains his workplace.

The methods applied in vocational counseling were: *Psychological counseling, Educational and academic counseling and Career counseling and guidance.*

Research results

The results obtained from vocational counseling conducted in personal and professional development camps have shown that the highest frequency of personality types is type ESTJ (22%), followed by the type ISTJ (20%) and type ESFJ (11%).

Personality Type ESTJ ((Extraversion, Sensing, Thinking, Judgment) was achieved by 22% of adolescents evaluated. This is a logical, analytical, hard to persuade otherwise than by reason type of person. Focuses mainly on work and less on social relations, is persistent in achieving goals, prefer concrete results. Assumes the risk of the decision; It has a good ability to distinguish between what is effective and ineffective. Therefore, usually goes toward positions of leadership, efficiency. But if they work with people, we need to develop their sensitivity to other people's needs. Many adolescents who are characterized by this kind of personality want to pursue a profession in economics: insurance agent, salesperson, accountant, project manager, finance inspector; in the medical field: doctor; dentist; pharmacist, medical technician or in the legal field: attorney.

Personality Type ISTJ (introversion, sensing, thinking, judgment) is the realist type, who shows his emotions easy. When he assumes responsibility is a serious person, trustworthy. From the lot of adolescents investigated, 20% of students showed for this type of personality and said they want to become programmers, computer scientists; government officials, researchers.

Personality Type ESFJ was obtained by 11% of adolescents with a higher frequency among girls is concerned about the others, and the relationship harmony, friendly, tactful and sympathetic. He always appreciate the value in the opinions of others, and when they are conflicting, he eventually harmonized them. It is practical and is interested in everything related to sensory experiences. He likes to communicate and his comfort resulting from quality of relationships with those around him, so it will be drawn to activities based on cooperation between people. Among the desired professions by these teenagers were: teacher, special education teacher; social worker; priest, nurse.

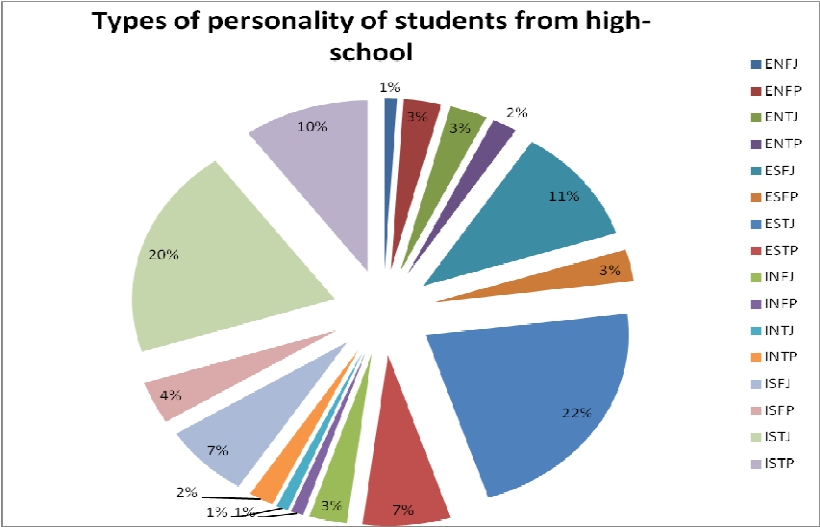


Figure no. 1 Types of personality of students from high-school

Regarding students' styles of decision the following results were obtained:

- 37% of students have the Directive style,
- 30% of students Organized (Analytical) style,
- 23% have Inventive (Conceptual) style and
- 10% have behavior style.

Students with Directive style (37%) are perspicacious people, able to solve several problems at the same time, responsible, persistent, realistic, adaptable to change, energetic, intelligent, masters of its own forces. Students with Inventive (Conceptual) style (23%) have a big imagination, are curious, nonconformist,

clever, original thinking, capacity of observation, assessment and understanding of various phenomena. Among the professions wanted by this style are: researcher, analyst, microbiologist, psychologist, ergonomics specialist etc. Students with Organized (Analytical) style, (23%) are good strategists, have the ability to organize, coordinate and direct a team or a group, manage to be heard, especially in critical, emergency situations, stands by his principles and he is trying everything to achieve his goal. Students who exhibit this style want in the future to occupy administrative positions. 10% from adolescence have behavior style. Behavioral style is a particular pattern of observable behavior patterns or habits, that have developed over time, and that are characteristic of a given individual.

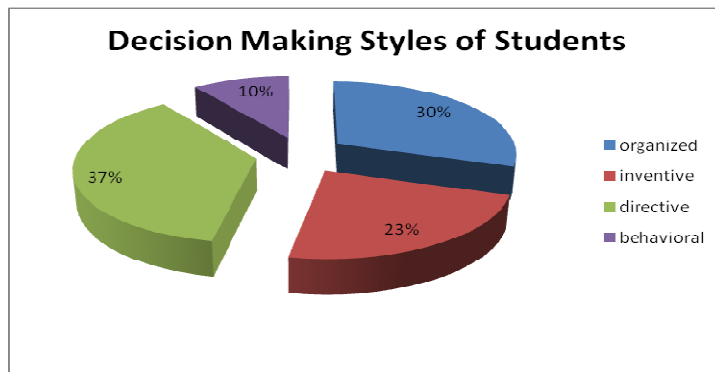


Figure no. 2: Decision Making Styles of Students

Conclusions

Regardless of how the transition to adulthood is carried out, important tasks face every adolescent. For one thing, the adolescent must achieve a sense of self-unity. He or she must also achieve some sense of uniqueness, of being in some ways different from other people. Erik Erikson (1981) calls all these developments regarding the self the process of establishing a personal identity. A personal identity not only must be perceived by the individual but also must be recognized and confirmed by others. These major achievements are made possible by cognitive advances- in particular by the adolescent's new capacities to reflect on the self and to consider a range of possible alternatives. Thus, the adolescent can examine the self at present, relate that self to past behavior and project the self into the future with the many different roles it offers.

A job can contribute to self-esteem and a sense of personal identity by allowing adolescents to feel they are doing something useful. They often show pride in their place of work as well as in themselves as workers. Not only are expressing the sense of industry and competence they worked and developing in middle childhood, they also are participating their future role as economically self- sufficient individuals. At the same time, by taking responsibility for showing up on time and doing the tasks they are given, they confirm their emerging status as adults. The pay they earn helps make them more

independent of their parents, and it also gives them experience with managing money. By forcing teens to budget their time, balance demands, and make choices, a part-time job can foster maturity. (Fine et al., 1990; Greenberger and Steinberg, 1980).

References

- Brown, B.B. (2004), Adolescents' relationships with peers. In Handbook of Adolescent Psychology (2nd edn), Lerner, R.M. and Steinberg, L., eds), pp.363-394, John Wiley & Sons
- Gallagher, S.. (2000), Philosophical conceptions of the self: implications for cognitive science. *Trends Cogn. Sci.*, 4, 14-21
- Greenberger E., Steinberg, L.(1980), *Part-time employment of in-school youth: a preliminary assessment of costs and benefits*, Washington, DC Vice President's task Force on Youth Employment
- Harter S., (1990), Developmental differences in the nature of self- representations: implications for the understanding, assessment and treatment of maladaptive behavior., *Cognit.Theor.Res.*14, 113-142
- Lemni G, Miclea M, (2010), *Consiliere si orientare. Ghid de educatie pentru cariera*, ASCR, Cluj Napoca,
- Sroufe AL., Cooper R., De Hart G, Marshall M, (1992), *Child development. It's nature and course*, Library of Congress Cataloging-in-Publishing Data, USA
- file:///C:/Users/PowerUser/Desktop/SebBurBla_TiCS08.pdf
- <http://www.humanmetrics.com/personality/type>
- <http://www.uky.edu/~eushe2/Pajares/Pajares1996RER.pdf>
- http://www.prenhall.com/behindthebook/013185495X/pdf/Andre_CH03.pdf

ETHICAL DILEMMAS IN THE PSYCHOLOGIST'S PRACTICE THAT ACTIVATES IN THE AREA OF CHILDREN WITH IMPAIRMENTS

M.A.Marica, A. Nastase

Mircea Adrian MARICA,

Associate Professor Ph.D.

Ovidius University Constanța, Romania

Angelica NASTASE

Psychologist, Constanța, Romania

Abstract. The reconstruction of the profession of psychologist in Romania faced an alert rhythm by a continuous normative and administrative structuring. At present we are in front of some necessary functional optimizations and procedural refining meant to satisfy the exigencies of an efficient psychological practice. An important component of the professionalization of the domain, together with the competency, is the ethical dimension of the professional practice. In this dimension, still insufficiently elaborated and investigated, is placed the present research. The gathering of factual material by empirical researches creates the premises both for normative improvements and for reconfigurations of the ethical management system of the profession. In our study we identified a number of 52 behaviors that may generate hesitation in the professional decision and we questioned the practicing psychologists from the area of children with impairments about the frequency of those situations that they met during their activity, and then I requested them the assessment of those behaviors from the correctness point of view. There were used both in obvious situations and in ambiguous situations, regarding the confidentiality, competencies, integrity, conflict of interests, tariffs and payments modalities, multiple relations, discrimination, familiarity, self-disclosure, intimate relations, etc. The statistical processing of the answers aimed comparisons between the frequency of the psychologists engagement in the respective behaviors and the assessment of their correctness,

based on sex, age, seniority in profession, working place (private/state), courses of professional training attended etc.

Keywords: ethical dilemmas; confidentiality; integrity; self-disclosure; competencies

Introduction

The sizes of the social performing of a profession are the technical competence and ethical excellence. Whether we talk about doctors or psychologists, teachers or magistrates, the two sizes define the professional practice. The technical competence, as I named it, supposes the knowledge of the professional domain and real skills to launch this knowledge in practice. The ethical size is the one that gives the meaning of action, as competences can be placed in favor of both right and wrong, and if "this knowledge of right and wrong misses, neither of these arts shall be done properly, so as to bring us benefit" (Platon, *Charmides*).

The technical competence is exclusively related to the knowledge of the domain, and the moral excellence is related to the art of professional practice. The latter received the name of professional deontology. The professional values and principles, the behavior norms or standards are expressed in the deontological codes of the profession. In the domain of psychology, the first ethical codifications were made in the American practice, after having asked 18 thousands psychologists about examples of practice, suspect from the ethical point of view (Holman, 2013). Ever since, the American code has been continuously improved, the last amendments being from 2016.

In the empirical researches of psychological ethics some models imposed, the reference standard in the domain remaining the American Psychological Association (Lusar A. C, 2007). The purpose of these studies consist in identifying the ethical difficulties in the professional decision for revising the normative frames, especially the deontological codes, and covering the gaps from the formative intervention in the periods of professional training.

One of the operating models consists in requesting the description of some challenging or annoying ethical incidents encountered in practice (Kenneth S. Pope and Valerie A. Vetter, 1992; Lindsay and Clarkson, 1999; Pettifor, J. L., Sawchuk, T.R., 2006), the answers being grouped in general categories and classified according to the frequency of their meeting in the professional practice. In the hierarchy of the decisional difficulties in the practice of psychologists, on the first ranks there were, in an approximate order (with variations and exceptions), dilemmas related to confidentiality, dual relations, collegial behavior, competences, academic and training matters, fees and payment modalities, sexual matters.

Another research design consists in presenting a questionnaire which contains a certain number of professional behaviors, the participants being requested their qualification as being ethical or unethical and the frequency of appearance in their practice (Kenneth S. Pope, Barbara G. Tabachnik, Patricia Keith-Spiegel, 1987; Silvana Fenning et al., 2005; Javier Urra, 2008). Some of the researches (Borys, D.S. and Pope, K.S., 1989) divide the sample in two halves, one being questioned about the evaluation of the degree in which a professional behavior is ethical, and the other half is questioned about the frequency of appearance in the personal practice of the respective behavior. In this case there are presented situations such as: not offering detailed information at the beginning of a therapy about the therapeutic alternatives and other professionals whom the client may call on; the psychologist works when he feels too stressed in order to be efficient; not to charge the client; the planning and execution of the schedule in order to make a child more obedient at the request of the parents, without having checked first if the requests of the parents meet the needs and interests of the child; using the therapy for harmless problems, which the clients could work out themselves; using the personal revelations as therapeutic technique; asking clients to fill in the tests at their home; having considered that the professional secret ends when the psychologist – client relation comes to an end; collecting the fee for the meetings at which the client did not come; ending the psychologist – client relation, if the client can no longer pay, etc. The examples used are from the Spanish research, coordinated by Javier Urra (2008). This type of design was used in the present research, only that this time we aimed matters specific for the practice of the psychologists specialized in the area of children with impairments. We chose this category of psychologists because the therapeutic relation is triadic, implying the psychotherapist, the child and parents, the problems being more complex and less defined than the therapist-client dyadic relation.

The purpose of the research.

The exploratory, empiric research, aimed to identify the attitude of the psychologists specialized in the area of children with impairments towards different behaviors identified by us as being problematic, and then the classification of the frequency of the respective behaviors in the psychologists' practice.

Instruments used.

In order to accomplish the objectives suggested, we chose the building of our own working instruments. In this regard, we established a series of 52 behaviors and/or situations that can be defined as ethical difficulties or dilemmas in the psychologist' practice. The term of ethical dilemma is used in a wider meaning, designating problematic situations, for which the normative regulations of the profession do not indicate solutions which lack ambiguity, the professional being conditioned to draw up the decisions at a critical level. Among these situations there

are the behaviors related to confidentiality, competences, complete informing of the client, integrity, conflict of interests, fees and payment modalities, ending the therapy, multiple relations, discrimination, familiarity, self-disclosure, intimate relations, exploiting the client, etc. Based on these professional behaviors, there were built two questionnaires, the first that aims to establish the frequency with which they are found in the psychologist's practice, and the second aims to identify in what extent the respective behaviors are appreciated as being ethical by psychologists. The behavioral indexes were evaluated on a Lieckert scale with 5 levels. In the first questionnaire, which evaluates the frequency with which the situations were met in practice, the answers were thus classified: *never, seldom, sometimes, quite often, very often*. In the second instrument, which aims the extent in which a behavior can be considered ethical, the levels of Lieckert scale were: *no indubitably, in rare situations, I don't know-I'm not sure, yes in many cases, yes undoubtedly*.

During the pre-test, the questionnaires were sent to a number of 50 psychologists and 37 from the psychologists approached answered, but 10 from the 74 protocols were considered invalid and excluded from the research. In the final form there were excluded two items from each questionnaire, the instruments applied in the said research containing 50 items. We considered that the instruments present internal consistency, although the value of the indexes α Cronbach was close to the minimum accepted, 0,68 at the first questionnaire, respectively 0,63 at the second.

The lot of subjects.

The sample used for the research was made of psychologists that work with children with disabilities, from the specializations clinic psychology and special pedagogy. Among the 115 psychologists contacted, 65 answered but the protocols of 3 of them did not meet the conditions for being considered valid and were excluded from the research. Therefore, the statistical calculation were made through the analysis of the answers received from 62 participants.

The participants, of whom 66% females, have ages between 25 and 40. Half of them are placed in the age category 25-30 (25 women and 6 men). In the other two age intervals there are found 13 psychologists (31-35 years old), respectively 18 (36-40 years old). The seniority in practice is placed in the interval 6-10 years - 23 persons, 3-5 years - 19 participants, and 10 have below 2 years of experience. All the participants at the research have Master's Degree, two of them (females) graduated doctorate programs. 34 of them develop their activity in their own practices or in different private and 28 in the state institutions.

Results and discussions

One first idea that we consider to be fair to state before presenting any results regarding the ethical behavior is that between the willingness of a certain

behavior and the frequency of personal commitment in that behavior there is always a certain gap and it is nothing surprising in this fact. We know what we have to do and we try to do it as much as we can in the particular contexts of the action, but there is always something else to do.

A second idea comes to underline the presence of some ambiguity of the items of the questionnaire which are inevitably clear, do not bring details and do not contextualize the situations mentioned. Having in view these assumptions I will briefly present the significant data obtained, classifying them on different standards.

Confidentiality. Talking about a child with the parents of another child is considered an indubitable *unethical* behavior in a percentage of 72,5% among participants, but this happens *sometimes* in a percentage of 29,3%, while 46,77% declare that they *never* had such a behavior. Talking with the colleagues about a child in therapy using his name is considered as unethical (46,77%), but it happens to be practiced *sometimes* (35,48%), only 17,74% declaring that they *have never done* that thing. The video recording of the psychotherapy sessions without the consent of the parents is considered as unethical in a percentage of 88,71%, but *sometimes* it is practiced (9,68% *very rarely*).

Conflict of interests. It is considered as ethical for the psychologist to work privately in the state institution where he develops part of his activity (67.86%), but most of the participants are found in such a situation *often* (64.30%).

Exploiting the client. Most of the participants consider that it is indubitably not ethical to call on the children's parents for different favors (62,90%), donations (66,13%) for publicity (90,32%), but in practice these behaviors are met sometimes, but in percentages with a single digit.

Fees and financial matters. Most of psychologists (95.15%) believe that it is not ethical to be modified the tariff of the therapy session based on the financial possibilities of the parents and most of psychologists have *never* done this thing (67.74%), only 24.19% of them *rarely* practicing this thing.

Ending the therapy. Over half of the respondents mentioned that it *quite often* to discontinue the therapeutic process when the child's parents do not have financial resources (53.23%), and 9.68% do this *very often*. In Urra's research, the percentage of those who ended the professional relation if the client could no longer pay was of 38,3%, and at Pope, 3,7% *quite often* and 20% *sometimes*.

Most of psychologists accept to work again with the child when his family can pay the counter value of the services performed (58.06% mention that it *never* happened for them to refuse a child in therapy after he had had a break as a result of some financial difficulties, 33.87% have *rarely* done this).

Multiple relations. Most of psychologists agree that accepting to work with children of their relatives, acquaintances or friends represents a practice which does not fit to the deontological principles of the profession (87.10%), but many of them *rarely* (30.65%) and *sometimes* (14.52%) practice this behavior. The attachment to

the child the psychologist works with and the involvement in his family outside the limits of the therapeutic program are seen as beyond the norms by participants. The acceptance of the invitations from parents to attend a special event from their life (62.29%), inviting the parents at a special event from the psychologist's life (79.03%), attachment beyond the limits of the efficiency of the therapeutic service (62.90%) are unethical behaviors.

Nondiscrimination. Not accepting in therapy the children who have no sphincter control is considered by 88.71% as *indubitably unethical*. A high percentage of the participants assert that they would never discriminate children under the aspect of sphincter control and do not select children based on the presence or absence of diaper (90.32%).

Collegial behavior. The psychologists *rarely* (29.03%) or *never* (50%) refused to offer therapy services to the children who once left to another psychologist at the wish of the parents to try something else.

Commitment. To attach to children with whom a psychologist works outside the efficiency of the psychological service is considered unethical for 66.13% from participants, but 48.39% from them *sometimes* find themselves in this situation.

Honesty. There are considered unethical behaviors to continue the intervention process without explaining the parent that the child cannot make progress any longer (70.97% - *it is undoubtedly unethical*), to work with a child without having the consent of both parents (45.16% - *it is undoubtedly unethical*), not informing the parent regarding the real situation of the child (77.42 - *it is undoubtedly unethical*).

Interaction with parents. Psychologists consider that *it is undoubtedly unethical* to receive gifts from parents (85.48%), but *rarely* (46.77%) or *never* (14.52%) accept to receive them. The participants *often* or *sometimes* (24.19%) allow the children to call them on their first name (53.23%) and *rarely* (45.16%) or *never* (19.35%) talk to the parents using their first names.

Psychotherapists offer gifts to the children with the occasion of different holidays or events in a high percentage, *often* (41.94%) and *very often* (17.74%). More than half of them never invite the parents of the children they work with to a personal event (53.23%) or do it *seldom* (19.35%). The percentage of those who invite clients to a party or a social event indicated by the research of Urra is of 19,5%. In our research, psychologists *rarely* attend the events when being invited by the family of the respective child (41.94%). Over half of the participants state that they *often* and *very often* share the parents of the children they work with details about their personal life that are not related to the therapy of the child (45.16%, respectively 11.29%), and a quarter of them do that *sometimes* (24.19%), although 58,06% cannot state if such a behavior is ethical or unethical. These results are similar to those found by Pope and his collaborators (1987). Over 90% from participants to this study said that they used self-disclosure, a similar percentage allows the customers to use address them by their first name, and almost

75% of them attended the events of their clients. In Pope's study though, self-disclosure was aimed as therapy technique, considered by 43% of participants as *ethical in many cases* and 29,2% *unethical undoubtedly*.

As for the sexual problems and intimate relations the psychologists *never* had sexual relations with one of the child's parents from the therapy (90.32%). In Urria's research, the percentage of those who were sexually involved with a client was of 13,6%. In the lot studied by Pope, only 1.9% from respondents were involved in sexual relations with a client and only 2.6% were involved in erotic activity (which may or may not involve sexual contact). In our research we definitely do not talk about the sexual relation with the parents of the child from the therapy, which is something quite different, we rather talk about the suspicion of exploiting the client which cannot be totally excluded.

Quality of the service performed. Most of the participants never practiced under the influence of alcohol or substances with hallucinogen effect (95.16%) (92,8% in Pope's research), but when they are too absent minded in order to be efficient in their work, they *rarely* (33.87%), *sometimes* (24.19%) and *often* (12.9%) keep on psychological services. In Pope's research, practicing when you are absent minded has a percentage of 10,5% *sometimes* and 0,4% *quite often*.

Proper and complete informing. For a third of the participants it *rarely* happens not to present the families alternative therapies or methods for the recovery process of the child, half of the sample admit that they never use such behavior. In the research of J. Urria, the percentage of those who only offer detailed information at request was of 60,7%.

At certain items the answers are grouped in the right side of the answer scale („it is ethical in many cases”, „undoubtedly, yes”). For example, 40% from the respondents feel that accepting the presence of the child's parent during the therapy session is ethical *in many cases*. A similar percentage is represented by the psychologists who think that accepting something else than money in exchange for the psychological services is an ethical behavior *in many cases* (35,48%, and 4,84% , *undoubtedly, yes*). A third of the participants think as ethical *in many cases* offering gifts to children, on the occasion of different events (birthdays, holidays, etc).

As for the differences among the male and female participants the analysis of the results obtained underlined the existence of small differences in the regard that women tend to accept more often than men to start a recovery program of the child without having made a preliminary psychological evaluation of the child ($X^2=13.65$, $df=4$, $p\leq.01$), but there were not observed differences regarding the extent in which these groups consider the behavior as being ethical.

The men from the present study consider more than women that it is unethical to accept the child's parent during the therapy session when it is not necessary ($X^2=20.31$, $df=4$, $p\leq.01$). Though, in practice both categories of psychologists were equally put in such situations.

After calculating the Chi square coefficients for the 50 items of the questionnaire that aim the frequency with which the psychologists engage in their practice the respective behaviors there are noticed differences among participants based on the working place where they develop their activity at two of the items of the working instrument. The participants were divided in three groups, based on the working place where they develop their activity mainly (some of the participants have two working places, for instance they work in a psychology practice from an educational institution and in their own practice).

At the item of form: „*Tell a parent that you are upset with him because he did not comply with the therapeutic program*” it is noticed that there is a significant association between the working place of participants and the frequency with which they resorted to the behavior in the practice ($X^2 = 34.77$, $df = 6$, $p \leq 0.01$). The psychologists from their individual practices and those who develop their activity in private institutions tend to be similar regarding the answers at this item. Most of them stated that they *never* tell the parents of the children they work with that they are upset with the children due to the failure to comply with the intervention program. In the state institutions, the participants to the study *rarely* or *sometimes* in a majority percentage were upset with the parents for the failure to comply with the therapeutic plan.

The second item at the level of which there were noticed differences among the answers of the participants based on their working place is the one that investigates the frequency with which in practice the psychologists transmit the parents the disappointments related to the child (*To tell the parent the disappointments related to the progress of his child*). The data show that the participants that have the working place in a state institution have the tendency to adopt in practice such a behavior than the participants who develop the activity in own practices or in private institutions ($X^2 = 20.09$, $df = 8$, $p \leq 0.01$). For the other 48 items of the questionnaire there were not noticed differences among the participants under the influence of the working place.

Conclusions

Such a research has two immediate consequences. The first is to offer information based on facts regarding the professional beliefs and behaviors of psychologists, in order to identify the ethical difficulties. Having known them might allow clarifying interventions both in initial and continuous training. The second consequence is related to debating the ethical dimension in the professional activity.

Our research, due to the limits of the sample do not allow us to draw general conclusions, but underlies our belief that the Romanian psychologists have the same difficulties, beliefs and behavioral practices as other psychologists around the world.

References

- Borys, D.S; Pope, K.S., (1989), "Dual Relationships between Therapist & Client: A National Study of Psychologists, Psychiatrists, and Social Workers", *Professional Psychology: Research and Practice*, vol. 20, issue #5, 283-293
- Fenning, S., et all, (2005), "Ethical Dilemmas in Psychotherapy: Comparison Between Patients, Therapists and Laypersons", *Israel Journal Of Psychiatry And Related Sciences*, vol.42, no.4, 251-257
- Holman, A., 2013, "Ethical Controversies Regarding The Use Of Deception In The Psychological Research", *Revista Română de Bioetică [Roumanian Journal of Bioethics]*, vol. 11, no.1, 51-64
- Lindsay, G.; Clarkson, P., 1999, "Ethical Dilemmas of Psychotherapists", *The Psychologist. Bulletin of the British Psychological Society*, vol.12, no.4, 182-185
- Lusar, A. C., 2007, (coord), *Etica del Psicologo*, Barcelona: Editorial UOC
- Pettifor, J. L.; Tyson R. Sawchuk, 2006, "Psychologists' perceptions of ethically troubling incidents across international borders", *International Journal of Psychology*, 41 (3), 216-225
- Platon, 1993, *Charmides*, in Platon, *Dialoguri*, Iași: Agora, p.148
- Pope, K.S.; Tabachnick, B.G.; Keith-Spiegel, P., 1987, "Ethics of Practice: The Beliefs and Behaviors of Psychologists as Therapists", *American Psychologist*, vol. 42, #11, 993-1006
- Pope, K. S.; Vetter, V. A., 1992, "Ethical Dilemmas Encountered by Members of the American Psychological Association: A National Survey", *American Psychologist*, vol. 47, no. 3, 397-411
- Urra, J., 2008, *Psicologia y Deontologia: Estudio Empirico Basado en Dilemas, Eticos*, Spania, cf. <http://www.javierurra.com/files/DilemasEticos.pdf>
www.apa.org/ethics/code
www.copsi.ro

PSYCHOLOGICAL AND SOCIAL EFFECTS OF AGING

R.G. Enache

Rodica Gabriela ENACHE,

Associate Professor PhD

“Ovidus” University of Constanța,

Faculty of Psychology and Educational Sciences

Abstract: In the current thesis we aim to analyze the psychosocial particularities of the elderly people, taking into consideration the dysfunctional psychological and social situations, specific to the aging period (the empty nest syndrome, situations of disease, the third age crisis) and the accomplishment of the social roles, as well. In the micro-research, we study the correlation between the scale of requesting the social support, as coping strategy and the quality of retirement people’s lives, as well as the correlation between the level of quality life of aged people and the level of their anxiety.

Key words: aging, anxiety, “empty nest” syndrome

Psycho-social particularities of elderly people

Aging is defined, from a social point of view as a combination of biological, psychological and social processes, which affect individuals as they grow older (Abeles and Riley 1987, Atcheley, 2000, apud. Giddens A., 2010). Aging can be an experience full of satisfactions or it can be accompanied by physical suffering and social isolation. The social gerontology is a discipline that studies the social aspects of aging.

The psychological effects of aging are less demonstrated in comparison to the psychical ones, although the research in the aging psychology is in a continuous rhythm. Although the idea that memory, learning, intelligence, the abilities and motivation of studying are subject to a process of erosion along with aging, is widely accepted, the research in aging psychology suggests the existence of a much more complicated process (Birren and Schaie, 2001, apud. Giddens A., pg.179)

The social age consists of the norms, values and roles that are culturally associated to a certain chronological age. The concept of social age differs from one society to another. Societies such as the Japanese one as well as the Chinese

traditionally worshiped the elderly persons, considering them a source of historic memory and wisdom. Societies such as the British one and the American, are more likely to eliminate them as being unproductive, dependent on, old fashioned. Role expectations are extremely important sources of our personal identity. There are role stereotypes, as well as gender, extremely stigmatized for the elderly persons, especially as far as women are concerned.

Social gerontologists offered numerous theories about the nature of aging. The American sociologist Talcott Parsons claimed, ever since 1950, that society must find social roles for the elderly persons, in accordance with their age, in order to gain a “healthy maturity”. While growing old, women face physical, emotional and material problems that are hard to cope with. The social problems (retirement, isolation), the economic ones (low income, poverty), the moral ones aggravate the health deficiencies of the elderly persons, which leads to imposing special tasks for both the care system, and for the social care system. On another hand, abandoning self-health care, unhealthy lifestyle, medical services access deficit, prevention services and ambulatory treatment deficiencies contribute to the critical health condition of many elderly people.

Aging is marked by retiring. The moment itself brings a strong identity crisis, especially for men, as women keep their main domestic activities. According to Selye (1957) the tensions that produce stress are part of our ordinary life. The stress characterizes a complex psychological reaction, extremely intense and relatively durable of the individual who is facing new and difficult existential situations.

Stress represents a normal and necessary aspect of life, but it can cause a temporary discomfort, and it can also induce long term consequences. Even though too much stress can alter both the health and the welfare of an individual, yet, a certain volume of stress is necessary for survival. Stress can materialize in the diminution of functions’ normality or even in diseases, but it can help the person in danger, by adjusting the coping mechanisms.

Dysfunctional psychological and social situations, specific to aging (menopause, the empty nest syndrome, disease situations, the third age crisis)

Menopause is considered one of the most stressful periods in a woman’s life. So society considered that it would be “normal” for woman to become sick and despondent in this time of their lives. The names given to this period of desperation were “menopausal syndrome” and “climacteric syndrome”. Symptoms and signs of this syndrome were described by Deutsch, H.L. (1945) as: anxiety, depression, feelings of inferiority and hopelessness, insomnia, forgetfulness and most commonly hot flashes, chills, sweats and palpitations. Other changes discussed were increased and decreased sexual desires, weight gain and osteoporosis. Increased sexual desires were considered to be more stressful since it was thought that post-menopausal women should become oblivious of sex. Most of the diagnoses were made as the results of women consulting their physicians for

special occurring at the time of menopause. For women reaching menopause who didn't seek medical advice, no information about symptoms was available. Also, many women were conditioned to expect problems during menopause, so it was possible that much of the distress was psychosomatic. Another factor was that other changes occur at the time of menopause which could be ascribed to the menopausal syndrome. William J.H. (1977) shows that these changes are related to: children moving out ("empty nest" syndrome); taking care of ill husbands, becoming a widow, retirement from a job and noticeable age changes.

Some researches Sherman, J. et.al (1971) show that not all women felt anxious and depressed at menopause. Some actually felt relief and had renewed vigor. The current concept of the menopausal syndrome is quite different. Most investigators believe that only a small percentage of women develop the varied manifestations just described. William J.H. (1977) shows the majority of women have positive attitudes toward menopause because of: elimination of the fear of pregnancy; loss of the annoyance of menstruation; improved sexual relations; increases in energy; and feelings of well-being.

Nevertheless, there are definite changes that occur during menopause, and these changes can cause physiological and psychological effects that necessitate medical consultations for about 25 percent of women, described by Wilding, P. (1974). The primary changes seen are hot flashes and episodes of perspiration (e.g. night sweats). Other changes reported are: fatigue and difficulties in sleeping, palpitations and dizziness, anxiety, irritability, nervousness and depression, headaches and body aches, atrophic changes in the vagina and osteoporosis. Anxiety, irritability, nervousness and depression occur in anywhere from 10 to 90 percent of menopausal women (Neugarten, B.L. and Krainer, R.J, 1965).

Menopause does not have to be a time of distress. A positive attitude along with good nutrition, an active life-style and regular exercise can make this time of joy rather than a time of despair. Psychological responses to hysterectomy can be overwhelming. This is especially true if the surgery is either for cancer, or is done without the woman's full understanding of the implications. The most common psychological response to hysterectomy is depression with about a 30 percent occurrence.

Women with a previous history of depression or prior emotional breakdown are more prone to be depressed after hysterectomy. Finck, K.S (1979) considered that the factors that tend to promote unfavorable psychological responses for post-hysterectomy women are:

- High anxiety and neurotic levels prior to the surgery,
- Poor relationship with their mothers,
- Fear about future sexual activities and
- Poor preparation for the surgery.

Just as depression can be brought on by menopause and hysterectomy with their potential crises, so too can the "loss of the brood" bring of depressive episodes.

The “*empty nest*” syndrome is especially traumatic to the traditional woman who had no other career except that of housewife and mother. Studies have shown that a daughter or son leaving home is one of the major social stressors. The stress would be more severe when all the children left home.

To reduce the impact of the “empty nest” syndrome, women must realize that is a potentially constructive time. The psychologist (Lucas L., 1980) shows that there is more freedom for vacancies and hobbies an opportunity to begin a new career and privacy for affection. Many woman find that they can do the things they always planned but never had the required time for. Some become writers, a few become artists and many go back to work or college and really enjoy their new-found interests. Even though the children leave, there is still plenty of opportunities to see them and to help them.

When a man has a serious illness, he has a great amount of stress. He is out of work and unable to provide for his family. He has the fear of dying and the worry of physical and psychological impairment. These anxieties and fears are generally transferred to his wife. The woman must be supportive and protective of her husband. She has to try and encourage him and help, him but not allow him to be over dependent. As a result, the woman often neglects or denies her own and can become overwrought and suffer severe anxiety and depression.

In another study developed by Stern, M.J. and Pascale, L. (1979) on psychosocial adaptation of wives following their husband’s heart attacks it was found that 25 percent of the women suffered anxiety and depression. Some women reported that they did not want to disturb their husbands for fear that a “wrong word” might kill them. As a result, there was decreased communication and increased marital estrangements. The wives, in turn, suffered anxiety and depression. These and other study (Anthony, E.J., 1970) revealed that if good family relations existed before the serious illness, then adjustment of husbands and wives was good afterward. Wives who were very dependent upon their husbands had the greatest problems in adjusting to their new situations they couldn’t get support from their seriously ill spouses, and lacking this help, they tended to collapse emotionally. As societies are aging, the number of people with chronic conditions is increasing dramatically. Those impaired are living longer with disabilities than ever before (Walsh, F. 1998). Even though most elders do maintain good health, loss of physical and mental functioning, chronic pain and progressively degenerating conditions.

Experimental research

Research objectives:

- To investigate and analyze the aspects that are related to difficulties of social adapting of retired individuals.
- To study the correlation between the psycho-social factors that act on the elderly persons.

Research hypothesis

It is assumed that there is a direct correlation between the level of the requesting scale of social support as coping strategy and the quality of retired people's lives.

It is presumed that there is an indirect correlation between the level of the quality of elderly people's lives and the level of their anxiety.

The description of the researched sample: the study was conducted on a sample of 60 subjects between 58 and 70 years old.

Methods and techniques of investigation

1. The Cattell questionnaire to determine the level of anxiety (R.B. Cattell),
2. The COPE questionnaire of coping strategies evaluation (Scheier Weintrub Carver, 1989)
3. Quality of Life Inventory (QOLI), M.B.Frisch, 2014), adapted for Romanian population

Results and discussions

In the first hypothesis, it was presumed that there is a direct correlation between the level of the requesting scale of social support as coping strategy and the quality of retired people's lives.

Carver et al. (1989) have elaborated a multidimensional inventory for the coping strategies (the COPE Inventory) that assesses ways in which people handle stress, from a dispositional perspective. After employing an exploratory factorial analysis of individual scales of the COPE questionnaire, Carver et al. (1989) have identified four factors:

- (1) coping focalized on the problem (including the following coping strategies: affective approach, planning and deletion of concurrent activities);
- (2) coping focalized on emotions (positive interpretation and growth, abstention, acceptance and religious approach);
- (3) coping focalized on search for social support (use of the social-instrumental support, the social-emotional support and focalizing on expressing emotions) and
- (4) avoidance coping, for the problem or the associated emotions (denial, mental and behavioral deactivation). (Carver et al., 1989, apud. Craşovan D.I., Sava F.,2013)

Two scales were analyzed: for the focused on task coping, the requesting social-instrumental support scale, which measures the willingness of asking for help (advice, material support, etc.), for improving the situation and for the emotion focused coping, the request of social-emotional support scale, which reflects the tendency of requesting understanding, compassion, or moral support from friends, relatives, colleagues, etc. It was observed that on the level of the sampled subjects

that the level of requesting social-instrumental support significantly correlates with the level of quality of life ($r=0,52$ la $p< 0,1$), and also the level of social-emotional support ($r=0,46$ la $p< 0,1$).

In the second hypothesis, it was presumed that there is an indirect correlation between the level of anxiety and the level of the life quality of the investigated elderly people.

The 16 areas of life evaluated through QOLI are: health, self-esteem, goals and values, money, work, playing, learning, creativity, help, love, friends, children, relatives, home, neighborhood and community.

According to QOLI, there are 4 *standard levels of global quality of life*: high level, average, low and very low. *The high level of life quality* was attained by 2% of the participants. These persons are happy and fulfilled, they get what they want in life, are able to satisfy their basic needs and to achieve their goals in almost all life areas. *The average level of life quality*, attained by 18% of the sampled subjects, demonstrates that these individuals are mostly content, happy and fulfilled and successful in achieving many goals in life. They do not realize a negative distortion of life situations and do not exaggerate personal problems. *The low level of life quality* was attained by 63% of participants. The elderly people that scored this percentage are not able to obtain what they want in life, to satisfy their basic needs, and to reach their established goals in many important life areas. The cause of misery might be represented by the health condition, social status or material situation (e.g. widowhood). These people have a high predisposition for developing psychological disorders, particularly depressions. *The very low level of life quality* (17%) was attained by persons who are not capable to satisfy their own basic needs, to accomplish their set goals and who are extremely unsatisfied with their own life. They manifest often criticism of their family members, especially towards their sons or nephews, as well as towards healthcare and social services. Many of such individuals manifest low efficiency during youth or as adults as well, and during retirement, self-esteem is also low and they do not have a good communication with their extended family.

The 5 personality factors that are analyzed through the Cattell test were Q3 – deficiency of integration or cohesion of self-consciousness, C – lack of Ego force or general neurosis, Ego weakness, L-paranoid insecurity, lack of social security, O-guilt feeling, pathologic depression, depressive anxiety, Q4-ergić tension, unsatisfied needs and compulsions, the excitement of sexual appetite. The scores of the 5 scales have been calculated: the ideal social ego (Q₃), the ego force, emotiveness (C), insecurity, the paranoid tendency (L), insecurity towards the direction of guilt (O), the ergić tension (Q₄), as well as the global scores of the level of anxiety. It was observed that there is an indirect correlation between the level of life quality and the level of anxiety ($r= -0,33$ la $p<0,1$).

Conclusions

The elderly people are dealing with frustration and insecurity. They manifest an average to high level of anxiety and are characterized by a state of internal tension, irritability, nervousness, lack of self-esteem, stress, reluctance to risking situations. According to evaluations, after applying the Cattell anxiety questionnaire, we can state that the majority of the elderly persons who have been investigated manifest a high level of anxiety, they feel isolated, frustrated, they do not trust themselves, and feel unappreciated. They manifest feelings of personal inadequacy.

Retirement and the old age must be prepared and their psychological effects can be prevented. The rigidity and the difficulty of adapting to the new situation of the aged person must be defeated. For the retired person, the need of communication is vital, his / her existence, the quality and duration of their lives being threatened by the unaccomplished need of communication. Sooner or later, a retired person lives the last part of his / her life, the part that precedes the ultimate stage, ending the existence. Communication, at this stage, has particular significance and along with other palliative elements, represents a solution to maintaining life quality.

In such circumstances, a psychological assistance of the elderly persons is necessary, as well as their active implication in social life and growing the resilience. Resilience represents the ability of an aged person to maintain his / her psychological well-state, under severe life circumstances (Staudinger and Kunzmann, 2005, Ryff and Singer, 1998), managing to moderate the bad impact of the stressful events on their physical and mental health. The key factors of keeping psychological balance when aging are optimism, encouraging life expectancy, improving communication with the extended family and keeping expanded social network.

References

- Anthony, E.J., (1970), The Impact of Mental and Physical Illness on Family Life. *Am. J. Psychiat.* 127
- Craşovan D.I., Sava F., (2013), Translation, Adaptation, and Validation on Romanian Population of Cope Questionnaire for Coping Mechanisms Analysis, *Cognition, Brain, Behavior. An Interdisciplinary Journal* Volume XVII, No. 1 (March), 61-762013, ASCR Publishing House
- Deutsch, H.L. (1945), *The Psychology of Women: a Psychoanalytic Interpretation*, Vol 1& 2, New York: Grune & Stratton
- Dyer, R.A.M.(1979), Menopause: A Closer Look for Nurses in Kjervik, D.K and Martinson I.M.(eds.), *Women in Stress: A Nursing Perspective*, New York: Appleton-Century-Crofts

- Finck, K.S (1979), The Potential Health Care Crises of Hysterectomy. In Kjervik, D.K. and Martinson, I.M. (eds.), *Women in stress: A Nursing Perspective*, New York: Appleton-Century-Crofts
- Giddens A.,(2010), *Sociology*, Bucharest, All Publishing House.
- Holmes, T.H. & Rahe, R.H. (1967), The Social Readjustment Scale. *J.Psychosom.Res.*11
- Ionescu Ș.,(2013), *Assisted Resilience Treaty*, Trei Publishing House, Bucharest
- Lucas L.,(1980), Hatching a New Life in the Empty Nest, *Prevention* 32 (9)
- Neugarten, B.L. and Krainer, R.J. (1965), Menopausal Symptoms of Women of Various Ages. *Psychosom. Med*, 27
- Selye, H., *The Stress of Life*, Longmans, Green & Co. Ltd., London, 1957
- Sherman, J. (1971), *On the Psychology of Women*. Springfield, III: Charles C. Thomas
- Stern, M.J. and Pascale, L. (1979), Psycho-social Adaption Post-Myocardial Infarction: The Spouse's Dilemma. *J. Psychosom. Res.* 23
- Walsh, F. (1998), Families in Later Life: Challenges and Opportunities. In B. Carter & M. McGoldrick (Eds.), *The Expanded Family Life Cycle*. Needham Heights, MA: Allyn & Bacon
- Williams J.H., (1977), *Psychology of Women: Behavior in a Biosocial Context*. New York: W.W.Norton
- Wilding, P. (1974), *Biochemistry of Women: Clinical Concepts*. Cleveland: CRC Press.

DEVELOPING A CHILD WELFARE WORKFORCE USING A COMMUNITY APPROACH

K. Trujillo,

Kate TRUJILLO

PhD, LCSW

Assistant Professor, Department of Social Work

Metropolitan State University of Denver

Abstract: This paper is a brief summary of how the state of Colorado, counties in Colorado, and universities work together to address the critical need for child welfare social workers. This is a challenge in all parts of the state, but especially in rural areas. The role of each key stakeholder, the need for collaboration, and current innovations in the facilitation of the IV-E stipend program such as part time stipends, rural incentives, and online education are addressed. Agency commitment as a key factor to worker retention is also discussed as a feature of how the stipend program is administered by the IV-E stipend committee. Opportunities for additional innovations, such as international exchange with child welfare social work students in Romania are also raised.

Keywords: child welfare workers, Title IV-E, retention, Colorado, Romania

Introduction

The purpose of this paper is to discuss how Colorado is challenged with developing a resilient child welfare workforce in all parts of the state, with a focus on the challenge of rural areas. Central themes addressed are: the roles of the State and Counties, the roles of the Universities, how collaborations are critical, and the role of technology in workforce development and education. Colorado, like many states, struggles to recruit and retain competent workers (Alwon & Reitz, 2000). In 2010, a report to the governor of Colorado from the Child Welfare Action Committee recommended that child welfare educational stipend program be expanded to 150 social work students (Colorado Department of Human Services, 2010). There is a challenge of identifying and training these workers. Should these workers come from within communities or be recruited to serve in child welfare?

Should these workers be new to the field or should these workers have demonstrated a commitment to the children and families? Meanwhile, the workers who are serving the children and families in these roles need to be supported. How can Colorado keep qualified workers in their jobs?

About Colorado

Colorado is one of the ten top fastest growing states and the population is increasingly diverse, primarily due to increases in the Hispanic population. The eastern counties are mostly rural and communities revolve around livestock and agriculture. The Front Range, composed of the Interstate-25 corridor, is home to the urban centers of Colorado (Denver, Colorado Springs, Pueblo, and Fort Collins). The Western counties are again more rural, but rely more heavily on tourism, livestock, and the oil and gas industries. Colorado's population is primarily located in eleven counties along the front-range, but twenty-seven of the counties have fewer than 10,000 people. The distribution of social workers is reflective of the population of the state, with several rural counties having no identified professional social workers (The Behavioral Healthcare Workforce in Colorado, 2010). A major challenge is to support the development of the child welfare workforce in rural Colorado. Forty-seven of Colorado's sixty-four counties are designated rural; eighty percent of the land mass of Colorado is defined as rural, but only one fifth of the population live there.

State and County Efforts to Develop the Child Welfare Workforce

The Colorado Department of Human Services, Division of Child Welfare is responsible for overseeing the child welfare programs, services, and workers in Colorado. It consists of a group of services intended to protect children from harm and to assist families in caring for and protecting their children. Taken together, these programs comprise the main thrust of Colorado's effort to meet the needs of children who must be placed, or are at risk of placement outside of their homes for reasons of protection or community safety. The delivery of Child Welfare Services in Colorado is primarily a state-supervised, county administered system. The philosophy of the Division recognizes Child Welfare Services constitutes a specialized set of services that are intended to strengthen the ability of a family to protect and care for their own children, minimize harm to children and youth, and ensure timely permanency planning. Services are aimed at stabilizing the family situation and strengthening the family's capacity to care for their children. When safety is not possible within the family, services are focused on the child's need for a stable, permanent home as quickly as possible.

Colorado's child welfare system is one of only nine states (of 50 states in the United States) that utilize a state-supervised, county administered system. Thus, the state has the challenge of oversight and compliance with state and federal regulations, and the counties (64) have the challenge of implementing systems that

are responsive to the needs of their communities. Because of the dramatic cultural differences between the rural and urban counties, this can be a significant challenge. The Colorado Department of Human Services, Division of Child Welfare (CDHS-DCW) along with the Training Steering Committee (TSC) have made significant investments in supporting its current child welfare workforce with recent restructuring of the Colorado Child Welfare Training System (CWTS). Prior to 2013, the majority of training for new child welfare workers, as well as seasoned workers, was being offered in the Denver area. However, to make training more accessible to workers from all over the state, CDHS- DCW & TSC created four regional centers, three outside the Denver metro area. CDHS-DCW has also intentionally developed its on-line learning capabilities. CWTS was developed to provide a Strength Based, Family Centered, Competency-Based training program for Child Welfare Professionals and Para-professionals by delivering specialized courses for caseworkers, supervisors, case services aides, foster parents and other child and family serving personnel. By providing more accessible training, both for new and seasoned workers, the State has invested significantly in the professional formation of workers, giving them the tools necessary to be successful.

University Efforts to Develop the Child Welfare Workforce

Universities in Colorado with social work programs have been long been invested in supporting child welfare workforce development. By providing classes specific to child welfare practice and field internships with county agencies (16 hours per week for BSW students and 20 hours per week for MSW students as required by CSWE), Universities are engaged in the complex task of providing the formation needed for child welfare workers to be successful. Research on child welfare practice indicates that there are multiple benefits to hiring staff with social work degrees, particularly a MSW, including lower agency turnover rates (Albers, Rittner & Reilly, 1993) and a deeper commitment to child welfare (McGuire & Lay, 2007). There is also evidence that staff with social work degrees (graduate and undergraduate) are better at making permanency plans for children in foster care two years or more (Albers, Rittner & Reilly, 1993). Also, staff with MSW degrees are more prepared to manage the complexity of problems in child welfare practice (Dhooper, Royse & Wolfe, 1990).

In 2007, the Substance Abuse and Mental Health Services Administration (SAMHSA) released a report on workforce development that noted three related themes: (1) The content of current training and education frequently is not relevant to contemporary practices, nor is it informed by empirical evidence; (2) teaching methods often are ineffective in changing the actual practice patterns of the people being trained; and (3) access to education is often quite limited, particularly in rural communities and for culturally diverse populations. These concerns were expressed about the education of line staff and about the continuing education of all members of the social work workforce (p.18). In rural areas, there are few professionals with

graduate, especially social work training, who work in child welfare agencies. By integrating the child welfare agency internship to the social work degree and providing a field agency seminar that links theories taught in the classes to practice skills that students are learning in their internships, the stipend program aims to address this disconnect.

The challenges of Colorado social work education for child welfare workers are rightfully entwined with the challenges of the state and counties in Colorado. The need for practice-informed education and research and research-informed practice depends on the partnerships between and among the universities, counties, and state.

State of Colorado, County, and University Partnership

It is broadly recognized by the Council of Social Work Education (CSWE), the National Association of Public Child Welfare Administrators (NAPCWA), the Child Welfare League of America (CWLA) and the National Association of Social Workers (NASW), and the Children's Bureau that collaborations between social work education programs and child welfare agencies are critical to meeting the challenge of building and maintaining a healthy workforce (Zlotnik, 2008). Many states, including Colorado, utilize federal funding sources (Title IV-E) administered by the U.S. Children's Bureau that is used to educate child welfare social workers. Title IV-E funds are the major source of federal funding for educating and training the child welfare workforce. These funds are available to fund students' education, curriculum development, research and evaluation of the program and recruitment (Child Welfare and Adoption Assistance Act of 1980 P.L.96-272). Successful partnerships between university social work educators and child welfare administrators include a shared agenda, a long-term commitment, committed leadership, and positive outcomes for both the social work education program and the state and county agencies (Zlotnik, 2001).

The IV-E Colorado Stipend Committee, which provides the leadership and structure for the stipend student training program, is comprised of representatives of the State of Colorado, multiple counties of Colorado, and four universities in Colorado. The shared vision of this group is a robust and healthy child welfare workforce for all parts of the state of Colorado. Stipends are awarded to students who are selected from a rigorous application and interview process. Successful applicants demonstrate a passion for and a commitment to child welfare work. Students who are selected to receive a stipend agree to working in a Colorado child welfare county agency for twelve months for each academic year of funding received. Stipend recipients are also required to accept an internship in a county and complete the basic training required to be certified as a child welfare worker in Colorado. Thus, a key task of the committee is to ensure that stipend students have learning opportunities as interns in a county agency. Partnerships with counties,

especially those that are in rural areas is ongoing, to meet this need of both the students and the counties.

The coordination of the stipend committee is especially important considering that multiple studies have found that *organizational commitment is the most consistent predictor of how long workers actually stay in child welfare* (Barak & Nissly, 2001; Ellett & Miller, 2004; Zlotnik et al., 2005; O'Donnell & Kirkner, 2009). Students in the child welfare stipend program have the experience of applying for the stipend, an internship, and going through the basic training with the support of the state, county, and university committee team supporting their success. In the payback period, the committee remains involved in their successful completion of the stipend program with the hope that this investment will reap a return of additional years of service in the child welfare workforce. (The minimum requirement is that stipend recipients work for the amount of time owed as a requirement of the stipend.) Ongoing program evaluation will continue to guide the work of the committee to support the workers' experiences from recruitment to the workforce into years of service.

Stipend experience vary by university, but in 2016, MSU Denver began offering incentives to students who would commit to serving in a rural county after graduation. This funding is calculated at 100% of student expenses (tuition, books, and fees) and therefore creates an opportunity for people living in a rural part of Colorado to attend the university without relocating. Also in 2016, part-time stipends were offered to students so that students who are currently employed in child welfare can pursue a social work education. It is the hope of MSU Denver that expanded opportunities for professional development will be received by students as organizational commitment to workers' success in the field and thus, contribute to the building of the Colorado child welfare workforce in a meaningful way.

The Emerging Role of Online Education in Developing the Child Welfare Workforce

One way to increase accessibility to university education and on-the-job training is to offer online delivery options for learners. This has been previously mentioned as one strategy that the State of Colorado used to improve the training system for current employees. In a parallel fashion, students living in rural areas who have difficulty traveling to campus can also take classes. Also, workers who are already employed in child welfare can manage the demands of school more effectively with online classes than with traditional on campus models of delivery.

In 2001, CSWE granted approval for MSU Denver to deliver the entire BSW curriculum via distance education. This innovative move to distance education was motivated by several factors which included: the geography of Colorado; the significant workforce issue in county child welfare departments in hiring and retaining qualified BSW social workers; and, the department and

University had capacity to deliver this program. In the last five years, students from over 25 counties in Colorado have enrolled in the BSW social work program, to date over 100 BSW students have been awarded Title IV-E stipends. In 2016, MSU Denver began offering a fully online delivery of its MSW curriculum as well. A child welfare track, with classes, internship, and expert instruction specifically in child welfare, exists with the MSW program.

Online delivery of the MSW program also allows an opportunity for the deepening of the dialogue between students in Colorado and students in Romania. Through the exchange of videos and instructor-facilitated dialogue, it is our aim that students will be able to expand their understandings of practice challenges in multiple communities. For example, we understand the need to belong and attachment as universal (Bowlby, 1969; Ainsworth, 1979), but how we work toward permanency in our respective communities varies dramatically. Students engaged in critical thinking to understand the “other” culture will be better-prepared to think creatively about the specific challenges in their agencies of employment.

Conclusion

The task of preparing social workers for careers in child welfare is complex and requires inputs from multiple stakeholders. The IV-E funding opportunity is a mechanism that Colorado has used in order to address the critical need for child welfare workers. Administration of this funding requires the coordination of universities, counties, and the state. This coordinated effort is an opportunity for stipend students to experience organizational commitment to them as people who can make a difference. Child welfare workers can come from rural or urban communities, could be new to the field or be recruited to it, or be currently in the child welfare workforce, but seeking professional development opportunities. As commitment to workers is operationalized through additional delivery options for learning such as part-time stipends, on line training and education, opportunities for international dialogue, and additional financial support for rural workers, the workforce will be stronger.

Acknowledgements

The author wishes to acknowledge all of the members of the Colorado IV-E stipend committee: The Colorado Department of Human Services, Division of Child Welfare, multiple Colorado Counties, and the universities: Metropolitan State University of Denver, University of Denver, Colorado State University, Pueblo, and Colorado State University, Fort Collins.

Author note: This paper was prepared for the International Symposium Research and Education in an Innovation Era hosted by Aurel Vlaicu University of Arad, December 8-10, 2016. Correspondence concerning this article should be addressed to Kate Trujillo, Department of Social Work, Central Classroom Building Room 201, Campus Box 70, PO Box 173362, Denver, CO 80217-3362. Contact: ktruji21@msudenver.edu

References

- Ainsworth, M. S. (1979). Infant–mother attachment. *American psychologist*, 34(10), 932.
- Albers, E. C., Reilly, T., & Rittner, B. (1993). Children in foster care: Possible factors affecting permanency planning. *Child and Adolescent Social Work Journal*, 10(4), 329-341
- Alwon, F., & Reitz, A. (2000). *The workforce crisis in child welfare: An issue brief*. CWLA Press
- Barak, M. E. M., Nissly, J. A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and metanalysis. *Social Service Review*, 75(4), 625-661
- The Behavioral Healthcare Workforce in Colorado: *A Status Report*. (2010). The Colorado Health Foundation. Denver, CO. Available online: <http://www.wiche.edu/info/publications/bhWorkforceColorado2010.pdf>
- Bowlby, J. (1969), *Attachment and Loss: Attachment*. Basic Books
- Child Welfare Information Gateway. (2015). *Developing a trauma-informed child welfare system*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau
- Colorado Department of Human Services. (2010). *Final Report of the Governor's Child Welfare Action Committee*. Denver, CO. Government Printing Office
- Dhooper, S. S., Royse, D. D., & Wolfe, L. C. (1990). Does social work education make a difference? *Social Work*, 35(1), 57-61.
- Ellett, A. J., & Millar, K. I. (2004). Professional Organizational Culture and Retention in Child welfare. *Professional Development: The International Journal of Continuing*, 7(3).
- McGuire, L. E., & Lay, K. (2007). Is social work education relevant to child welfare practice? A qualitative analysis from the adult learner perspective. *Professional Development: The International Journal of Continuing Social Work Education*, 10(2), 16.
- O'Donnell, J., & Kirkner, S. L. (2009). A longitudinal study of factors influencing the retention of Title IV-E masters of social work graduates in public child welfare. *Journal of public child welfare*, 3(1), 64-86.
- Zlotnik, J. L. (2001). Enhancing child welfare service delivery: Promoting agency-social work education partnerships. *Policy & Practice of Public Human Services*, 59(1), 24.
- Zlotnik, J. L., DePanfilis, D., Daining, C., & McDermott Lane, M. (2005). *Factors influencing retention of child welfare staff: a systematic review of research: a report from the Institute for the Advancement of Social Work Research conducted in collaboration with University of Maryland School of Social Work Center for Families & Institute for Human Services Policy*.

NEW PERSPECTIVE ON STUDENTS' MOTIVATION TO LEARN MATHEMATICS

D. Căprioară

Daniela CĂPRIOARĂ,
Associates Professor, Ph.D,
Ovidius University of Constanta

Abstract: School work emphasizes the most the dynamic and complex nature of motivation. Among the conditions and internal mechanisms of teaching and learning mathematics in school, motivation occupies a privileged position due to the influence it has on the behavior of students and teachers during the process. Epistemological and motivational beliefs of the student are important factors in learning mathematics. From the interaction between the student and the teacher, the particularities of the didactic activities, the classroom climate and the mathematical curriculum results student's motivational state. Each of these factors of motivational dynamics can generate obstacles of motivational nature which middle school students face in learning mathematics. Students' perceptions and beliefs of school mathematics influence their level of motivation and thus the school success.

Keywords: motivational factors, mathematics learning, obstacles

Theoretical framework

Learning mathematics in school is a complex process that harnesses the motivational potential of all the factors involved in its implementation. Energy resources of the human factor (teachers and students) are the ones that set in motion and support the learning process, aspect that emerges from the definitions of motivation found in specialty literature. One of the latest definitions, mentioned by Middleton (2014, p. 17), presents motivation as „the deeper energy that exist in each learner and has a direction or goal, even if that goal is not aligned with the current classroom goal or is not apparent to the teacher”.

From a sociocognitive perspective, the study of motivation involves understanding the influence motivational beliefs exert on actions/behaviors allegedly necessary for learning in a given environment, taking into account the emotions that may or may not interfere, in one way or another, upon the beliefs.

(Crahay & Dutrévis, 2010, p.37). The reference object reflected in the motivational beliefs is different (see Crahay & Dutrévis, *source cit.*, pp. 38-39): task's value (pattern of Eccles&Wigfield, 2002), sense of competence (patterns of Bandura, 2003; Dweck, 1999), goal orientation (patterns of Dweck &Leggett, 1988; Elliott&Dweck, 1988). In this latter model, the orientation of goals, together with the perception of own competence and the conception on intelligence, represent the variables from whose interaction result behavioral profiles *helpless* type (*resignation profile*) and *mastery-oriented* type (*involvement in knowledge profile*).

Learning mathematics exploits all individual resources (beliefs and behaviors) of the student: *a positive sense of self-efficacy; the belief that success follows proper effort; interest that is enduring rather than situational; goals for the exploration and developing competence; value for the activity and its usefulness; a sense of connection with others*. Some of these individual qualities mentioned by Middleton (2014), constituting determinants of motivation, can be found in the most appropriate motivation patterns for learning mathematics in school. Thus, the model developed by Eccles & Wigfield (apud Middleton, 2014) starts from theory expectation-value: „an individual shall not engage in any activity unless he perceives its utility, giving its value, the anticipated outcome being important for him and the cost/effort submitted not being exorbitant.” Consequently, the value (in terms of importance and utility) that students assign to school achievement, or to school generally, is essential for learning school mathematics. Research shows that students do have conscience, but they do not always have the belief of the utility of mathematical knowledge learned in school (Căprioară, 2011). In this matter, children are directly influenced by adults and, in particular, by their parents and teachers, being generally sensitive to the message they send with reference to the link between academic success and professional success (perceived utility).

Keeping the same frame of reference, Viau (1999) built a model of motivation in school context, from the definition of motivation, inspired by the work of researchers with a focus on sociocognitive educational phenomenon (Schunk, Zimmerman, Pintrich and Schrauben). Thus, in the academic context, motivation is „a *dynamic state* which has its origins in *perceptions* that a student has *on himself* and about *the environment* and which stimulate *his choice* of an activity, his *engaging* and his *persevering* in its achievement in order to *reach a goal*.” (Viau, 1999, p. 7.).

Based on this definition, the author has developed a model of motivation for school work, shown below:

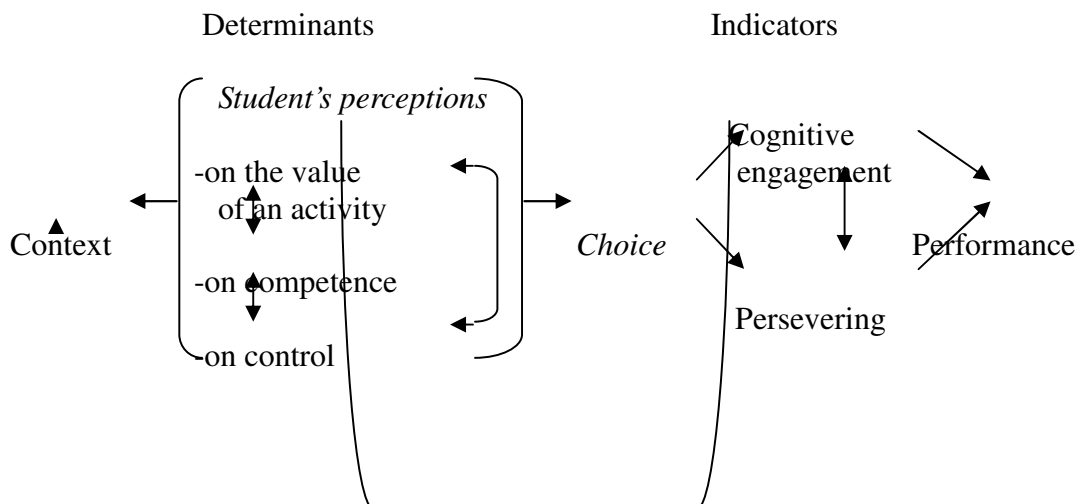


Figure 1. Motivation model in school context (after R. Viau, 1999, p. 32)

According to this model, motivation for learning mathematics follows the dynamic of the bifactorial relationship determinants-indicators, mediated by the emotions experienced by students in the learning process. The way in which students perceive didactic situations created by the teacher (a positive sense of self-efficacy and value for the activity and its usefulness, aspects which are built based on school experiences and in which the mathematics teacher plays a crucial role) plays a decisive role on their level of engagement in the learning activities. The model suggested by Viau mentions the engagement in solving the task and the perseverance in overcoming difficulties as indicators of motivations. Student's behaviors, markers of engagement in the mathematics learning process are of strong interest for the activities suggested by the teacher and towards mathematics, effort, ready to participate fully in the classroom, eager to relate to the mathematics teacher.

Another factor with significant impact on the level of motivation of students for learning mathematics is the *classroom climate*, determining students' emotional feelings. Sousa (2017, p.50) states that „students need to feel safe in terms of physical and emotional security before they can focus on the curriculum.” The way in which the math teacher manages the errors students make in the learning process, as a result of confronting themselves with a specific obstacle (Căprioară, 2011), influences their motivational state for learning mathematics, from joy and excitement to total denial and even abandon. Students motivation for learning mathematics is also strongly influenced by the way in which they relate to mathematics-school subject, which often puts students in difficulty and therefore the need of support from the teacher is higher. The motivation for learning mathematics is present when the teacher is closer to the students („stay on them”)

and understands them and is willing to provide additional support, teaches clearly and tidily.

Thus, the teacher can, and even should ensure a positive climate, generating stenic emotions necessary to achieve the learning objectives aimed and, in this matter, the same author (Sousa, 2017, p. 135) suggests two action levers, accessible for the mathematics teacher: 1) Ensuring a positive climate through: promoting a positive relationship between students, so that they are nice to each other, they listen to each other and respect different points of view; cultivating a positive relationship with all students, so that they feel that the teacher is not only concerned with academic success, but also with the student as an individual; developing and strengthening the rules of the classroom, which should be simple, clear and should ensure a physically and emotionally secure learning environment. 2) Questioning students individually, from time to time, in order to find out whether they feel safe in the classroom, if they are nice to each other, if they feel welcomed and included in the class. Using students' feedback in order to make any necessary adjustments to improve the climate.

Each classroom has its own motivational which is built from students' experiences, such as their perceptions of themselves, their academic work, and their social interactions. „The instructional and psychological environments of classroom have been consistently related to the motivation reported by individual students” (Meece, Anderman &Anderman, apud Middleton, 2014). The motivational quality of classroom may be thought of acronym TARGET (based on the work of Epstein and Ames, apud Middleton, 2014, p. 30): Task, Autonomy, Recognition, Grouping, Evaluation and Time, to which has been subsequently added the cathegory of „social” features of the classroom. Each of these represent vectors of motivation for learning, while math classes fully argue each of these dimensions.

Research and practice show that *teacher characteristics* are some of the essential factors that influence the classroom climate. In order to motivate students, the math teacher should show optimism and enthusiasm, open-mindedness; fair-play; confidence; tolerance for ambiguity, perseverance, interest and passion for mathematics, qualities that are transferred in a greater or a lesser extent to the students. „Teacher's dispositions directly contribute to the sense of the classroom as a safe place to work, make mistakes, and take risks, which are important elements of motivated behavior. A classroom in which students feel a sense of belonging, personal support, and support for learning rather than focusing on conflicting motivation. Meeting the psychological needs of students through creating predictable, positive, and emotionally and personally supportive environments provides an *area of confort* (Simmons & Blythe, 1987) or a stage-environment fit (Eccles & Midgley, 1989) that is the basis for meaningful engagement” (Middleton, 2014, p.36). This area of confort in the classroom is very important for mathematics learning.

As previously shown, in the combinatorics of the determinants of school motivation, emotions play an increasingly more central role, as proved by research (Bouffard & Vezeau in Crahay & Dutrévis, 2010, p. 38). The feedback received after a learning sequence determines the way of representation of the task, affecting student motivational beliefs. From this point of view, „the teacher has a crucial role to play. Through advice, encouragement, corrective subtle feedbacks when the student makes a mistake, he can help the student activate its most positive motivational beliefs (the importance and usefulness of task, the sense of competence, the goal orientation). Conversely, it may cause the student to doubt, to strengthen fears, to move towards performance rather than understanding and even to lead to discouragement and resignation.” (Crahay & Dutrévis, 2010, p. 42)

Other factors that influence the motivational qualities of the mathematics class are the *instructional practices*, which, together with the *mathematical curriculum* may contribute to the support or, conversely, to the blocking of the mathematics learning process. The forms of class organization (whole group, small group or individual), the ways of approaching the teaching (centered on the teacher, on the content, or on student’s needs; teacher-source of information or teacher more as a facilitator for the learner to construct understanding), the rules and regulation that guide classroom behavior (authoritarian style or democratic style) are just some of the instructional practices used in math classes. In Middleton’s opinion (2014), *curriculum* defines the larger structure of what happens in the classroom and may be considered as more or less motivating for students. Different types of curricula influence differently students’ motivation to learn, in general: Inquiry-Based Curricula (may relate to engagement through the opened nature of tasks, potential to work with students and the accountability of presenting findings); applied curricula (engage students by relating content to real-world problems or everyday life); thematic curricula (activate motivation by increasing task value). This aspects invite mathematical curriculum designers to reflection.

The incursion, even briefly, in the field of motivation for learning school mathematics proves the complexity of this learning factor-condition. As Middleton (*source cit*, p. 38) also states, „none of the individual and classroom factors described early guarantee motivation by itself, but it is the combination of particular student qualities within facilitative classroom working”. Therefore, the responsibility lies with all factors involved in the learning process, but the teacher plays the key role. Motivation for learning mathematics requires additional attention and reflection.

Methodology

The research is part of a larger study on *obstacles and errors in learning mathematics at middle school level* (Căprioară, 2011). One of the variables of the research was the students’ motivation to study mathematics in secondary school, in order to identify *motivational obstacles*, such as *the affective-emotional state and*

middle school student's self-esteem in relation to mathematics and its conceptions (favorable or unfavorable attitudes and prejudices) about mathematics-school subject, which affect the training process.

Research data was recorded based on a *opinion survey omnibus type* applied on a number of 350 students from the 8th Grade (ending middle school studies), the equivalent of 22 classes of students from 19 areas (12 rural and 7 urban) and included 4 Counties from south-eastern Romania. The reason for choosing 8th graders is twofold: the experience accumulated in relation to school mathematics (at least 8 years of study), respectively the possibility of formulating and expressing opinions on mathematical training, due to the maturity level reached and the perspective on the education system. Information drawn from respondents' answers was completed by the conclusions drawn from two focus-groups in which took part teachers with extensive teaching experience. Information interpretation was nuanced by personal experience as a mathematics teacher.

The research methods included also a *focus-group* organized with *teachers*.

Results and discussions

Teachers' opinions about middle school student motivation for learning mathematics took the shape of a few conclusions:

- There are many children with high Iqs but have poor results in mathematics because they are not interested in this subject. It is quite common among students to say „I do not like math.”

- Time resources available to the teacher to cover the mathematics curriculum (4 hours/week for arithmetics, algebra and geometry) are not sufficient to introduce, set and apply the knowledge. Time pressure acts in a destructive way on the process of building mathematical concepts. On the other hand, students often have a work schedule (5-6 hours at school plus 3-4 hours for home study) which exceeds the 8 hours/day schedule of an adult. This can lead to overloading the students which triggers a feedback of refusal when it comes to learning.

- Learning mathematics in middle school is not focused on building concepts; it is generally a mechanical learning of some types of problems (for which, most of the time, the utility is „not seen”) and of solving algorithms, „without reaching the core of things”.

- General attitude towards work, manifested to a greater extent (social context), issue that affects negatively students' attitude on school in general.

Students' opinions, recorded on the base of the survey, expressed *their perception on their own competences* regarding the learning of mathematics, as well as *the perception of their ability to control their own learning process*.

The first set of items aimed at students' beliefs on the learning of mathematics:

I believe that:

I 1: *any student can learn mathematics;*

I 2: *learning mathematics requires a lot of effort;*

I 3: *you must be „gifted from nature” in order to be good in mathematics;*

I 4: *the talent in mathematics is inherited from parents.*

By applying *Wilcoxon Signed Ranks Test* for this first set of items results the following hierarchy between these beliefs.

I believe that:

- *learning mathematics requires a lot of effort*
- *any student can learn mathematics*
- *you must be „gifted from nature” in order to be good in mathematics*
- *the talent in mathematics is inherited from parents*

Distribution rates for the first two items (Table 1) show that a very large proportion of students consider rather that *every student can learn mathematics* (more than 80%), but also that *a lot of effort is required in order to learn mathematics* (over 84%), which shapes a positive outlook on their opportunities to learn mathematics and, at the same time, an accountability regarding the level of mathematical knowledge gained, especially considering the effort put in this regard. These beliefs show that any possible failures in learning mathematics have *internal and controllable causes*, on which students can act. Such consciousness has positive effects on student motivation for learning mathematics, but goals aim more to performance than to learning (Căprioară, 2011).

Table 1. Distribution rates for items I 1 and I 2

Item	Totally disagree with the state ment	Disagree with the state ment	Partially disagree with the state ment	Partially agree with the state ment	Agree with the state ment	Totally agree with the state ment
I 1: <i>I believe that any student can learn mathematics</i>	3,44%	5,44%	10,89%	21,49%	20,34%	38,4%
I 2: <i>I believe that learning mathematics requires a lot of effort</i>	2,87%	3,44%	8,88%	15,76%	26,93%	42,12%

A measurement of motivation is *the level of involvement of students in solving specific tasks* of maths learning. Concerning this, the following item was built:

I 5: *I get involved in solving tasks (questions, problems, ...) the teacher assigns in class.*

Over 75% of the students surveyed say that they commit to solve learning tasks when under teacher observation (in the classroom), and almost half of them assume their duties largely or in a very great extent. It remains, however, a significant percentage of students who would rather circumvent these activities, even during math classes, as shown in the diagram below:

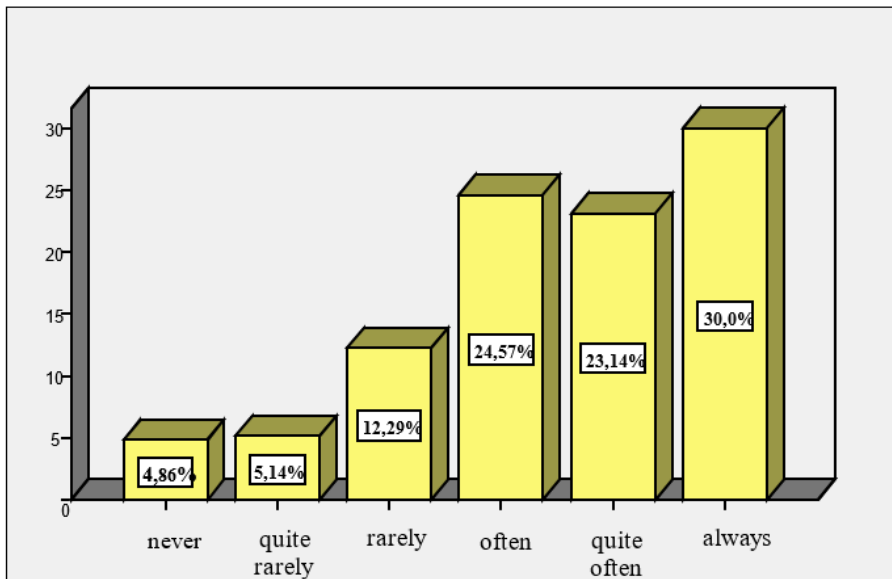


Figure 2. Frequency distribution on student involvement in solving tasks in class

Self-confidence is a determinant, but also an indicator of the level of motivation:

I 6: *I consider myself able to cope with the requirements from math classes,*

Looking at the diagram in Figure 3, we see that 75% of the eighth graders enrolled in the research are considered rather able to cope with specific requirements from the math class, which proves a high level of confidence in their own abilities. For students, this is an important foothold regarding the taking of school-type responsibilities.

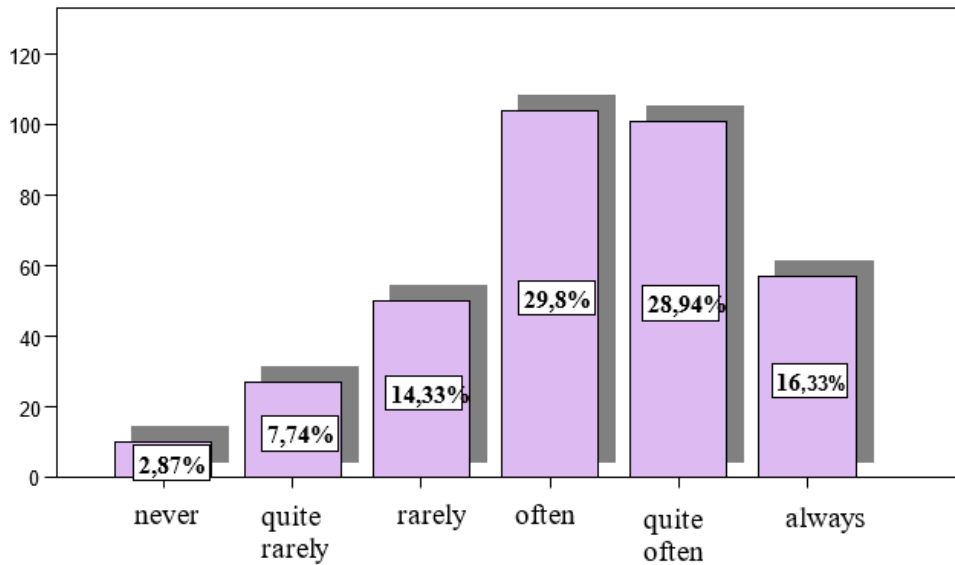


Figure 3. Frequency distribution on „students’ perceptions of their own abilities to learn mathematics”

This positive perception of students on their abilities to learn mathematics is closely linked to results achieved by them in previous middle school grades ($\rho = .562, p < .01$), as shown below:

Table 2. Link between „students’ perceptions on their own abilities to learn mathematics” and „results in mathematics”

Spearman's rho		<i>I consider myself able to cope with the requirements from math classes</i>
<i>average score in maths in middle school (grades 5th-7th)</i>	Correlation Coefficient	,562(**)
	Sig. (2-tailed)	,000
	N	350

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

Another item, that verifies the same perceptions, but from a different point of view is the following:

I 7: *Mathematics is a subject to which I pay a special attention in my school training.*

The most answers (26,29%) were *partially agree with the statement*, as shown in the diagram below:

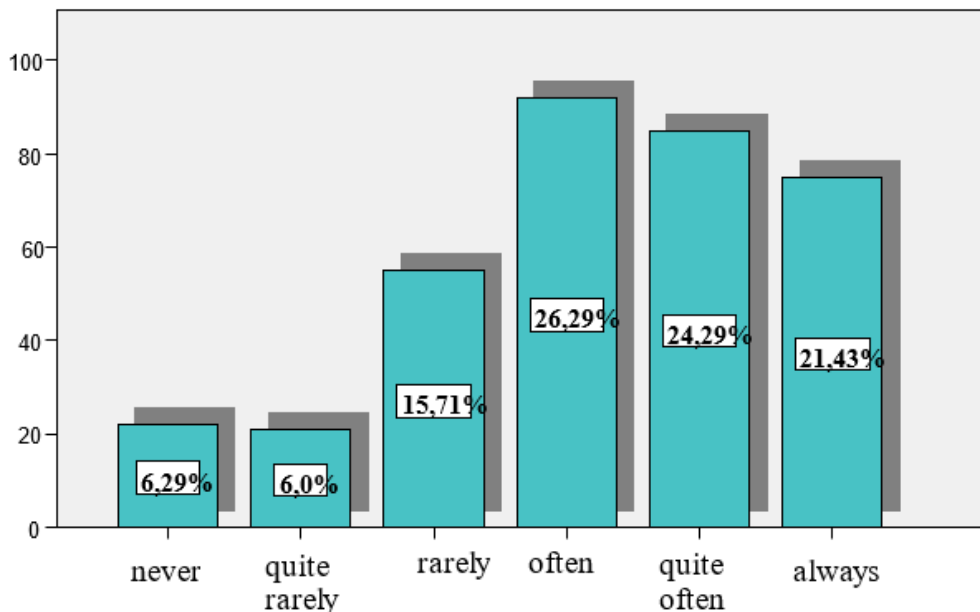


Figure 4. Frequency distribution on „attention paid to mathematics”

We notice that for over 70% of students, mathematics is a school subject to which they pay attention to a great extent, and over 21% of students say that they pay special attention to this subject. However, more than 25% of the subjects surveyed recognize that they rather neglect maths. This issue is very important for explaining students’ poor results in maths, if we take into consideration the fact that there is a positive significant link ($\rho = .462$, $p < .01$), between the results obtained and the attention paid to this subject, as shown in Table 3.

Table 3. Correlation between „attention paid to mathematics” and „results obtained”

Spearman's rho		<i>mathematics is a subject to which I pay a special attention in my school training</i>
<i>average score in maths in middle school</i>	Correlation Coefficient	,462(**)
	Sig. (2-tailed)	,000
N		350

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

A significant positive correlation ($\rho = .683$, $p < .01$) is identified between *the attention* students pay to school mathematics and their *confidence* that they can meet the specific requirements of math classes (Table 4). But it would be interesting to know the way in which the determination between the two variables is made: does the *confidence in their own abilities* make students *pay attention* to mathematics or is *the paying of attention increasing their confidence* that they can succeed, via *results obtained* in this subject?

Table 4. Correlation between „confidence in own abilities” and „attention paid to mathematics”

Spearman's rho		<i>mathematics is a subject to which I pay a special attention in my school training</i>
<i>I consider myself able to cope with the requirements from math classes</i>	Correlation Coefficient	,683(**)
	Sig. (2-tailed)	,000
	N	350

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

Conclusions

According to teachers, *curriculum* does not motivate students at a satisfactory level for learning mathematics, through the fact that knowledge values and tasks utilities are not explicit enough. This issue requires a deep reflection of both the curriculum designers and the mathematics teachers, in order to guide the learning finalities towards forming competences (knowledge, skills and attitudes), to select relevant contents and to correlate them with practical applications and to use teaching strategies which can justify the learning effort.

Another factor emphasized by teachers regards the adequacy between time resources and time required for a genuine learning. Under time pressure, learning is superficial, oriented towards performance goals (achieving high grades in assessments) and less on learning and thoroughgoing study, towards a conceptual understanding of mathematics.

Finally, in teachers' opinion, social motivation level influences students' learning motivation generally. This is a signal for parents, teachers, community on different degrees of extension, to become aware of the message they send to young

people in terms of attitude towards work, through the power of the model they offer.

Students consider that in terms of learning mathematics, they *are in control* of possibilities to fulfill this task and *take the responsibility* for the results obtained, by believing that *anyone can learn mathematics*, but that it *requires a lot of effort* to achieve this. Also, most students see themselves able to meet the specific requirements from the math classes, but not all of them give special attention to this subject. This justifies the superficial training and the aim towards getting high grades in assessments, not always covered by mathematical knowledge.

The final conclusion of the study is that middle school students face *motivational obstacles* in learning mathematics, that are not as much related to their beliefs about mathematics or about self, as to the mathematics curriculum and the teaching strategies used. Students want and can learn mathematics, but the educational offer must meet their expectations and needs on a long term. A message for those who have this responsibility!

References

- Căprioară, D. (2011). *Predarea și învățarea matematicii. Studiul obstacolelor și al erorilor*. [Teaching and Learning of Mathematics. The study of Obstacles and Errors]. București: Ed. Universitară.
- Crahay, M., & Dutrévis, M. (dir.). (2010). *Psychologie des apprentissages scolaires* [Psychology of Scholar Learning]. Bruxelles: De Boeck Université.
- Middleton, M. (2014). *Motivation to Learn. Transforming Classroom Culture to Support Student Achievement*. Thousand Oaks, CA: Corwin.
- Sousa, D. (2017). *How the brain learns*. Fifth Edition. Thousand Oaks, CA: Corwin.
- Viau, R. (1999). *La motivation en contexte scolaire*, 2^e édition, Bruxelles: De Boeck Université.

THE CONSEQUENCES OF THE ABUSE ON THE DEVELOPMENT OF CHILD'S PERSONALITY

R. Matei

Raluca Silvia MATEI

Lecturer Ph D.

Ovidius University Constanta, Romania

Abstract: The reaction and structuring of the personality of a child, who grows up in a violent surrounding is not even for all individuals. There is the child's feeling of resilience that interferes, feeling that makes some of them stronger, luckier, able to cope with the destructive force of domestic violence and to get away with less traumas. However, this is a chance that only some children have and based on it the harmful effect of the domestic violence on the new generations' development cannot be neglected.

The current study highlights the main aspects of the problems children are facing in case of abuse, as well as the psychological and physical consequences that emerge from the negative experiences caused by the forms of abuse that they have experienced.

Key words: physical abuse, emotional abuse (psychological), mistreatment, neglect.

Introduction

“Without a doubt, family, as first background of the child has a tremendous influence on his/her evolution. Every family's history, with its own specific problems, that give it a special note in relation to the others, substantially contributes to forming the child's personality profile, this candidate to humanity”, according to Pieron's admirable definition (Iancu, S., 2000, p. 23).

From this perspective, the intrafamilial violence is denounced as being an effect of propagation and maintenance of patriarchal ideology, according to which the one who has the power has absolute right over the others, a right imposed and maintained through violence. According to Gelles and Straus (1980, apud Muntean, A., 2000) it is more probable that a person might be hit or killed within

her / his own family, by a family member, rather than anywhere else, by anyone else.

The research regarding the effects of family violence on the child's life quality have been presented in a study conducted by Hetherington, who established a hierarchy of the suffering degree and bad consequences of family's life quality on the child's evolution. The study revealed the following significant aspects: the most intense suffering that has the most severe repercussions is caused by the maternal single parent family in which the conflicts continue, after the separation; children who live in families that are apparently organized, united, but have numerous conflicts, suffer intensely; children who live in a maternal single parent family with no conflicts, have a better situation; the best situation is the one of the children who live with both parents, and have no conflicts (Muntean, A., 2001).

The abuse of the child is a complex phenomenon which durably affects the individual evolution: on a long term, the abuse weakens the teenager, consequently the adult, generating dysfunctional feelings, behaviors, and ways of thinking or interpersonal relationships in everyday life. Placed in the area that Anthony Giddens used to call "the unseen face of the family", in his sociology treaty (2000, p. 175), the abuse of the child generates essential modifications which the younger the child is, the more severe they are and it lasts over a longer period of time. The worst case scenario is when the young adults with such history have their own family and the events repeat, in the same way, with their own children. (Marcelli, Braconnier, 2006, p. 514).

In the published literature, there is an usual differentiation between four types of mistreatment: physical abuse, emotional abuse, sexual abuse, neglected children (Killen, 1998):

The physical abuse involves the use of physical force against the child and hard work which exceeds the child's potential, hence resulting in harming his / her body integrity. This includes punishments such as: kneeling the child, tying the child, hitting, harming, poisoning, intoxicating or intentionally burning the child, exploiting his / her work (economic abuse).

The emotional (psychological) abuse is an inadequate behavior of the adult against the child, with negative effects on the child's developing personality. The rejection, the obligatory isolation, the terrorization, the ignorance, the corruption, and the exploitation of the child represent forms of this type of abuse (Enache, 2011).

The sexual abuse consists of exposing the child to watching pornographic materials, seduction (harassment, touching and promises) or involving the child in genital, oral or anal sexual acts.

Neglecting is the inability or the refuse of the adult to adequately communicate with the child, to satisfy the child's emotional, biological needs, and those of physiological and physical development, as well as reducing the child's

access to education. Neglecting the child jeopardizes his / her normal evolution – the bio-psycho-socio-cultural evolution.

The child's personality structuring will bear the effects of the abuse and will be marked by a reserved attitude against social networking, by the feeling of stigmatization and negative self-image.

The untreated and undiscovered abuse produces serious changes in the structure of a child's personality, major effects in time that can be encountered in the adult's behavior with difficulties of social adjusting and integration (Enache 2016).

The mistreated children go through life experiences that limit in different degrees the satisfaction of their needs.

Children's reactions towards such situations strongly vary depending on (Roth-Szamoskozi, 1999, p. 109): the type of mistreatment they are exposed to; their age; their ability to understand reality; the help they receive from the adults close to them; the characteristics of the traumatic events (chronic violence will probably generate more serious effects, compared to the isolated violent acts); their personality characteristics, that partially depend on their natural qualities, their vulnerability or, on the contrary, on their ability to cope with stress.

The mistreatment generates a series of changes in the child's personality structure, such as: the aggressive self-behavior; alcohol or drug addiction; suicide attempts; self-mutilation; aggressiveness towards the others; violent acts; unjustified aggressive language.

Emotional disorders: impulsivity and aggressiveness; social isolation; depression; self-doubt and distrusting others; psycho-emotional mobility; feelings of inadequacy; anxiety; blaming; adjusting disorders.

Social integration and networking: professional difficulties; inability of being in a stable relationship; repeated abusive behavior (trans-generational transmission); somatic disorders.

The purpose of the thesis/study

The main objective of this study is to identify the child abuse.

Research methods

The current study was conducted by administrating our own research instrument. The questionnaire for the children had 18 questions with closed answers – which refer to customs and attitudes related to child abuse. It includes the personal identification data of the subject (the initials of his / her name and surname, sex, age and environmental origin).

The type of child abuse identification questionnaire is composed of three scales – physical abuse, psycho-emotional abuse and negligence. There are 6 questions about physical abuse, 6 questions about psychological-emotional abuse

and 6 questions about negligence. The total score refers to the abuse level perceived by the child. The chosen answering method for this questionnaire: answers that indicate the frequency: *very rare, rarely, sometimes, often, very often*. We used the Likert scale, from 1 to 5.

1. Sampling

The sample of participants was composed by a representative number, from the perspective of the main characteristics of the target group – 60 abused children.

The sample has been structured homogeneously, on categories of age (12-14 years old: 6th – 8th grade students), sex and environmental origin (urban and rural).

2. Working premise

Hypothesis: it is presumed that physical abuse is more frequent on boys, rather than on girls.

3. Data analysis

The questionnaire for the 60 participant students reveals that they are all victims of family abuse, more or less, as follows:

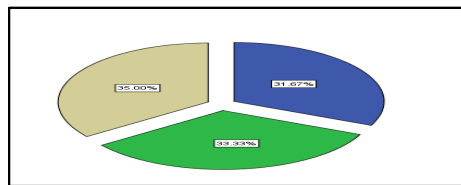


Figure 1 – The Graphic Distribution of the Predominant Type of Abuse

Depending on the predominant type of abuse, 35% of the questioned children are victims of negligence, 33% are victims of psycho-emotional abuse and 31.67% are victims of physical abuse.

As far as the predominant type of abuse depending on the subjects' age is concerned, we notice (Figure 2) that the 14 years old subjects are victims of physical abuse and negligence, the 13 years old subjects are victims of psycho-emotional abuse, and the 12 years old subjects are less affected by the predominant types of abuse.

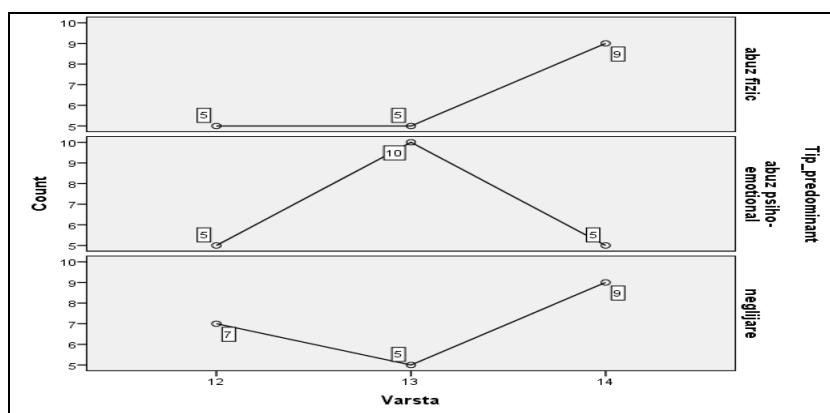


Figure 2 – The Linear Graphic between Participants’ Age and the Predominant Type of Abuse

Results and discussions

By verifying the hypothesis, the following results were obtained:

Table 1 – The Distribution of Participants According to Sex the Predominant Type of Abuse

Sex * Predominant Type					
		Predominant Type			Total
		Physical abuse	Psycho-emotional abuse	Negligence	
Sex	Masculine	16.7%	18.3%	11.7%	46.7%
	Feminine	15.0%	15.0%	23.3%	53.3%
Total		31.7%	33.3%	35.0%	100.0%

We notice that according to the predominant type of abuse, 16.7% of boys are physically abused, 18.3% of boys are psycho-emotionally abused and 11.7% of boys are neglected. In total, 46.7% of children, boys and girls, are affected by the previous stated types of abuse.

For girls, 15% are physically abused, 15% are psycho-emotionally abused and 23.3% are neglected by their parents. A total of 53.3% of abused children are girls.

The physical abuse consists of violent methods used by parents against their children. According to the questionnaire, these methods are: beating the child, throwing objects at the child, burning the child with different objects.

Children that are exposed to violence can have low self-esteem, low cognitive and school performance. These school difficulties that can be easily

diagnosed, could be a result of the child who is distracted by thinking of a trauma, which makes impossible focusing at school, developing a problematic cognitive style as far as memory is concerned or fatigue due to sleepless nights.

A child that is beaten by his parents is an abused child, even though the parent stated he / she had tried to correct a negative behavior of the child. Discipline can be achieved by using different ways which do not involve suffering by any means.

In identifying child physical abuse, the following aspects will be taken into consideration: identifying the wound, child's age, the explanation about the way the child has been hurt, the presence of other violence marks on the child's body.

In Figure 3, we notice that 10 boys and 9 girls are physically abused, hence the hypotheses according to which *physical abuse is more frequent on boys, rather than on girls*, is confirmed.

The physical abuse affects the psychological development of the child, it negatively influences his / her behavior and personality, but these consequences remain unknown for the parents or perhaps, unfortunately, they refuse to care about them.

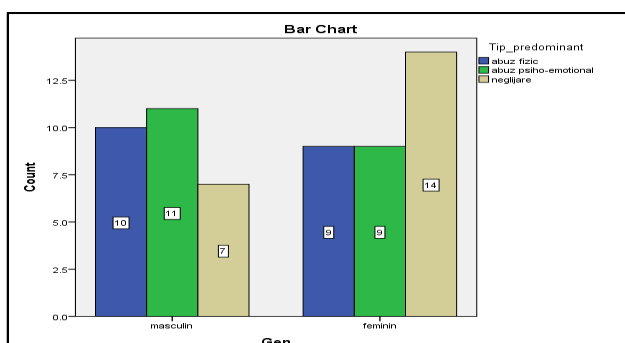


Figure 3 - the Graphic Distribution According to Sex and the Predominant Type of Abuse

Conclusions.

The study aimed to highlight the significant aspects related to child abuse and its influences on children and the evolution of their personalities.

The neglected and abused children mainly come from separated families, reorganized (usually illegitimately – concubines) or single parent families, as well as numerous families or low social status families: low level of education, poor or lack of qualification, occasional or no job, low or no income. The minors' sex seems to be the relevant variable in exposing them to child abuse and negligence. Child abuse and negligence will continue to exist as long as Romanian Government does not realize that these phenomena are growing more and more.

The results of this study is suitable to following replicas and additional investigations, while offering, on the other hand, many research possibilities.

References

- Enache, R., (2011), *Asistența socială a copilului și familiei*, Ovidius University Press, Constanța
- Enache, R., (2016), Psychological Counseling and Developing Resilience for Young People with Psychological Trauma in Childhood or Adolescence, *Journal of Experiential Psychotherapy*, vol. 19, no 1 (73) March 2016, http://jep.ro/images/pdf/cuprins_reviste/73_art_2.pdf
- Giddens, A. (2000). *Sociology*. Bucharest: "All" Publishing House.
- Iancu, S., (2000). *The Student's Psychology. Why do some of the Students Go Glumly to School?* Iasi: "Polirrom" Publishing House.
- Killen, M., (1998). *The Abused Child*. Timisoara: "Eurobit" Publishing House.
- Marcelli, D., Braconnier, A. (2006). *Teenage Psychopathology Treaty*. Bucharest: EFG.
- Muntean, A., (2000). *Domestic Violence and Child Abuse*. Timisoara: Eurostampa Publishing House.
- Muntean, A. (2001). *Families and Children in Need*. Timisoara: "Mitron" Publishing House.
- Roth - Szamoskozi, M. (1999). *Child Care, Dilemmas, Conceptions and Methods*. Cluj: "Cluj University Press" Publishing House.

THE RELATIONSHIP BETWEEN WORK ENGAGEMENT, ORGANIZATIONAL CYNISM AND JOB SATISFACTION IN A ROMANIA PRIVATE COMPANY

B.G. Grama, D.N. Boțone

Blanca Giorgiana GRAMA,

Associate professor, PhD,

“Lucian Blaga” University of Sibiu

Daniela Nicoleta BOȚONE,

Assistant, PhD,

“Lucian Blaga” University of Sibiu

Abstract: We all have the desire, impulse or motivation to change the issues which we consider does not going very well for us, neither we consider it is wrong or contrary to our ethics and personal values. In many cases, we instantly realize that our goals are not possible to happen, or we are not the most appropriate peoples to fix all the problems, or we are not allowed to intervene in such problems as well. Often, we can easily find in organizations the completely committed employees, eager to “give it all” or even to give more than it is required from them; contrary, we find the opposite employee: driven by pessimistic ideas, selfishness, with lack of interest; he is the element which spoils the balance of the organizational frame in which he/she activates; also he/she is driven by a skeptical, negative, detached, behavior towards his/her organization. In order to achieve their goals, it is extremely important for all the organizations to have trained, reliable, dedicated and committed employees. This study intend to identify the relationship between the organizational cynicism, work engagement, age and seniority of the employees from a Romanian private company

Keywords: organizational cynicism, work engagement, job satisfaction, JEL CODECS: O 15

Introduction

As organizations attempt to cope with a progressively more turbulent economic, technological, and social environment, they rely increasingly on their employees to adapt to change. However, employees often resist change and there are many potential reasons for this resistance, but one that has received increased attention recently is employee cynicism.

What is organizational cynicism?

After extensively revising the field literature that analyzes the concept of cynicism, Andersson (1996) and Dean (1998) defined it as a negative attitude with a wide and specific at the same time frame, which contains cognitive, emotional, and behavioral elements. To put it more precisely, cynicism is the “belief in the lack of integrity of an organization” accompanied by feelings of “shame, contempt, and major stress” and contributing to “tendencies towards a negative behavior”. Organizational cynicism is: a negative attitude towards the organization the employee is part of; it is consisting of three dimensions: (1) a belief that the organization has no integrity; (2) negative feelings towards the organization and (3) tendencies to have discreditable and critical behaviors towards the organization, which correspond to such beliefs and feelings of the individual (Dean, Brandes, and Dharwadkar, 1998, p. 345). Unfulfilled or broken promises, the non-fulfillment of the psychological contract (Abraham, 2000), organizational politics where ambition and power battles come before the integrity of the organization (Davis, 2004), the feeling of being left out by the organization, and the feeling of not being treated with dignity and respect (Fleming, 2005), the lack of significance of the applied work (Cartwright, 2006), a history of failed attempts to change things, or management incompetence (Stanley, 2005), all these become pre-elements of the organizational cynicism.

Cynicism has been associated with a series of negative aspects, such as apathy, resignation, alienation, despair, lack of trust in other people, suspicion, contempt, disillusionment, as well as with poor results in performance, interpersonal conflicts, absenteeism, turn-over, and exhaustion at work (Andersson, 1996; Dean et al., 1998). Cynicism could also be perceived as a form of self-defense for the employees, a way of coping with un-comprehended or disappointing events (Reichers, 1997).

In the process of cynicism development, the situational characteristics of the organization interact with the dispositional characteristics of the employees. Employees who value work ethics and other similar concepts tend to work harder and consequently they will expect for their employer to repay them with respect and dignity, and to be fair to the others as well.

The failure of the organization in doing so, in fulfilling these expectations will cause disappointment and disillusionment, determining the employees to be suspected of a cynical attitude. On the other hand, those who care less or not at all

about the lack of honesty or sincerity, or those who have learned in time to cope with such an environment, will most probably not become cynical, as a result of their past experiences.

Organizational cynicism may bring along confusion, irascibility/moodiness, or antagonism among those who do not manage to perceive cynicism as something that can emerge in the context of the work applied by each employee. Organizational cynicism is a bi-faceted phenomenon. First, it has been debated that cynicism has a negative connotation generally regarded as an undesired attitude or an emotion, and second it is considered an adaptive reaction, sometimes even positive reaction (Reichers, 1997).

As consequences of cynicism, we can mention the decrease in organizational commitment, motivation, or satisfaction regarding the job (Abraham, 2000), a higher level of suspicion, mistrust, and contempt towards the organization and other forms of lack of commitment and psychological detachment.

Fleming (2005) shows that cynicism is connected in time to a lower level of self-esteem. Pugh *et al.* (2003) assert that even new employees can sense the cynicism among the other employees, as a result of the negative attitudes of the former employer.

Assessments based on studies conducted in the United States indicate that approximately 50% of the employees display an attitude of cynicism towards their employer (Reichers, Wanous, and Austin, 1997).

Lynn Andersson considered that “unlike the other aspects of labour, such as job satisfaction, organizational commitment, cynicism is generally perceived as negative aspect and therefore it represents a sensitive issue/topic for managers and organizations. For this reason, negative attitudes as the organizational practices they conduct were specifically left out of the scientific research” (Andersson, 1996, p. 1401).

As Mirvis and Kanter explain (1989, *apud* Nair, 2010), due to the nature of their behavior, cynics are often perceived as the “dark side” of the organization. Therefore, on the long term, they are not likely to succeed within that organization. And this is, of course, regarded by cynics as manipulation and injustice caused by the management of the organization, which leads to the creating of a loop.

The negative consequences/impact on the employee, especially health problems and exhaustion indicate that cynicism is not a pleasant state – in order for the employees to become cynical there has to exist a relevant aspect to determine such state!

What is work engagement?

Together with the concept of “cynicism” presented above, this study approaches the concept of “work engagement”, more specifically the connection and the way the two concepts relate to one another. The construct of “work engagement” is mentioned for the first time by Khan (1990, *apud* Paveloni, 2013),

the first author introducing this concept and the one who considers that work engagement is the development and exploitation of every member of the organization and their contribution, specifying that the committed employees express themselves physically, cognitively, and emotionally where performance is concerned.

Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) define work engagement as a positive emotional-motivational state of fulfillment. A special trait of this state is the fact that it is not temporary and specific to a certain context but it is represented by a persistent emotional-mental combination with no particular target (it does not imply an event, a behavior, or individual) (Virga, Sulea, Zaborila & Maricutoiu, 2009 *apud* Arnold *et al.* 2010). Within the model of job demands and resources, engagement holds a very special role (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Bakker, Demerouti, & Euwema, 2005).

Work engagement is a positive state in relation to work, characterized through vitality/energy, dedication, and absorption (Virga, 2009, *apud* Schaufeli *et al.* 2006). The energy dimension (Virga, 2009) of work engagement is characterized by a high level of energy, and it refers to investing a high level of effort, to working capacity which helps the employee not to become tired easily, to the capacity to cope with any difficulties.

The commitment dimension refers to a solid work engagement, doubled by enthusiasm, the feeling of a strong meaningfulness of the work that is being done, inspiration, pride, challenge. The absorption dimension is characterized by work focusing, a feeling of a fast time passing, a difficulty for the employee to detach himself/herself from work. The consequences of work engagement are connected to positive attitudes towards the job, the employees' state of health; extra-role/position behaviors such as: a participative civic behavior or a high level of performance, a high level of commitment to the organization, a positive environment (Shimazu, Schaufeli, Miyataka, & Iwata, 2010).

In a study conducted on 116 employees, Paveloni (2013) analyze the impact of cynicism (as a personality trait), in organization and ethical intentions on work engagement, job satisfaction and the participative civic behaviors.

What is job satisfaction?

The issue of job satisfaction has been given a lot of attention in literature as it is a subject that affects both the employee as well as the organization.

Job satisfaction reflects how content employees are with the job and their reactions towards their work experiences, emotional state or reactions towards the job, aspects of their job, work situations. Organizations measure job satisfaction because it is indicative of work behavior such as absenteeism, turnover, and productivity. Studies indicate a number of dimensions that have a strong relation with employee's overall experience of job satisfaction.

Locke and Latham (1990) give a comprehensive definition of job satisfaction as ‘pleasurable or positive emotional state’ resulting from the appraisal of one’s job or job experience. Job satisfaction is generally defined as an employee’s affective reactions to a job based on comparing current outcomes with desired outcomes. (Cranny, Smith & Stone, 1992; Fields, 2002). It is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Howard & Frink, 1996; Fields, 2002). A qualitative study (Bussing, Bissels, Fuchs, Perrar, 1999, Fuchs, 2002) suggests that job satisfaction is developed through assessment of the match among expectations, needs, motives and work situation. Job satisfaction is a result of employees’ perception of how well their job provides those things that are viewed as important. It is generally recognized in the field of organizational behavior that job satisfaction is the most important and frequently studied attitude.

Reichers (1997) mentions the fact that the efforts of the organizational changes are the best target for cynicism. To be more specific, he describes cynicism as an attitude determined by the uselessness of change, cynicism being in this case a potential barrier agent in the organizational change. He also suggests some ways to avoid organizational cynicism, among which he mentions the involvement of employees in making decisions that concern them, the consolidation of management credibility, and the avoidance of making unexpected changes. He conceptualized cynicism towards organizational change as a combination of pessimism concerning the possibility of an organizational change, pessimism caused by people responsible for the change, people believed to be incompetent or lazy – an approach which captures both the change itself and the leaders of this change.

Methodology

This paper sets as its goal the identification and assessment of the relationship between organizational cynicism, work engagement, and job satisfaction of the employees in a private company.

Hypothesis:

H 1: Employees’ organizational cynicism will be negatively correlated to their work engagement.

H 2: Employees’ organizational cynicism will be negatively correlated to their job satisfaction.

H 3: Employees’ work engagement will be positively correlated to their job satisfaction.

H 4: Age and seniority are significant predictors for work engagement and organizational cynicism.

The research group contains 92 employees from a private company. The

subjects are aged between 21 and 59. From a total number of 92 participants, 48 are women and 44 are men.

For the assessment of the organizational cynicism construct we used the Eaton and Struthers Questionnaire. The questionnaire was developed by Eaton and Struthers (2000). For the work engagement construct we used the Work Engagement Scale (UWES), the Utrecht scale of measurement for work engagement, and the UWES instrument respectively, created by Schaufeli, Martinez, Marques-Pinto, Salanova, and Bakker (2002), instrument structured on three dimensions as stated by the authors: energy, dedication, and absorption. In Romania the scale was adapted by Virga, Zaborila, Sulea, and Maricutoiu (2009). For the measurement of job satisfaction we used the JDI. The Job Descriptive Index (JDI) was originally developed by Smith, Kendall, and Hulin, 1969 to measure job satisfaction defined as ‘the feelings a worker has about his job’. This instrument has been revised in 1985, 1997, and most recently in 2009.

Results and discussions

For the processing of the data obtained from the 92 participants in the survey, statistical methods operating in SPSS 23 were used, where we introduced all the raw data to be processed. Tables 1 and 2 present the mean, standard deviation and correlations between the variables.

Table 1. Mean, standard deviation, correlation coefficients between cynicism and work engagement

Variabile	M	SD	1	2	3	4	5
1. Organizational cynicism	20.11	8.15					
2. Work engagement	33.71	9.91	-.341**				
3. Energy	8.82	3.91	-.432**	.835**			
4. Dedication	11.57	3.95	-.415**	.871**	.580**		
5. Absorption	13.72	3.58	-.039*	.833**	.479**	.730**	
6. Age	32.62	9.17					
7. Seniority	10.22	9.54					

N=92, **p<.001, *p<.05

From data analysis we observe a negative correlation between organizational cynicism and two of the three dimensions of work engagement, respectively energy ($r = -.43$, $p < 0.001$) and dedication ($r = -.41$, $p < 0.001$). For the study group, the organizational cynicism have a significant negative correlation

with work engagement ($r = -.34$, $p < 0.001$) and it can be asserted that the higher level of organizational cynicism, the lower level of work engagement it should be. Also for the employees, the more they feel the need to dedicate themselves to the others, the higher level of their engagement tends to get. Hypothesis 1 and hypothesis 2 are confirmed.

Table 2. Mean, standard deviation, correlation coefficients between the cynicism, work engagement and job satisfaction variables.

Variables	M	SD	1	2	3	4	5	6	7
1. Organizational cynicism	20.11	8.15							
2. Work engagement	33.71	9.91	-.341**						
3. JDI current work	38.87	10.9	-.353**	-.433**					
4. JDI salary	16.89	7.11	-.487**	.221**	.539*				
5. JDI promotion	14.74	8.61	-.433**	.311**	.597*	.572**			
6. JDI /manager boss	40.20	12.56	-.606**	.271**	.405*	.432**	.487**		
7. JDI co-workers	39.92	13.43	-.559**	.160**	.495**	.502**	.305**	.643	
8. JDI job general	42.16	11.21	-.244**	.231**	.430*	.334**	.227*	.396*	.548**

N=92, ** $p < .001$,

Analyzing the mean on the job satisfaction scale we can assert that employees are satisfied with their job ($M = 42,16$), with their boss ($M = 40,20$), with their co-workers ($M = 39,93$), and with the work they are currently performing ($M = 38,87$). The employees are less satisfied with their current salary $m = 16,89$ and with their promotion opportunities $m = 14,74$.

Organizational cynicism has a negative correlation with all the job satisfaction scales, meaning current work scale ($r = -.35$, $p < .001$), salary ($r = -.48$, $p < .001$), promotion opportunities ($r = -.43$, $p < .001$), boss ($r = -.60$, $p < .001$), co-workers ($r = -.55$, $p < .001$), job in general ($r = -.24$, $p < .001$).

A significant negative correlation was found between organizational cynicism and job satisfaction scales which measure the level of satisfaction in the relationship between employees and their boss ($r = -.60$, $p < .001$) and the relationship between them and their co-workers ($r = -.55$, $p < .001$). Hypothesis 3 is confirmed.

In the same time, we intend to identify whether age and seniority are

predictors for work engagement and organizational cynicism.

In the study we ran regression analyses where work engagement (both as a global construct and independent of its three dimensions) along with organizational cynicism were dependent variables and age and seniority were independent variables.

Such demographic variables, age is not a significant predictor of any organizational work engagement, not for cynicism ($F = 2.898$; sig. 0.06). Also, the seniority is not a significant predictor for organizational cynicism ($\beta = .597$; sig. 0.070) and neither for work engagement ($\beta = .269$, sig. 0.429); hypothesis no. 4 is not confirmed.

Table 3. ANOVA^a in regression analysis for cynism

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	373.699	2	186.849	2.898	.060 ^b
	Residual	5674.411	88	64.482		
	Total	6048.110	90			

a. Dependent Variable: Cynism

b. Predictors: (Constant), Seniority, Age

Table 4. Coefficients Beta in regression analysis for organizational cynicism

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.686	6.917		3.858	.000
	Age	-.363	.291	-.405	-1.245	.216
	Seniority	.513	.280	.597	1.834	.070

a. Dependent Variable: Organizational cynism

Table 5. ANOVA^a in regression analysis for work engagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.641	2	77.321	.782	.461 ^b
	Residual	8798.435	89	98.859		
	Total	8953.076	91			

a. Dependent Variable: Work engagement

b. Predictors: (Constant), Seniority, Age

Table 6. Coefficients Beta in regression analysis for work engagement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.386	8.516		5.094	.000
	Age	-.384	.360	-.355	-1.069	.288
	Seniority	.280	.346	.269	.809	.421

a. Dependent Variable: Work engagement

Conclusions

The results indicate negative correlations between organizational cynicism and work engagement, and between organizational cynicism and job satisfaction. The higher level of employee's organizational cynicism is, the lower his/her level of work engagement rises.

An employee with high level of work engagement is also characterized by a high level of autonomy, a higher level of control over work, and also he shows ethical behavior and dedication to the company.

The organizational cynic is suspicious, distrustful, contemptuous towards the organization and psychologically detached. The cynical employee not only develops negative emotions where the organization is concerned, but also his/her

beliefs should have negative impact on work in general, on his/her superiors and co-workers, and also on the work environment.

As already Abraham (2000) mentioned, the most frequent consequences of cynicism are the emotional or the behavioral ones, as well as a decrease in the level of organizational engagement, motivation or job satisfaction.

In our study, organizational cynicism occurs when employees consider the organization as they are part of lacks integrity. To be more specific, this lack of integrity perceived by employees may be caused by a failure to fulfill the expectations of the employees in terms of honesty and justice.

Within the organizational context a positive assessment of the organizational experiences is necessary, as well as a valorization of the employee and motivation.

Virga's survey (2013) points out that it is essential that organizations reduce the level of organizational cynicism, as it may determine the employees to develop negative emotions and behaviors against the organization and, therefore, cause a decrease in the level of job satisfaction and work engagement along with civic participative behaviors, affecting the performance of the entire organization.

Similar results with our study were obtained by Frank, Finegar, and Taylor (2004, *apud* Virga, 2013) indicating that the factors having the biggest impact on work engagement are the positive assessment of correctness and the concern for the employees together with a high level of trust in the organization, characteristics lacking in the case of cynical employees.

Although age and seniority are not significant predictors for work engagement, to be permanently involved in your work has a number of positive effects on employees' health.

As a research direction in the future, we intend to highlight the role of work engagement on physical health, mental wellness and on the ability of emotional management. Studies have shown that a high level of work engagement is associated with: positive emotions, low levels of depression and anxiety and low levels of exhaustion. As for the physical state, work engagement is associated with fitness, with a higher immunity and with a higher capacity of recovery after effort. Overall, work engagement is positively associated with a better work performance.

The management of emotions regarding different behaviors such organizational cynism must be done constructively, to obtain a better performance and increasing the work engagement, regardless the age or seniority of the employees.

References

Abraham, R. (2000). Organizational cynicism: Bases and consequences, *Genetic, Social, and General Psychology Monographs*, 126(3);

- Andersson, L. M. (1996). Employee cynicism: An examination using a contract violation framework. *Human Relations*, 49(11);
- Bakker, A., Demerouti, E., Euwema, M. (2005). Job Resources Buffer the Impact of Job Demands on Burnout, *Journal of Occupational Health Psychology*, 10, (2), 170-180;
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, W. T. (2008). Position Paper: Work Engagement: An Emerging Concept in Occupational Health Psychology. *Work & Stress*, 22, 187-200;
- Cartwright, S., & Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. *Human Resource Management Review*, 16, 199-208;
- Davis, W. D., & Gardner, W. L. (2004). Perceptions of politics and organizational cynicism: An attributional and leader-member exchange perspective. *Leadership Quarterly*, 15(4);
- Dean, J. W., Brandes, P., & Dharwadkar, R. (1998). Organizational cynicism. *Academy of Management Review*, 23;
- Demerouti, E., Bakker, A., Nachreiner, F., Schaufeli, W. (2001). The job demands-resources model of burnout, *Journal of Applied Psychology*, 86 (3), 499-512;
- Fields, D. (2002). *Taking the measure of work. A guide to validated scales for organizational research and diagnosis*. Sage Publications;
- Fleming, P. (2005). Workers' playtime? Boundaries and cynicism in a 'Culture of Fun' program. *The Journal of Applied Behavioral Science*, 41(3);
- Locke, E., Latham, G. (1990). Work motivation and satisfaction: light and the end of the tunnel. *Psychological Science*, 1 (4), 240-246;
- Nair, P., Kamalanabhan, J., (2010). The Impact of Cynicism on Ethical Intentions of Indian Managers: The moderating role of their, level of management. *International Journal of Trade, Economics and Finance*, Vol. 1, No. 2, 155- 159;
- Paveloni, A., Virga, D., (2013), Impactul cinismului și al intențiilor etice asupra atitudinilor organizaționale: implicarea în muncă, satisfacția în muncă și comportamentele civic-participative, *Psihologia Resurselor Umane*, vol.11(2), 28-45;
- Pugh, S. D., Skarlicki, D. P., & Passell, B. S. (2003). After the fall: Layoff victims' trust and cynicism in re-employment. *Journal of Occupational & Organizational Psychology*, 76(2);

- Reichers, A. E., Wanous, J. P., & Austin, J. T. (1997). Understanding and managing cynicism about organizational change. *Academy of Management Executive*, 11(1);
- Schaufeli, W. B., Salanova, M., González-Romá, V. & Bakker, A.B (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3, 71-92;
- Shimazu, A., Schaufeli, W. B., Miyanaka, D., & Iwata, N. (2010). Why Japanese workers show low work engagement: An item response theory analysis of the Utrecht Work Engagement scale. *BioPsychoSocial Medicine*, 4, 1-6;
- Stanley, D.J., (1998), *Employee Cynism About Organizational Change*, Department of Psychology, Faculty of Graduate Studies, The University of Western Ontario;
- Stanley, D. J., Meyer, J. P., & Topolnytsky, L. (2005). Employee cynicism and resistance to organizational change. *Journal of Business & Psychology*, 19(4);
- Virga, D., Zaborila, C., Sulea, C., Maricutoiu, L. (2009). Adaptarea in limba romana a Scalei Utrecht de masurare a implicarii in munca: examinarea validitatii si a fidelitatii, *Psihologia Resurselor Umane*, vol.7 (1), p.58-75.

THE ROLE OF COUNSELING IN THE CASE OF COUPLES WHO HAVE DYSFUNCTIONAL RELATIONSHIPS

S. Ignat

Sonia IGNAT,
Lecturer, PhD
„Aurel Vlaicu” University Arad

Abstract: The practical applicability of our research consists of the intervention part through counseling in the case of couples who have dysfunctional relationships. From our group of subjects, a number of 42 subjects have been framed in the category of dysfunctional relationships, either because of a low satisfaction in the relationship, or because of some deficit attachment styles. Our subjects entered in an individual and couple counseling program which took 3 months with a frequency of 2 sessions per week, every session of 2 hours.

Key words: intervention, counseling, couple, dysfunctional relationships, attachment.

Introduction

A frequent opinion in our occidental culture is that romantic love consists of one of the most often used criteria for establishing a marriage or a similar relationship.

Referring to the quality and amplitude of human capacities to love, many authors, from whom R. Michael (2002), notices that self love is the landed premise to the love of the other, because you cannot offer someone something you yourself cannot cumulate in your soul thesaurus.

Steinberg (1988) suggests a three-cornered theory of love, which implies: engagement, intimacy and passion. According to this author, the quality of love depends on the weight of each ingredient from these three already mentioned. Of course, the most invincible love is that which synthesizes, at high altitudes these components. Questionless is that love can outlast only between equals, who does not manifest the tendency to „take hostage and who learnt to love themselves and cherish their inner souls.” (P. Ferrini, 2000, p 37). A lasting conjugal love looks like a delicate flower, which requests to be fed and protected through the attentive effort of both partners, or in other words, it is their common creation.

Doubtless the harmony of a couple is conditioned by the way the partners know how to meet each other, and vibe together in the sexual plan as well. A wise attitude towards sexuality exhorts us to challenge the extremes, the underestimation, but the overestimation of sexual relations as well in the economy of a couple. The aggressive and vulgar sexuality, which is often sold so often by mass-media, as a result of a sexual revolution, comes along with many multiple negative consequences, in the social plan and in the individual plan as well.

The background of a couple is not a heavenly space, without any tensions and misapprehensions, and the legalisation of a relationship does not make sure contract, which can guarantee a common future. As years go by, the partners succeed in knowing their whole geography, and routine is an unsated pinhole, it destroys as much as possible the alive texture of the couple.

The danger to the integrity of a couple is represented by the loss of freedom, regardless that this can affect only one of the partners or both of them. „ The most beautiful relation between two people, observes A. Nuta (2001, p.136), is the relation between two liberties, and a meeting lasts the same as a liberty takes.” In other words, they are not siamese twins, which means that they have the right to have an extra life to their marriage such as: their interests, their friends etc. Of course, the permission of several moments of taking a deep breath is conditioned by some moral limits, because without these moral limits it could go in an negative liberty. Going on with the theme of freedom in a couple Kahlil Gibran (2000, p.19) recommends: „ Stay together, but not so close, because the temple columns are raised at a certain distance, and the oak and cypress do not grow at the shade of each other.”

In reality the majority of partners in a couple promote the psychology of external control, which means that every tendency one has to pilot the other and to constantly throw the guilt upon the other for all the disfunctions present in the couple. Developing this theme W. Glasser (2000), the founder of The Institute of Therapy in Relations (1967), pleads for the change of external control with the election theory, as an imperative for the conserving of the vitality of a couple. In the consonance with this theory, from these 10 axioms which contaminates, the one that really detaches itself like a very important lead is the assuredness that you can only control your own life.

Doubtless, the negative cheers are contaminated in the interior of a family. This is why, they have to be maintained in control, that means not to throw them on the other with the same ease with which the radioactive junk is discharged.

Results that any attempt of correction in a couple can advert the theory of election, which allows the commutation of negotiation with constraint, empathy with encouragement.

Also, there is a wise evidence in life, that the members of a marriage should actively intervene in a correct time to de-energise any conflict. As J Dopson (1994) mentions that the succeed in such intervention is conditioned by the intelligent

choose of the right moment, the adequate space and the method applied. In a concrete way, the optimum time is when the partner is in a good cheer, for example, not when he comes home after work. As for the space, it must be in a good one, outside home and obviously without their own kids. But, the most efficient method is the dialogue, an affectionate one, the initiator must not mention any of the disfunctions of the other but just mention their own desires and problems.

Unfortunately, often, when these tendencies of helping the couple do not work they come to the point of divorce. The partners realize that, as the American psychologist P. Kauk (1995, p.27), the penitentiary key attached to the others ring."

The request of therapy comes from the desire of escaping the cognitive chaos, resulted from an insufficient function of structured history. The therapist will be able to adopt an individual, couple, family approach to each case, according to the real practice of the situation. In these therapist approaches, the use of analogic methods are of a huge importance, this is because the aspects of history functions to a level of „over-consciousness". Two of these techniques are in a particular way used to explore systematically the cognitive absolute: „The systemic sculptures" (Caille, 1995) and „the systemic game of the goose" (Caille and Rey 1995). These are used at every level of affiliation, but they will be outlined as a reference to the absolute cognitive of the couple.

To the majority of these cases the application of these techniques take us to correct results, except for the situation when one of the partners wants to divulge the specific character of the couple relation.

The satisfaction in a couple relation is a complex aspect which is based on some main principal features, but which is influenced by the level of general satisfaction/insatisfaction of the subject. The insatisfaction for the life conditions, social and economic, the absence of a job or other eveniments can influence the general insatisfaction, for life in general, and in special towards the partner. Most often the partners in a couple are responsible for the insatisfaction of the other that contributes to a general level of discontent.

Through the individual and couple counseling, it is desired that the self esteem of the subjects should grow, as a result of a good perception of the image which the partners have of themselves. The participation to discussions, the analyse of the couple problems, the discussion of the main negative behaviour and most of all the change of self esteem and its growth.

Research results

The practical applicability of our research consists of the intervention part through counseling, the case of couples who have difunctional relations. Our subjects, a number of 42, all having difunctional problems, either because of a low level of satisfaction in the couple, or because of several deficit attachment styles.

We assessed for the level of satisfaction in a relationship a valoric scale with 5 classes: very good, good, medium, weak, very weak and all the subjects who have

been in the categories of medium level and weak level were included for the intervention.

Also, the subjects should show one of the attachment styles as: anxious, avoidance, prepossessed.

In order to illustrate better the progress of our subjects as a result of the counseling program, as a practical use in our work, we will present in the following the obtained results of the subjects in three scales, in comparison, before and after the intervention.

Table no. 1 and figure no. 1 synthesizes the comparative results for the satisfaction in the couple relationship.

The comparative presentation of the results at the beginning and the end of the program of intervention shows the positive effect that counseling had over our subjects. In general, the result to these three scales have registered ameliorations towards a stable relation based on a sure attachment.

Tabel no.1 The comparative results to the Scale of satisfaction in a relation at the beginning and the end of the counseling

Satisfaction in a relationship	beginning	end
Very good (1-16 points)	0	2
Good (17-33 points)	0	5
Up medium (34-50 points)	0	27
Below medium (50-66 points)	17	8
Weak (67-83 points)	15	0
Very weak (84-100 points)	10	0
Total	42	42

At the beginning of the program of counseling we did not have any of the 42 subject who could be positioned at the first three levels, after the end of the program we have 2 subjects with a very good satisfaction, 5 with a good satisfaction, and 17 with a medium satisfaction, and only 8 with a below medium and neither one in the last two valoric groups (low satisfaction and very low).

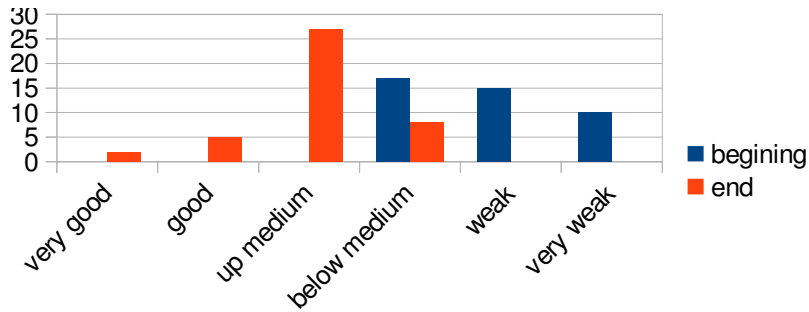


Figure no.1 Comparative results at the Satisfaction Scale in a relation at the beginning and end of the counseling

All of the 42 subject included in the counseling program have benefits, this proved by the fact that many couples have been included at the first classes of satisfaction after the program. For the rest of 8 subjects who have been resulted in a medium level of satisfaction, in this case it either needs to be continued the counseling or, in this case it is not about the other partner but a general dissatisfaction of one of the

The satisfaction in a couple relation is a complex aspect which is based on some main principal features, but which is influenced by the level of general satisfaction/insatisfaction of the subject. The insatisfaction for the life conditions, social and economic, the absence of a job or other eveniments can influence the general insatisfaction, for life in general, and in special towards the partner. Most often the partners in a couple are responsible for the insatisfaction of the other that contributes to a general level of dicontent.partners which affects the couple.

In this way, the relation of a couple can be damaged, even if intially was about an assured attachement, but in the progress it changed with the influences of several external factors which took the relation to some alternations of the values system, to the change of priorities or even to saturation or the desire of change.

The comparative results at the beginning and the end of counseling are represented in the following table no. 2 and illustrated in figure no. 2, for the referref scale to the self-esteem.

For the Self esteem it is obtained the comparative distribution almost balanced with that of satisfaction in a couple relation.

Table no.2 The comparative results for the Sef Esteem Scale at the beginning and the eng of counseling

Satisfaction in a relationship	beginning	end
Very good (1-16 points)	0	8
Good (17-33 points)	0	12
Up medium (34-50 points)	0	17
Below medium (50-66 points)	13	85
Weak (67-83 points)	17	0
Very weak (84-100 points)	12	0
Total	42	42

At the beginning of the counseling program, the answers of the subjects, were concentrated in the last three valoric groups (below medium, week and very week), at the end of the program the answers go to the first categories (up medium, good and very good).

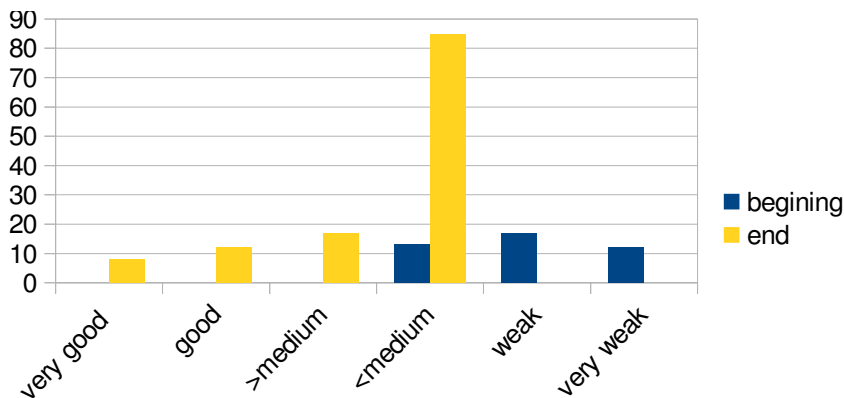


Figure no. 2 The comparative results for the Sef Esteem Scale at the beginning and the eng of counseling.

Thus, we have 8 subjects of whom self esteem is very good, 12 subjects with a good self esteem and 17 subjects with a medium self esteem. It remains a number of 5 subjects who represent a below medium, but we don not have any other subject in the categories of very week and weak.

Through the individual and couple counseling, it desired that the self esteem of the subjects should grow, as a result of a good perception of the image which the partners have of themselves. The participation to discussions, the analyse of the couple problems, the discussion of the main negative behaviour and most of all the change of self esteem and its growth.

In the moment when the subjects saw each other and realised that the pther partner appreciates them, and that they are valued by him, they improved their way of seeing themselves and it diminished the negative evaluations.

From the professional literature it is known that the attachement is built gradually going through several stages and it is marked by the qualities of the interractions between the two partners. Also it has been observed that the nature of the attachment relations which a person has from his childhood continues to have an influence in the capacity of forming intimate relations in adolescence and adult period.

The attachment style refers to specific types of experimantaion of couple relations. A good attachement style is represented by confort offered by intimacy and the ability to depend on the partener, while the avoidant style is formed by a fear of identity and high dependence on self. These persons have an anxious attacheent and are described by gelosy, they permanently need to be very close to their partner.

Table 3. The comparative styles of attachmenet before and after the intervention

Attachemenet styles	initial	final
Assured style of attachment	0	37
Anxious style of attachment	22	2
Avoidance style of attachment	9	2
Prepossessed style of attachment	11	1
Total	42	42

We consider the attachment with the most important factor upon the relation of a couple. This is why an assured attachment based on mutual trust of acceptance and toleration, on understanding and discussions between the partners to be the most adequate style for a couple relation of long duration.

If we take into consideration the dates of the proffessional literature, the assured attachment style is characterized by confort, offered by intimacy and independence and presents a model of a positive thing of self and others. The persons with a style of avoidance, they avoid intimacy, fearing that they would lose their autonomy and independence.

Our subjects modified their attachment style, which is possible at the adult age as Bowlby affirmed in 1982 (apud. Crowell and Treboux, 1995).

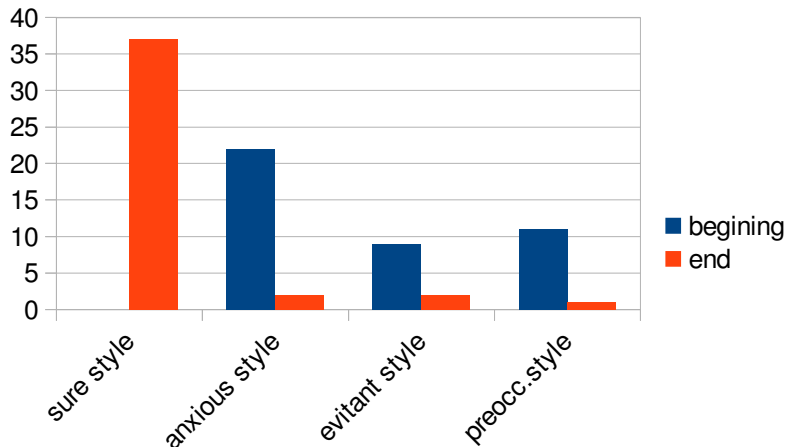


Figure no. 3 Comparative styles of attachment before and after the intervention

The subjects with an anxious style had the most important role in our investigation. Through the alternation of self esteem and of satisfaction in a couple, it could be realised the change of attachment style: the anxiety declines for the fear of not losing the partner or being hurt. The counseling helped them assure the fact that these fears had no real reasons. After they had several discussion with the therapist and with the partner.

At the end of the intervention program a number of 37 from the 42 of subjects with attachment problems have now an assured attachment, knowing that this attitude will help the future of the couple. There has been left only 2 subjects who present anxious attachment style, 2 avoidance style and one propossessed style.

The attachment system can be defined as a motivational system of control which has the main objectiv the promotion of the security in the background of a couple. (Santrock, 2002)

The obtained results and success show that our program highlights the fact that these subjects really had the need of a counsellor for the consolidation of a relationship. Tracking down the disfunctional attachment could prevent many divorce cases, by including these couples in a program of counselling.

References

- Burgess, A. (2003), *Cum să găsești și să păstrezi partenerul perfect*, Editura Antet, București
- Butler, R., N., Lewis, M., I. (1991), *Aging and Mental Health*, Merrill, New York
- Carlson, R. (2001), *Secretul familiei fericite*, Editură Alex Springer, București
- Ciupercă, C. (2000), *Cuplul modern între emancipare și disoluție*, Editura Tipoalex, București

- Cooper, M.L., Shaver, P.R., & Collins, N.L. (1998), *Attachment styles, emotion regulation, and adjustment in adolescence*, *Journal of Personality and Social Psychology*, 74, 1380-1397
- Ferrini, P. (2000), *Iubire fără condiții*, editura For You, București
- Gibran, K. (2000), *Profetul*, Editura Mix, Brașov
- Mitrofan, I. (2003), *Cursa cu obstacole a dezvoltării umane – psihologie, psihopatologie, psihodiagnoză, psihoterapie centrată pe copil și familie*, Editura Polirom, Iași
- Nuță, A. (2001), *Inocență și închipuire. Psihologia relației de cuplu*, Editura Sper, București

THE AXIOLOGICAL PERSPECTIVE IN THE TRAINING OF TEACHERS

R.G. Enache, A. Iftime

Rodica Gabriela ENACHE

Associate Professor Ph.D,
Ovidius University of Constanta,
Faculty of Psychology and Educational Sciences

Alina IFTIME

Ph.D student
Ovidius University of Constanta,
Faculty of Psychology and Educational Sciences

Abstract: In this paper we propose to realize a comparison between the professional values of teachers in the primary and pre-primary and the professional values of students at Pedagogy of primary and pre-primary education to validate their professional motivation. The research was conducted on a sample of 51 teachers from primary and pre-primary education in the county of Constanța and 51 students from Ovidius University of Constanța. The Inventory of professional values, author D. E. Super, and the interview method were applied. A special contribution in the development of a society is the one *the school takes as an organization*, through its projected objectives, which fosters cultural values of the whole society, reflected in the teaching plan. The performances objectifying the school organization skills depend, to a large extent, on the individual performance of its members, on their motivation and the professional values that they develop.

Keywords: professional values, professional motivation, training of teachers

Introduction

Psychological perspectives on the axiological development and significance of the social values

In contemporary society, the formation and development of human resources is an essential factor in the implementation process of changes in the education system.

The vocational or professional identity is crystallized as a result of self-exploration and exploration of the environment processes as a result of which the adolescent and the young adult realize their interests, values, skills, competencies on the one hand and preference for certain types of activities, working styles, types of interaction and working environments on the other hand.

Related Work

For *D. E. Super* (1957) the vocational development is the process of developing and implementing the self-concept; therefore, people choose those occupations that allow them to express themselves. He defines *the vocational identity* as a set of vocational behaviors expected in a particular stage of the development of an individual's career. A part of elections is already done when changing from high school to college or a job. The career planning and decision making in this area are processes that occur throughout life, not just in the moment of onset in the chosen occupational field.

Ginsberg (1972) describes his vision on the developing process of the vocational identity, which goes through three stages: the fancy stage, the stage of the election based on interests and the realistic stage. *Exploring career* refers to those activities having an aim where the individual undertakes to advance in his career and which have as result the increasing of the awareness and knowledge about himself and the environment.

Taveira and Moreno (2003) performed an analysis of the process of exploring a career and they identified four distinct profit reflecting the relationship between career exploration, vocational identity and indecision about career, starting from the model of *Kolb* (1984) who conceives the development and the cognitive learning along two axes: the concrete-abstract and the reflexive-active.

Gordon Allport makes a classification containing six types of values:

- theoretical - valuing truth and cognitive investigation
- economic - valuing the usefulness and the profit
- aesthetic - appreciation of beauty, form and artistic expression
- social - appreciation of people and their relationships
- political - valuing power and influence over others
- religious - appreciation of the transcendent, life and the universe.

Their ranking by systems of values of different groups depends on the characteristics of those groups. By linking the concept of value to the concept of personality, *Ioan Al. Dumitru* grouped the values into three major categories:

- professional values - ambition, wealth, competence, creativity, diligence, intelligence, labor, occupational safety, entrepreneurship
- psychosocial values (relational) - self-control, love, social recognition, independence, responsiveness
- moral values - altruism, honesty, faith, dignity, wisdom, kindness, responsibility.

Shalom Schwartz aims to create a unifying theory of human motivation, by organizing the proposed concepts by other theories and models in this field of study. Starting from the idea that the values are the criteria used by people to evaluate actions, people and events, Schwartz sets out ten motivational-value guidelines which, he considers, are recognized by the people of every culture. Then he describes the dynamics of these values and specifies the interaction manner between them: conflict or congruence.

Work values. If general values can be defined as desirable purposes, the values of trans-work can be defined as expressions specific to the general values in a work situation. But work values are not just a simple expression of these personal values. Elizur and Sagie (1999) note that it can be compared between personal values and those of labor, only in terms of their structure, not regarding the importance they have in the system of values, the importance of a personal value is not free of context, but depends on the environment in which it is activated, most often the order in the hierarchy of values changing when the transition from the personal environment in the social environment is done. Elizur proposes a classification of labor values by two criteria:

- the modality value - cognitive, emotional or material;
- the contingency system - performance - refers to the link of the rewards with the status of membership of the organization or with the work performance.

The empirical research shows that only central values have the power to increase motivation to action, to generate interpretations of situations and to focus attention on information linked to them. The core values of an individual are those that are part of his conception of himself, of how he is self-defining. Only they significantly influence behavior, but not directly, but through the mediating influence of the self. The values that have become a part of the individual self, will become motivational factors. The values that are not central must first be activated to trigger specific behaviors.

Teachers competences

Beneitone Pablo, Julia Gonzales and Robert Wagenaar (2014) describe 3 dimensions for describing teachers competences:

1. Professional dimension:

3. Capacity for abstraction, analysis and synthesis,
4. Ability to communicate in a second language,
5. Capacity for decision making,
6. Capacity for oral and written communication,
7. Designs and implements different assessment strategies and learning processes based on specific criteria,

8. Reflects on their practice in order to improve their educational performance,
9. Achieves learning outcomes in different skills and at different levels,
10. Selects, produces and uses teaching materials that are relevant to the context,
11. Designs and implements educational action which integrates people with special needs
12. Ability to identify, consider and deal with problems,
13. Skills in the use of ICTs,
14. Designs and operationalises teaching and learning strategies according to context.

2. Academic dimension:

- Knows educational theory and makes use of it critically within different contexts,
- Command of the skills needed for the disciplines in their specialist area of knowledge,
- Conducts research into Education and applies the results to the systematic transformation of educational practices
- Knows and applies the theories on which general and specific didactics are based to educational action,
- Command of the theory and curricular methodology in order to guide educational action (design, putting into practice and assessment)

3. Social dimension

- Appreciation and respect for diversity and multiculturalism,
- Interacts socially and educationally with different actors in society in order to encourage community development processes
- Social responsibility and citizenship
- Interpersonal skills,
- Capacity for teamwork.

Problem statement

The objectives of the research

In this paper we propose to realize a comparison between professional values of teachers in primary and pre-primary educational system and professional values of students at Pedagogy of primary and preschool education specialization to validate their professional motivation.

The research hypothesis

In the present study we started from the hypothesis that there are similarities in the design and development of professional values of teachers and students of Pedagogy of primary and preschool education specialization

The subjects

The research was conducted on a sample of 51 teachers from primary and pre-primary education in the county of Constanta and 51 students from Ovidius University of Constanta. There were applied the Inventory of professional values, author D. E. Super and the interview method.

Analysis of Results

After applying questionnaires for both teachers and students there was obtained the following average of the results for each category of professional values:

Table no. 1 Average values of the results obtained on the sample of teachers and students

<i>Name of the values scales</i>	<i>Average values of the results obtained on the sample of teachers</i>	<i>Average values of the results obtained on the sample of students</i>
<i>S1-intellectual values</i>	36,9	35,12
<i>S2-moral values</i>	36,12	35,20
<i>S3-social values</i>	38,33	37,47
<i>S4-material values</i>	40,47	31,04
<i>S5-leadership</i>	35,37	36,00

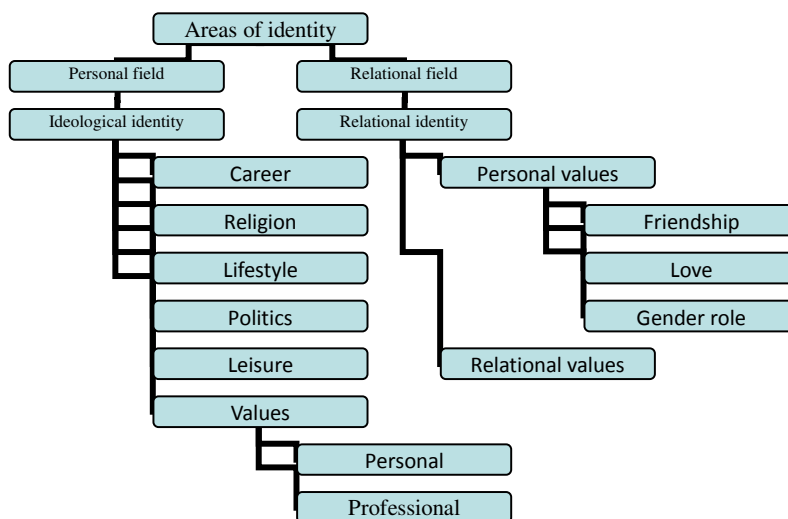


Fig no. 1. Areas of personal and professional identity

In Tabel no. 1 we presented a Histogram of professional values of teachers in primary and pre-school educational system and of the students in Pedagogy of primary and preschool education specialization. Series 1 is the ranking of average values obtained by teachers and Series 2 is the ranking of average values of the students. Teachers have made the following hierarchy of professional values: the first rank has been assigned to aterial values by an average of 40, 47, the second rank, of social values with an average of 38,33, on the third rank stood intellectual values with an average of 36,9, the fourth rank there were the moral values with an average of 36,12, and the 5th rank was occupied by leadership with an average of 35,37.

As for the students, there were obtained the following rankings: the first rank was attributed to the social values by an average of 37, 47, the second rank to the values that are centered on training in leadership with an average of 36,06, on the third rank there were located the moral values with an average of 35,20, on the fourth rank there were the intellectual values with an average of 35,12, and the 5th rank was taken with an average of 31.04 by the material values.

From the data analyzed above and the application of T Test for independent samples, we notice a significant difference in terms of the hierarchy of material values. Teachers are more centered on this aspect, which is due to the needs of maintenance of the family and to the personal development needs. The students places on top the social values and leadership, due to the needs of social valuing in the group of friends and the professional aspiration to a career centered on taking personal decisions.

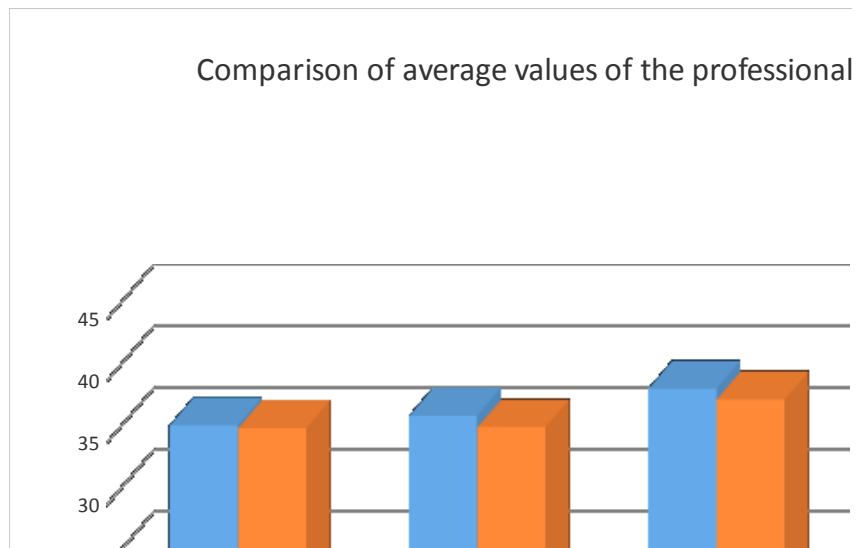


Figure no.2 Comparison of average values of the professional values scales of teachers and students

Human dignity, freedom, democracy, equality, the rule of law are fundamental values of the European Union, set in the very first pages of the Lisbon Treaty. Alongside these fundamental values each person has his / her own values he / she believes in, conditioned by the environment he / she grew up and developed, these being promoted values of a particular religion or moral values. We propose to emphasize the importance of values and principles that each of us respects. They guide our conduct and decisions both personally and professionally.

In Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 there are set out *the key competences for lifelong learning*.

They are a combination of knowledge, skills and attitudes appropriated to each context. They are especially needed for personal fulfillment and development, social inclusion, active citizenship and employment.

This framework defines eight key competences and describes the essential knowledge, skills and attitudes about each of them.

These key competences are:

- communication in the native language,
- communication in foreign languages,
- mathematical competence and basic competences on science and technology,
- digital competence,
- ability to learn learning,
- social and civic competences,
- sense of initiative and entrepreneurship,
- cultural awareness and expression.

In Romania, the eight key competences were introduced explicitly in the new Law of Education no.1 / 2011, being targeted by school programs even before its appearance. The paradigm shift in education, by moving from a system based on transmission of knowledge and skills development to a system aimed at training of skills is required by global changes in the economy and society, imposed by the fastest growing information technology in a globalized economy. According to the common European principles concerning the competences and qualifications of teachers, the teaching profession has to rely on high qualification. Teachers have to graduate some form of higher education. Also, each teacher should be able to continue their studies at a higher level, to develop teaching skills and to increase their chances of career advancement.

Through a multidisciplinary approach, teacher training should provide:

- deep knowledge of the subject they teach,
- high pedagogical knowledge,
- skills guidance and support for pupils,
- understanding of the social and cultural dimension of education.

The teaching profession should be placed in the context of lifelong learning. This context must be developed by:

- encouraging and supporting system-wide continuing professional development, which may include periods of time spent outside the education system, recognized and rewarded as such by the education system,
- recognition by teachers and educational institutions of the importance of professional development throughout life, encouraging teachers to review educational activities and practical ones in order to increase their effectiveness both through innovations and research in the field and based on the evolving of the knowledge society in general,
- understanding by the teaching staff of their role in educating those who will learn throughout life.

The teaching profession should be considered a mobile profession. Mobility must be a central component of initial and continuing teacher training. Mutual recognition of the status and teaching experience, along with ensuring mobility between different levels of education are two important directions for action in this regard.

The teaching profession should be based on partnerships. Institutions providing professional training must organize their work in collaboration and partnership with other schools, the local business community (employers), training providers and other stakeholders. Higher education institutions should ensure that their educational offer is based on knowledge of current practices.

Teacher skills should enable each teacher to:

Work with others - teaching profession must be based on values such as social inclusion and the development of the potential of every learner. To this end teachers must have knowledge of human growth and development and demonstrate

self-confidence when engaging in teaching activities. Teachers must be able to work with students as individuals and to give them support to develop as participatory and active members of society. They must be able to work so as to increase the collective intelligence of learners and to collaborate with colleagues to develop their skills.

Operate with a considerable amount of new information, technology and knowledge - teachers must be able to handle a wide variety of types of knowledge. Their own training and professional development should enable accessing, analyzing, validating, transmission and reflection on knowledge, calling for effective use of technologies, when appropriate. Pedagogic skills should allow them to build and manage appropriately learning environments and retain the intellectual freedom to decide how they organize teaching.

Their confidence in the use of information and communication technologies must enable their integration effectively and efficiently in the process of teaching / learning. Theoretical and practical knowledge should enable teachers to learn from their experiences and tailor a wide range of teaching and learning strategies to the needs of students.

Work with and in society - teachers help to prepare young people to become responsible for their role as European citizens. Teachers must be able to promote mobility and European cooperation, and encourage intercultural respect and understanding. They must have a correct understanding of both the respect of cultural diversity and the identification of common values. Teachers must be able to understand the factors that contribute to cohesion or social exclusion and ethical dimensions of knowledge society. The teaching staff must work effectively at all levels: local, regional, national, European and global.

Ultimately, the teaching staff, learning facilitation and educational environment developing skills are required, which can be considered definitory for the teaching activity. To these skills are added two others, more general, on cooperation and interaction, on the one hand, and lifelong learning, on the other hand. To facilitate learning and to develop the educational environment, the teacher must have the self-assessment skills and reflection on their own work. Reflection is not necessary only at the individual level, being essential to be extended to the community level. In this context, communication becomes a major tool for acquiring a joint comprehension on labor and on the development of a work community. Communication involves peer cooperation and interaction at many levels, representing a key factor for the development of teaching process.

By limiting the area of concern, it would not be irrelevant listing new requirements relating to the work of teachers, as they appear in the literature of speciality, which may be considered targets of the training:

- the ability to define goals and to achieve them in cooperation and partnership;
- the ability to work in teams;

- the ability to think through the organizational, institutional and financial terms;
- the willingness to take on responsibilities and initiatives;
- the confidence in professional and personal development;
- the willingness to share worries and personal problems of colleagues and learners;
- communication skills, authenticity and empathy;
- the ability to overcome non-productive frustrations, resistance to change and bottlenecks;
- the openness to pluralism, multiculturalism and polycentrism;
- the ability to guide in the socio-cultural backgrounds;
- the ability to act differently depending on the audience and the specific situation.

Conclusions

In Romania, according to teachers, among the mentioned above important factors in the career, relevant legislation and its enforcement mechanisms create milestones in career paths and professional development. The National Education Law no.1 / 2011 traces these milestones in career paths (filling teaching positions through competition, exam completion, didactic degrees II and I) and other benchmarks which aim explicitly or create the framework for professional development.

The distinction between career paths and professional development is not strict, they intertwine, on the professional route (legislatively highlighted) it may be identified professional development opportunities for teachers both experienced and beginners in the teaching career.

References

- Beneitone P., Gonzalez J., Wagenaar R., (2014), *Tuning Latin America, Meta-profiles and profiles. A new approach to qualifications in Latin America*, University of Deusto, Bilbao, p.81
- Negovan, Valeria (2006), *Introducere în psihologia educației*. Editura Universitară, București
- Super, D.E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16, 282-298.
- Taveira, M.C. & Moreno, M.R. (2003). Guidance theory and practice: The status of career exploration. *British Journal of Guidance and Counselling*, 31(2), 189-207.

CONSEQUENCES OF FAMILY ENVIRONMENT DEPRIVATION ON DELINQUENT BEHAVIOR

R.S. Matei

Raluca Silvia MATEI,

Lecturer, Ph.D.,

“Ovidus” University of Constanța,

Faculty of Psychology and Educational Sciences

Abstract: The topic treats the way in which family, in its organization and functioning, determines the delinquent behaviors of minors, significantly influencing the growth of juvenile criminality. This thesis has as main goal, both theoretically and practically, to explain the way in which family, in its organization and functioning, determines the delinquent behaviors of minors. The growing tendencies of juvenile criminality, for the last decades, represent a real phenomenon, whose effects cannot be ignored either by prosecutors, criminologists, sociologists and psychologists, or by the specialists who are responsible with applying the laws, as well as with preventing the antisocial manifestations of minors.

Key words: deprived of liberty person, imprisoning, detention.

Introduction

Penitentiaries, specific psychosocial interaction environments, are the cause of several secondary psychological phenomena, sensitively compared to the general phenomenon of hospitalism.

The principle of working with delinquent minors is mainly recuperative and it is based on moving on from understanding the act-delinquency to personality-delinquency: although for the judge the criminal act has a major importance, this is nonetheless the manifestation of a bad structured personality characteristics, in an improper living environment; knowing that, only by changing this perspective, the justice's tutelary function can be applied, to transform it from the classical

authority representative into a method of creating social ties. Teenagers' custodial institutions follow the quality of accommodation, schooling and professional forming, as well as the contents of moral and social recovery programs.

The National Administration of Penitentiaries is in charge with minors who with different juridical cases: minors that are inpatient for executing an educational charge, jailed minors and minors that are placed into custody. The re-education center is a subordinate institution to the National Administration of Penitentiaries whose main goal is the psychosocial recovery of delinquent teenagers, which are executing an educational correction, depriving of liberty.

The purpose of the thesis/study

This study focuses on analyzing the following objectives: highlighting the effects on delinquent behavior, that are caused by the separation from the family and broadly, the separation from the environmental origin, as environment of support.

Research methods

The research of a phenomenon/process or the relationships between several phenomena was based on choosing the appropriate methodology (methods, techniques, procedures and instruments) in the treated subject. The tools that have been used for this research are: psychological interview, structured interview, (5 items, "Autobiography"), as well as statistical methods: start statistical indices, correlational analysis, the frequency analysis.

By conducting the psychological interview, the following tasks are accomplished: the identification and analysis of life events, past and present, authentic subjects with psychological significance that can be treated from complex perspectives. The identification of the following aspects was taken into consideration: the disruption of family relationships: in the family of origin: conflicts between parents, divorce, adoptive parents, physical aggression, material privations, the child being abandoned by his/her parents; in the new formed family: conflicts between spouses (physical aggression, indifference, jealousy, alcohol, adultery), disease, lack of shelter, inappropriate living conditions.

1. Sampling

The research was conducted inside the Hospital Penitentiary "Poarta Alba" Constanta, during January – May 2013 on an intentionality type sampling group of 60 subjects, divided into two subgroups: 30 subjects are deprived of liberty individuals, recidivists; they are all men, aged between 23 and 48 years old; 30 subjects are deprived of liberty persons who are executing the the ongoing first liberty depriving punishment, aged between 26 and 52 years old.

2. Working premise

It is assumed that the separation from the family results into changing the perspective on the family.

3. Data analysis

The qualitative analysis is based on the idea that the family has a fundamental role in the persons that are deprived of liberty, regardless if they are during execution or after the execution period.

Taking into consideration the fact that social relationships of the imprisoned, deprived of liberty persons are deteriorating once they are jailed, their relationship with their family (the wife, concubine) could represent for the former one of the major resources they have when dealing with different social situations, typical to each specific period of time.

For those imprisoned persons who have made their own family before being jailed, family could be the fundamental dimension that can help them push through the whole time, while they are being incarcerated.

It is important the material, spiritual, emotional support that family can offer to the imprisoned, throughout the period of serving the sentence, on one hand, but also once the deprived of liberty persons return to the community's social space, on the other. Baumeister (1989), along with Naser and La Vigne (2006) favor the importance of the social support during the process of tracing, representing a protective factor for the ex-jailed.

Relatively recent studies conducted by La Vigne and Debus (2009), on discharging the imprisoned and the role of the family support in the process of reinstatement show that a percentage of 88 % of the studied population of imprisoned say that, although they are not at the first conviction, they did have a support from their families, both material and moral and emotional, although according to the quoted researchers, the support was not defining in giving up crimes. Thus, undeniably, the family and community support receives a fundamental dimension when we refer to jailed persons.

According to the specialty literature, the qualitative research is interested in the complexity of social interactions that are expressed in daily life and the meanings given by the participants to these interactions. (Băban A., 1998)

We considered relevant the use of qualitative research and of its specific methods, because we explored the reality of some of the subjects of the sampling group in regards to the family relationships, by the use of the interviews.

For this, we followed: the identification of family relationships' nature of the imprisoned, during the previous detention period; the way the detention changed the perception of the imprisoned in relation to their own families; the perception they have on family life, from the perspective of deprived of liberty persons, after being set free.

The interview was structured following the items:

1. Describe the family you come from (in which you were born or in which you grew up).
2. How do you think that the family you come from influenced your life?
3. What do you think that your family members should do, so that your family would be perfect? What do you think you should do so that the family would be perfect?
4. Did your parents, brothers or sisters execute depriving of liberty punishments? If *yes*, describe the case and explain *why*.
5. What do you think you should do so that your life could be called “perfect”?
6. Who would you consider responsible for the worse in your life? In which way is the family responsible?

After the conducted interviews, we concluded that detention has changed the way of relating to their own families (wife, concubine, children) of the deprived of liberty persons, as well as the perception they had on their family life, before being incarcerated. Detention, along with the inevitable changes that it brings in the life of a deprived of liberty person, have brought positive changes as well, at least declaratively.

The majority of subjects describe the family in terms of “good”, with healthy moral values, shortly idealized. Only one single deprived of liberty person declares that for him, family does not represent anything: *“For me, family is not something stable, I never gave any importance to it, and also now, since I’ve been imprisoned, I do not miss it; I talk on the phone with the last concubine, she visits sometimes, it is just that now I do not like her anymore because she keeps on nagging about her waiting for me outside, me getting a job and giving money to the kids, that if I won’t she would report me for not paying alimony, she puts pressure on me and I do not like pressure. I told her that is she doesn’t leave me alone, I will leave her and maybe this way I will have a new relationship with the concubine from the penitentiary, who has been there for me in here”*. (A. S. aged 39, sentenced to 7 years in prison for drug trafficking, 4 months before being discharged).

Briefly, we will present relevant fragments of the answers given by the jailed persons, regarding different aspects of their lives, such as:

1) the attitude of the imprisoned towards the extended family, prior the incarceration; 2) the nature of the relationship between the imprisoned and the nuclear family before and after the incarceration, in order to see if there are any changes in the couple relationship and which are the modifications that occurred after the incarceration of the sentenced person; 3) the way the deprived of liberty persons relate themselves to family life after being discharged, from the position of persons deprived of liberty.

1) The attitude against the family of origin before incarceration

The first thematic unit from the interview guide aimed, through the opened relevant questions, the identification of the attitude of the deprived of liberty person towards the family, before incarceration: the attitude towards parents before incarceration: the nature of the relationship that the former had with the latter.

The relationship with the parents was tensioned, conflicting, characterized by fights and violence. These conflicts were mainly caused by the lack of material resources, by the parents' deviant behavior (alcohol addiction, crimes, etc.). We present, briefly, few relevant fragments of the recorded answers: *"When I started to steal, my life turned upside down, my parents didn't let me come back home, even before we didn't get along with each other, my father was beating my mother on daily basis, after a while they divorced, my mother re-married, then she divorced again, all sort of such problems. I was fired from the job because I caused losses for the company, and suddenly I was alone and then disaster followed"*. (D. V. aged 38, sentenced to 8 years in prison for theft. He still has to serve 3 months sentence).

2) *The relationship with their own families before and after the incarceration*

The second important direction was the identification of the nature of the relationship between the deprived of liberty person and his wife/concubine, before and after the incarceration.

After analyzing the results, we paradoxically noticed that the relationships between the former and the wives/concubines improved and stabilized, after the incarceration of the former.

"We broke up twice, we used to fight often, either because we didn't have enough money, or because I didn't work enough... we were not a very united family, I was more violent, I wasn't beating her but I was cursing and breaking objects around the house, but since I have been imprisoned, she has always been next to me, we had some arguments, we split up for a year, but I wrote her and then we got back together and now we are getting along well" (F.A. aged 34, sentenced 10 years to prison for murder. He still has to serve 4 months sentence).

It seems that, paradoxically, the detention did not destroy family relationships, couple relationships of persons deprived of liberty, on the contrary, these relationships stabilized during detention period, they learned how to appreciate more the support of the family. Unfortunately, the penitentiary system does not offer the possibility of keeping a relationship with the family (wife, concubine, children) as natural as possible, the connection with them being only possible through phone, visits that cannot always ensure a proper communication environment.

3) *The deprived of liberty person's perception of his own family, after incarceration*

The third dimension of interest aimed the identification of the deprived of liberty persons' perception of their own family, formed long after incarceration, in order to observe whether this perception changed due to incarceration.

Due to incarceration, the imprisoned changed their perception of the family and claim that after being discharged, they will change their behavior against their wife or concubine.

“After I get out, I won’t argue with her, I won’t curse on her like I used to, I don’t know how I would have managed to get through this period without her, I might have turned into a worse person, because I wouldn’t have cared, I wouldn’t have had anyone outside anyways, but she helped my physically and financially as much as she could, poor thing, she used to borrow money to send me” (F. S. aged 35, sentenced to 8 years in prison for theft. He still has to serve 3 months sentence.)

Results an discussions

Through the qualitative analysis we highlighted: the nature of the family relationships of the persons deprived of liberty, before incarceration, the way the detention has changed their perspective related to their own families (the relationship between husband and wife, concubine, children), as well as the perception these persons have form the perspective of “imprisoned” on the family life after being discharged.

Without being a well determined objective, we noticed that the deprived of liberty persons manifest uncertainty in regards to their future related to the family life, finding a job, etc. although they claim they want to reward their family for being next to them. Yet, their speech is dominated by verbs expressing desire “I hope”, “I would like to”, “I wish”. This can be explained by the fact that these people are not physically, morally, socially ready to be responsible, the fear of the failure that they think they would inevitably face once discharged. These convicts hide behind their own projection, as well as the projection of “the outside life”, which is mostly totally different and in disagreement reality.

The qualitative analysis reveals the obvious presence of difficulties in adaptability, of negative feelings towards the family and towards themselves, the need of protection, identity disorders, hyper-emotiveness. The persons deprived of liberty see these conditions, feelings as being inevitable after being discharged, they believe that all these will deprive them from reestablishing their relationships with the family (wife, concubine and children), after being discharged.

Table 1: Correlation between the frequencies of C factor and the relapse

FACTOR C			
Life style	„I” weak	„I” strong	Notes in the zone with no significance
„primaries”	5	7	18
„recidivists”	15	7	8

$$r = 0,753 \quad p < 0,01$$

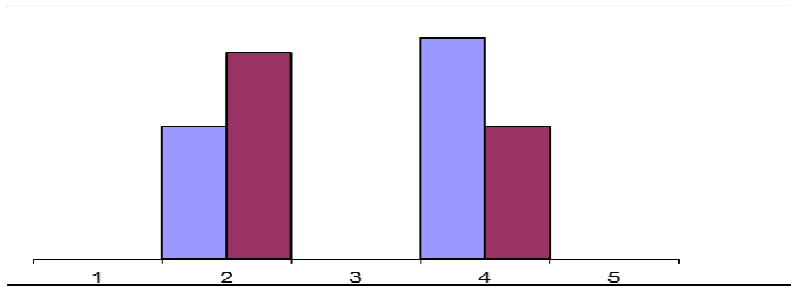


Figure 1. Self Evolution

Figure 1 highlights the growing frequency of low scores – the pole characterized by instability that represents the characteristics of a weak I: emotiveness, affective immaturity, instability. The subject reacts on frustration, in an emotional manner, he is inconstant in his attitudes and interests, runs away from responsibilities, abandons easily. He has the feeling of family dissatisfaction and gets easily discouraged.

The social environment associates significantly: *negatively* with the level of education of the imprisoned (*low* – 62,9%), correlation coefficient “ – ” 0,98; the school frequency of the imprisoned (normal – 49,8%; occasional – 22,7%; frequent absence – 9,4%; abandonment of courses – 13,4%; expelling – 1,1%; no school – 2,7%; not answering – 0,8%); *positively* with their level of school performance (*weak and very weak* – 20,4%; *mediocre* 54%) – correlation coefficient „-”0,111; The analysis of the frequencies of items of these variables show the absence of significant differences between the level of education of the parents (*the father* – 73,9% *low*; *the mother* – 70,1% *low*) and of the person deprived of liberty (*low* – 62,9 %), they are coming from families with low level of education, hence the explanation for the carelessness for school and the lack of education.

The variables – the type of relationships between parents and the type of relationships between the person deprived of liberty and his parents (the family climate from the subjects’ families) – significantly associate with the variables belonging to dimension – the formed family of the person deprived of liberty: - the frequency of conflicts between the person deprived of liberty and wife/concubine/husband in the new formed family (*occasional conflicts* – 62,1%) – correlation coefficient 0,080.

The interdependence of these variables, the insignificant percentage differences between the values of the component items show that the jailed people under the influence of the social environment (family environment, school, social

context) in which he/she was formed, took the parental model and promoted it in his/her own family, the manifestation of family solidarity and union starting in the family of origin of partners, through the way they were prepared and oriented towards understanding each other, through the primary and anticipatory socialization.

Conclusions

After consulting the specialty research in this domain and after making the correlation in our own research, we can conclude that separating the prisoner from his family several years leads to changing his perception of the family. Although it is relatively independent in relation to the society in which it is formed, the family is conditioned, in its organization and evolution, by the economic, social, religious and moral particularities of the society that it reflects. Representing the most important and dynamic structure of social life, the family is determined by the general rules of society development and by the entire historical process, that transform it, make it develop in particular forms (historical types of families), but do not modify its essence. The evolution of society and family highlights the historical nature of family's forms, their addiction of the action field of the general rules of social development.

References

- Baumeister, R.F., Tice, D.M., Hutton, D.G. (1989), *Humility, Egotism, Forgiveness, and the Victim Role*, New York: Oxford University Press.
- Băban A. (1998), *Stress and personality*, Cluj University Press, Cluj-Napoca.
- Butoi, T. (2011), *Legal Psychology*, University Treaty, Solaris, 2011.
- Florian, G. (2003), *Penitentiary phenomenology*, Oscar Print, Bucharest.
- Naser, Rebecca L., Nancy G. La Vigne (2006), Family support in the prisoner reentry process: Expectations and realities, *Journal of Offender Rehabilitation*, 43 (1): 93-106
- La Vigne, Nancy G., Debus S. (2009), *One Year Out: Tracking the Experiences of Male Prisoners Returning to Houston, Texas*. Washington, DC: Urban Institute

INTERVENTION ON ELDERLY WELFARE

A.M.Breaz

Alina Maria BREAZ

lecturer, PhD,

Aurel Vlaicu University, Arad, Romania

Abstract: Elderly welfare is based on our interest professionals and caregivers and to give them adequate social services to their environment. Evolution means adaptation and creation necessary standards.

Key words: solidarity, vulnerability, social work policies

Family solidarity ensures the transmission of values to new generations and also of the transmission of the financial resources and public solidarity ensures the transmission of financial transfers from active adults to the elderly. Helping older people is provided by two forms of solidarity, family and the public. The two forms of solidarity intersect and complete each other, the situations being different, some elderly people in achieving their roles, support the family by taking over the managerial activities of the house or having grandfather tasks, making it possible for adults to carry out their employment activities, support financially the family by contributions he has, but there are situations where the family is forced to reorganize the normal way of life as a result of the fact that the elder person in family lost its autonomy and is dependent on their help, situation in what they can keep the elder in family or can use to the services offered by the society (Gârleanu, 2006).

The family is involved in informal support services for the elderly through common tasks of cooking, washing, emotional support etc., being shown that the informal services offered by family, friends, volunteers are provided at different rates and depend on the existence and the usage of formal services by the elderly. The number of institutionalized persons who reside in the locality where the institution of social assistance exists, is much higher than other places (Verza, Schiopu, 1981).

At the same time, the emergence and development of community services are determined by the economic situation together with the social and political

situation which impact the performance and response to problems of the elderly. It is recognized that not the aging is the problem which makes elderly people vulnerable, but the ability of these people to cope with the revenue they have to the condition that they have in society

The elderly person turn to vulnerable person by the following factors:

- poverty;
- inadequate housing;
- receipt of a lower quality services;
- disadvantageous legal regulations .

The reasons which led the institutionalization of the elderly in care centers in Arad were (Source www.dgaspca.ro) (see table 1).

Table 1. The reasons of institutionalization in Arad

Lack of interest from carers	Conflict with carers	family violence	Health	Loneliness	low income	Homelessness
6%	7,8%	5,22%	21,74	19,13 %	15,66%	24,35%

Not all seniors are vulnerable in terms of income they have, and the new legal regulations that have made possible a significantly increase of pensions, raise their income sometimes more above the active people income in the public sector. Reduced ability of the elderly to adapt and respond to the demands of society, have given rise to different types of services provided in the European guidelines for the elderly, as follows:

- a) *medical services*: general hospitals, with special geriatric compartments, psychiatric hospitals, general practitioners working in the hospital or making home visits;
- b) *residential services*: shelters or collective housing; service apartments; homes of the elderly; care centers; nursing homes; hospitals that provide medium and long-term care;
- c) *community services*: home care services; community health care; Day Center for Elderly; providing food services at home; day care centers; cleaning services at home.

Accessing social protection services is a right of elderly provided by the European Social Charter, they having the possibility to decide for themselves what is the most appropriate way of life, being supported in this endeavor by the regulations contained in Law 17/2000 on social assistance for the elderly; Order no. 246 of 27 March 2006 approving specific minimum standards for quality home

care services for elderly and residential homes for the elderly; 47 Law on the National Social Assistance; Order no. 68 / 28.09.2003 on social services; H.G. 541 approving the National Strategy for development of social assistance for the elderly; Law 48/2006 on the protection of rights of persons with disabilities.

The national system of social assistance for the elderly in Romania offers the following benefits and services:

- a) *remittances*: welfare allowance; heating allowance; emergency aid; pension benefits or other than those derived from the social security system;
- b) *free or cost reductions for*: spa treatment and rest; town transport and transport for long distance; Radio-TV subscriptions; stores with low prices;
- c) *health care facilities*: healthcare without payment except those with pensions over 900 lei; compensation and reductions in drug costs;
- d) *services provided in social welfare residential institutions*: housing, care, assistance, recovery, support and advice;
- e) *care at home*: these services can be accessed by low-income seniors;
- f) *alternative services*: day centers, rest centers, clubs.

The services provided for older people at home are:

- a) *social services* relating mainly caring person, prevent social exclusion and support social reintegration, legal advice and administrative support services and payment of current obligations, home care and household help for housework, cooking. These services are established and operated mainly in large cities, which have sufficient funds to enable the development of these services. Legal advisory services for the elderly are important because the lack of information and the expert advice of a specialist keep away the possibility to damage the elder by signing documents without knowing what he signs.
- b) *social and medical services* mainly the help to achieve personal hygiene, rehabilitation, fitness and mental adaptation, the house adaptation to the needs of elderly and the involvement in economic, social and cultural activities as well as temporary care in day care centers, homes for night or other specialized centers; Specialized services are typically provided by the Directorates for Social Assistance and Child Protection which provides services also for the older people following the requests of community social services, which must account for all services they have offered to the elderly before.
- c) medical services in the form of consultations and medical care at home or in health institutions, consultations and dental care, administering medication, providing medical supplies and medical devices (Sandu, Dumitru, 2007).

Community services provided for older people in homes are:

- a) social services, which consist of:
 - household help;
 - legal advice and administrative matters;

- ways to prevent social exclusion and social integration in relation to psycho-affective capacity;
- b) socio-medical services, which consist of:
 - help to maintain or rehabilitation of physical or intellectual capacities;
 - ensuring occupational therapy programs;
 - support for carrying personal hygiene;
- c) medical services, which consist of:
 - the medical advice and treatment in specialized medical institutions or individual bed, if it is immobilized;
 - care-nursing;
 - provision of medicines;
 - providing medical devices;
 - consultations and dental care.

In an attempt to provide services to ensure the wellbeing necessary, low cost and not to subject the elder to a special effort to adapt, medical services have been identified as very important in trying to achieve keeping the elderly at home, and if this it is not possible the necessary support is provided by a social care institution. Take advantage of the law 17/2000, the elderly person who is in one of the following:

- a) has no family or is a dependent of a person or persons committed to it, according to legal provisions in force;
- b) has no home and no opportunity to secure housing conditions based on own resources;
- c) no income on their own or they are not enough to ensure the necessary care;
- d) can not administer oneself or require specialized care;
- e) is unable to provide him the social and medical needs because of illness or of physical or mental state.

Social policies are concerned with the preservation for a longer period of elderly in the family by offering informal support, providing support through prevention services at the community level because the costs of these services are significantly lower than the cost of a residential facility. The responsibility for ensuring the necessary funds to offer these services both at home and in the center is based on the principle division of responsibilities between central and local government.

Older people receiving residential care services contribute with 60% of their income. Assessing the needs of older people is very important in order to provide adequate services according to their needs, in function of which are provided the effective means of intervention.

Additional measures needed

For developing social policies regarding aging and the elderly, should be taken into account all aspects that ensure the consistency and the overall picture of

the whole process as follows: medical; legal; administrative; economic; social; demographic; gerontologic. (Marshall, 1993)

To meet the growing phenomenon of population aging, it turned to a global approach to the design of policies and social assistance programs, taking into account aspects of the normal working life, the validity of net demarcation between work paid and pension system, financing forms of material support of older types of services, autonomy of older people and their role in family and society.

The principles underlying the development of social assistance programs should consider:

- preserving the dignity of older people;
- maintaining the ability of old people to operate independently social;
- boosting ties with family and community;
- harnessing the creative potential of the elder and their capacity to transmit experience.

References

Gârleanu, S., D., (2006), *Vârsta a treia*, Editura Institutul European, Iași

Dumitru, S., (Coord.) (2007), *Practica dezvoltării comunitare*, Editura Polirom, Iași

Marshall, M., (1993), *Asistență socială pentru bătrâni*, Editura Alternative, București

Verza, E., Schiopu, U., (1981), *Psihologia vârstnicilor*, Editura Didactică și Pedagogică, București

AWARENESS AND INVOLVEMENT OF YOUTH REGARDING ILLEGAL DRUGS

D.S. Bălăuță

Dănuț-Sorin BĂLĂUȚĂ,

PhD student

West University of Timișoara, Romania

Abstract: This paper's theme falls into an area that is gaining momentum globally. Representing one of the great challenges of humanity, for Romania, drug use has started to become a problem along with the socio-political changes of '89. Knowledge and use of drugs is a matter not only of contemporary times, it is not a recent phenomenon. The consumption of illegal substances is of social, moral and legal interest, a dimension regarded and regulated differently, depending on culture and education and is becoming of increasing concern for Romania. This paper is an analysis that highlights both awareness of youth on the negative effects of illicit drugs and also their level of involvement in this issue.

Keywords: illegal drugs, youth, awareness, involvement

Theoretical considerations

Since ancient times, people have known the properties of drugs (the oldest natural drugs are the Indian hemp, coca leaves and poppy grain), selecting plants that have euphoric action, which they used in ceremonies, religious rituals or therapeutic purposes. In the last 100 years, the development of the chemical and pharmaceutical industries has enabled the creation of new drugs, synthetic or semi synthetic.

The *drug* substance refers to any plant, animal or mineral used in the preparation of meds or as a narcotic (<http://dexonline.ro/definitie/drog> accessed in March 2017)

Narcotics are substances that inhibit the nerve centers, causing a state of mental and physical inertia (Gavrilă-Ardelean and Gavrilă-Ardelean, 2015). Commonly used, they lead to tolerance and the need for increased doses. Narcotics can be either natural or synthetic, leading to addiction, if excessively consumed. The most popular narcotics are morphine and heroin. (Sandu, 2002)

Two common terms related to drug discussions are addiction and withdrawal. Drug addiction is behavior leading to mandatory use of the drug and is

characterized by the need to use the drug (Gavrilă-Ardelean and Gavrilă-Ardelean, 2016). It is "a cluster of physiological, behavioral, cognitive and psychological phenomena, developed after repeated, continuous or episodic administration of a substance, to achieve psychic effects or to remove an unpleasant condition." (Bărbat, 2010, p. 31)

Dependence can be of three types: psychological, physiological or mixed.

Withdrawal, in its general sense, it is the manifestation of the body's psychosomatic manifestation from accidental or voluntary interruption of consumption of the product (in this case drug) taken for a long period of time, in large amounts. (Trancă, 2016)

By origin, drugs can be both natural but also synthetic and semi-synthetic (most drugs). A widely used classification distinguishes:

I. Euphoric drugs

4. Opioids

Phenanthrene

- Natural: morphine codeine

- Semi-synthetic: heroin (diacetylmorphine)

- Synthetic: methadone

Isoquinolon: Papaverine and Noscapine

5. Coca alkaloids

II. Inebriants

5. Alcohol

6. Solvents, varnishes, glues

7. Fuels

8. Aerosols

9. Gases

10. Nitrite

III. Hallucinogens: LSD, Mescaline, Cannabis

IV. Stimulants: amphetamines, ecstasy, caffeine. (Bărbat, 2010)

Risks of substance use/abuse can be enhanced by several factors: a difficult economic climate, school failure, violence, abuse, mental health problems, a parent who is a drug addict, high permissiveness on consumption, attendance in marginal groups, and excessive rigidity on consumption. Early experimentation with illicit drugs is risky for later consumption. (Bărbat, 2010)

The person consuming drugs may present problems in the family plan, financial plan, health, and also maintaining a job. A very permissive legislation along with high social tolerance are key contextual factors that favor the use and abuse of illicit substances.

As mentioned above, mental health is an important aspect when it comes to various drugs. The ability of handling inner and outer conflicts, to control emotions

properly so as not to cause an inner imbalance and the ability to understanding and accept experiences (Kelemen et al 2016) can prevent future drug consumption.

Certain circumstances may mediate or moderate exposure to illicit drugs. They are known as protective factors. Clear family rules, proper communication between members, personal balance, all these are protective factors that reduce the risk of addiction. Also, a balanced financial situation, no mental health problems (of the individual and parents), self-confidence, ability to control emotions, success in school, all contribute to reducing the risk of future consumption of illicit drugs. (Bărbat, 2010)

In general, drug users are stigmatized, both by others and by the professionals that work with them (Gavrilă-Ardelean, 2016). The social worker is among the professionals involved in helping users/addicts, and in the evolution of forms of rehabilitation and social reintegration, being obliged to recognize a potentially addicted client. When it comes to stigma and marginalization, a social work language with inconsistent semantics may enhance the social exclusion of the client, in this case, the consumer. (Goian, 2010)

For drug users, the social worker aims at restoring the social integration of the person. The social inclusion issue does not arise in the same way for all individuals. Thus, the social worker can be involved in employment of the drug user. This could mean a course of training, literacy, school completion or obtaining social support in case of major disability. For those who already possess a professional qualification, the social workers can arrange meetings with potential employers. As the consumer can also be part of a vulnerable group, social economy can come into play here, when it comes to labour market integration (Goian, Vasiluță-Ștefănescu, 2013)

Methodology

The main purpose of this study is to highlight the awareness and the main misconceptions of youth regarding consumption of illegal drugs. The specific objectives of the study are the following:

15. Highlight the level of awareness among youth regarding consumption of illegal drugs.
2. Highlight the involvement of young people on the issue of resorting to illegal drugs.
3. Highlight the possible prejudices regarding the issue of illicit drugs.

The research is a quantitative approach that used a structured questionnaire with 18 questions. 5 - on general information about drugs (ex .: "What types of illicit drugs do you know?", "Which of the following drugs can be used medically?"), 3 - on their involvement in drug issues; 10 - on perceptions and prejudices about illicit drugs and consumers. (Ex .: "Drug addiction can only happen to those people that have weak will?", "Illegal drugs can give addiction only when consumed in a pure state or as injections?").

Data were statistically analyzed using the IBM SPSS Statistics, version 20, and the methods used were frequency analysis.

In all the research steps the ethical principles have been taken into account and the anonymity of respondents was assured. We mention that because of the small number of respondents, the study results can not be generalized beyond this lot.

Results and discussions

This study takes into account 80 students from Banat's University of Agricultural Science and Veterinary Medicine (35 male, 45 female; mean age = 23 years). Following the analyzes that were conducted, no significant differences were found between statements supported by male and female students. Thus, their reports were analyzed in a cumulative way.

Among respondents, according to their statements, the number of cases of consumption decreased from 33.75% to 11.25% in the past now. According to their statements, 76% know the harmful effects of illicit drugs. Of these, only 24% consumed in the past, compared with half of all the respondents who do not know the harmful effects of illicit drugs and have resorted to consumption. Whether they know drug-related harms or not, there is a great temptation to take drugs as 68.75% of all respondents answered yes to the question "Are you tempted to use illicit drugs." Worrying is that the temptation to use illicit drugs is higher among those who do not know their adverse effects (83.33% versus 60%).

Only 6.25% of the total respondents were involved in organizations or activities with direct reference to drug use and 15% were not involved, but they have expressed desire to be involved in the future.

Besides being an illegal act, unanimously respondents considered illicit drugs as dangerous for health. In their assessment the most often mentioned were heroin and ecstasy (97.5%, and 83.75% of the responses). Also, according to respondents, illicit drug use at macrosocial level can be affected by legislation (through source control) but also through education.

Although 87.50% of respondents know that whatever their mode of administration (pure or injectable) drugs can lead to addiction, the same respondents said that drugs can be addictive only for those who are weak-willed. At the same time, more than half (57.5%) did not know that the use of cannabinoids (cannabis, hashish, marijuana, ganja) can lead to addiction

Conclusions

Without any doubt the drug issue was, is and will be very controversial. From a socioeconomic approach of the issue of drugs, we should not lose sight of the role and importance that society has towards recourse to illegal drugs. Illicit drug consumption has a negative impact on the functioning of society in general and especially individuals.

Few consumers are aware that between the consumption of tobacco, alcohol and illegal drugs aside from the harmful effects of the drug itself, even involving in accidental or experimenting is an illegal activity and may result in criminal prosecution. A low standard of living, fragile governance, lack of information and education, lack of involvement in drug problems can be fertile ground for the production, trafficking and drug abuse.

From the research results we can highlight that if young people know the harmful effects of illicit drugs, then the decision to consume is lower, and although most young people (75 out of 80 - representing a rate of 93.75%) do not engage in organizations or activities with direct reference to drug use together with other knowledge on the harmful effects of drug use, the chances of consuming are lower, but the temptation remains, it is existing even if people have not tried yet.

Another explanation would be that the most influential factor in the use of illicit drugs consumption is the curiosity, more than half of the respondents (ie 43 to 53.75%), placing it as the first in importance followed by pressure of the group (by 32-40%) and only the 3rd place for eccentricities.

We should mention that one of the greatest prejudices of young people in terms of consumption of illegal drugs is that addiction occurs only when consumers have weak will, this statement is supported by 70 respondents, representing a percentage of 87.50% of the total.

One could say that our country currently faces a low rate of consumption of illicit drugs and is only a transit country. But it is absolutely necessary to promote social policies of support for those who have fallen into the trap of drugs and policies designed to prevent (possible) use of these substances.

References:

- Bărbat, C. A. (2010). *Adolescenții și drogurile: repere socio-psihologice*, Editura Victor Babeș, Timișoara
- Gavrilă-Ardelean, M., Gavrilă- Ardelean, L. (2016). *Elemente de medicină internă și socială: note de curs*, Ed. a 2-a, rev. și adăug., Colecția Medica, Editura Școala Ardeleană, Cluj-Napoca, Editura EIKON, București
- Gavrilă-Ardelean, M., Gavrilă- Ardelean, L. (2015). *Neuropsihofiziologie: curs*, Ed. a 2-a, rev. și adăug., Colecția Medica, Editura Școala Ardeleană, Cluj-Napoca, Editura EIKON, București
- Gavrilă-Ardelean, M. (2016). *Reducing the Stigma of People with Mental Handicap*, Agora Psycho-Pragmatica, Paper presented at The International Symposium *Research and Education in an Innovation Era*, 6th Edition, December 8th -10th 2016, Arad, Editura Universității „Aurel Vlaicu” Arad, 10(2):39-45, www.uav.ro/jour/index.php/app/article/
- Goian, C. (2010). Ten Categories of Semantic Inconsequentialities in the Romanian Social Work Language. *Revista de asistență socială*, 1, 79-90. Retrive from https://www.researchgate.net/publication/277143556_Ten_Categories_

of_Semantic_Inconsequentialities_in_the_Romanian_Social_Work_
Language

- Goian, C. & Vasiluță-Ștefănescu, M. (2013). Profesionalizarea prin intermediul masteratului în economie socială – dimensiune a parteneriatului între comunități, mediul de afaceri și cel educațional universitar. *Revista de Economie Socială*, 5, 175-187
- Kelemen, G., Fond-Harmant, L., Gavrilă-Ardelean, M., Nache, C., Plus, M, & Stassen, J.-M. (2016). Education For Mental Health. *Journal Plus Education*, 14, 48-58. Retrieved from <http://www.uav.ro/jour/index.Php/jpe/article/view/631>
- Trancă, L. M. (2016). Sevraj. In Neamțu, G. (coord.) *Enciclopedia asistenței sociale* (pp. 815-816), Editura Polirom, Iași
- Sandu, F. (2002). *Stop drogurilor*, Editura Sylvi, București
<http://dexonline.ro/definitie/drog>

THE POTRAYAL OF REFUGEES IN SOCIAL MEDIA

L. Vlaicu, D.S.Bălăuță

Luiza VLAICU,

PhD student

West University of Timișoara, Romania

Dănuț-Sorin BĂLĂUȚĂ,

PhD student

West University of Timișoara, Romania

Abstract: Since 2015, refugees and asylum seekers have become more visible to the Western world. Contrary to the promotion of diversity, social solidarity and non-discrimination, refugees often face prejudices and rejection. The current refugee crisis in Europe leads to many disputes in the cyberspace (social media - online platforms where users can create and disseminate various types of content: audio, video, text or photo) also due to religious and cultural differences. Following the extremist actions of terrorists (and not only), Muslim refugees are facing stigma, marginalization, social exclusion and even criminalization. In contrast, in social media we also find statements that encourage and support refugees and promote non-discrimination as there are Europeans who are sympathetic to their struggle. Still, we cannot ignore online abuse and the backlash that is evident in social platforms such as Twitter. As an example, we mention the hashtag #refugeesNOTwelcome. Thus, this article makes a content analysis of the way in which refugees are portrayed in social media, aimed primarily at social networks like Facebook, Twitter but also websites and forums.

Keywords: stigmatization, refugee, immigration, social media

Introduction

Social media as one of the main components of the informational society (Vasiluță-Ștefănescu, 2015) includes technologies, tools and online platforms, places where users can create and disseminate various types of content (audio, video, text or photo), but can also form social networks. The best known examples are: Facebook, Twitter, Google+, LinkedIn, YouTube, Skype, Pinterest, Instagram, Flickr, Wikipedia, Whatsapp, blogs, forums, etc.

Diana-Maria Cismaru defines social media as a whole that "consists of all types of communication and interaction achieved through the virtual environment (...). The entire virtual environment tends to turn into social media, because the interaction tends to encapsulate as a model everything that is in the online space (...)". (Cismaru, 2012, p. 20)

According to Kaplan and Haenlein, the term "social media" began to be used with the success of the MySpace and Facebook sites, since 2003. According to the authors mentioned above, social media was initially found in blog formats. A blog is generally managed by one person who can communicate with other users through the "comments" section. Famous brands use blogs to demonstrate transparency, but also to publicize important events: Adobe, Amazon, Facebook, Microsoft, etc. Communities that publish audio, photo or video content (Flickr, YouTube, etc.) sometimes raise questions regarding the distribution of material protected by copyright. Although there are regulations to restrict these situations, they cannot be fully controlled. (Kaplan & Haenlein, 2010)

The same can be said about negative posts, which are often subject to no control or supervision, usually found on forums and the "Comments" section of various platforms/websites. Any action, more or less organized can quickly be disseminated through social networking sites. The information, either real, distorted or invented can influence critical decisions and individuals, especially those who do not verify information from multiple sources. Moreover, the individual's identity can be conditioned by the media today (Țîru, Goian & Runcan, 2011)

Currently, migration is frequently a headline in the press and in social media, since the beginning of the European refugee crisis (or migrant crisis). The migration phenomenon is complex, global, often determined by economic motivations. Migration, "consists in the movement of people from one area to another, followed by a change of address and/or integration into a form of activity in the arrival area." (Zamfir & Vlasceanu, 1998, p. 351)

International migration is characterized by two major processes: emigration (an individual or a group is leaving the home region) and immigration (reception of individuals who emigrated). Related to these two processes, there are several forms: legal migration and illegal migration; voluntary migration and forced migration; individual and mass migration; temporary or permanent migration; return migration. (Cormos, 2011, p. 18)

A refugee is a person who has been forced to leave his/her country because of war, persecution, violence or a natural disaster whereas an asylum seeker is a person applying for asylum, for the right to be recognized as a refugee. (<http://www.unrefugees.org/what-is-a-refugee/>, accessed in March 2017)

The migration of more than a million refugees to Europe in 2015 has sparked controversy on how to deal with their situation and integration. The origins of people seeking asylum in Europe are various: Syria (the conflict the country is facing being the primary reason for migration), Afghanistan, Iraq, Kosovo,

Pakistan, Nigeria, etc. (<http://www.bbc.com/news/world-europe-34131911>, accessed in March 2017)

Since 2015, refugees and asylum seekers have become more visible to the Western world. Contrary to the promotion of multiculturalism, diversity, social solidarity and non-discrimination, refugees often face prejudices, stereotypes and rejection, they are stigmatized and talked about in a language that may enhance their social exclusion, even if this type of language is used by professionals who should be helping them (for example, social workers, who play an important role in supporting the integration of migrants). (Goian, 2010, p. 87)

Also, the ambiguity of language semantics in social work (but also in general language) can contribute to reducing the recuperative effects of social intervention. It is a deontological responsibility to use always the „cleanest” concept when referring to refugees and migrants. (Tomiță & Goian, 2009)

The current refugee crisis in Europe leads to many disputes in the cyberspace also due to religious and cultural differences. Following the extremist actions of terrorists (and not only), Muslim refugees are facing social exclusion and stigma.

As Mihaela Gavrilă-Ardelean states, stigma results from the lack of information and this will create prejudices that lead to negative attitudes which in turn lead to discrimination. (Gavrilă-Ardelean, 2016)

The possible partial or incorrect information appearing in social media (and mass media) about refugees, along with little knowledge of their culture and values can easily encourage suspicions about them. In contrast, in social media we also find statements that encourage and support refugees and promote non-discrimination as there are Europeans who are sympathetic to their struggle. Still, we cannot ignore online abuse and the backlash that is evident in social platforms such as Twitter. As an example, we mention the hashtag #refugeesNOTwelcome. Thus, this article makes a content analysis of the way in which refugees are portrayed in social media, aimed primarily at social networks like Facebook, Twitter but also websites and forums.

Refugees in social media

This article will deal with positive and negative portrayals of refugee in various social media networks, aiming to see how the refugees coming to Europe are presented in social media and also the way various internet users are talking about them, focusing on themes and similarities across various websites and platforms, commonly used words and phrases.

The unfavourable representation of refugees, especially Muslims is present across Facebook and Twitter. We mentioned the Twitter hashtag #refugeesNOTwelcome, a hate speech, where the Syrian male, Muslims and refugees in general are portrayed as a potential terrorist or rapist. For instance, “Truth_Raker”, a Twitter user recently posted “Europe needs to defend its borders

with lethal force to stop the migrant invasion” and “These refugees are criminal migrants. Smash them”. Amy Mek, another user posted that “More Muslim refugees mean more terrorist attacks. It is an inescapable fact of history!”. These are just two detailed posts, among others that repeat the same themes, more or less: comparing the muslim refugees to the Trojan Horse, meant to destroy the destination countries from within, calling them invaders, beggars, urging everybody to defend Europe, saying they should all be deported, calling them “rapefugees”. ([https://twitter.com/search?q=%23 REFUGEEESNOTWELCOME](https://twitter.com/search?q=%23%20REFUGEEESNOTWELCOME), accessed in March 2017)

Facebook may be the most popular social networking platform and regarding refugees, the most controversial posts are the ones that are accompanied by images or videos along with messages that lean towards contempt and hatred directed to people with refugee status.

The search bar of Facebook let’s you see the number of people talking about certain keywords. When the content analysis for this paper was made (08.04.2016), there were over 90,000 #refugeesnotwelcome posts, as well as #RAPEfugeesNOTWelcome (86,000 posts) and 88400 contain the #antimuslim hashtag.

Facebook can end up spreading rumours rather than information. This was the case with an article posted on a Romanian Facebook page (the page of a news channel) about people attacked by “a group of immigrants who were very aggressive”. The article features a false testimony and the website’s forum that published the "alert" was invaded by anti-Muslim messages. Shortly, the false news began to be shared by other websites that spread extremist propaganda regarding Muslims and refugees. (http://adevarul.ro/locale/timisoara/cum-s-a-inventat-timisoara-povestea-romanului-terorizat-musulmani-manipularea-5-arabi-agresivi-ajuns-politie-facut-valva-internet-1_5707b5925ab6550cb8c338a3/index.html, accessed in March 2017)

The positive image of refugees in social media is focusing on their vulnerability as victims of war and the moral responsibility to help them. We can find various “Welcome refugees” groups on Facebook, using slogans like “Say it loud, say it clear, refugees are welcome here”. (<https://www.facebook.com/RefugeesWellcome/?fref=ts>, accessed in March 2017)

These groups feature posts about how to help newly arrived refugees but also encouragement, posts on embracing diversity and tolerance. Also, there are various social media platforms that provide important information to migrants. Through social media, people from all over the world can get in touch for a common goal: for some of them, that goal is to support the victims involved in this humanitarian crisis that Europe is facing.

There are several ways in which social media has helped refugees recently, proving that it can do more than share information and offer a chat space: Humans of New York is a popular Facebook page (gathering more than 17 million Likes)

and has raised awareness on the difficulties of refugees. (<https://www.facebook.com/humansofnewyork>, accessed in March 2017)

Gissun Simonarson tweeted the now famous #BuyPens hashtag, along with a photo of a Syrian refugee (Abdul al-Attar) selling pens on a Beirut street with his 4-year-old daughter in his arms, and the ensuing campaign raised more than \$200,000 for him and his family. (https://twitter.com/Buy_Pens, accessed in February 2017)

This migration is highly documented and many journalists and reporters have shared images, making sure the world tracks and understands the struggles of the migrants. Thus, there are powerful accounts on Instagram (a popular platform for posting and sharing everyday photos and videos). Such an account belongs to David Maurice Smith, a photographer from Sydney: he has posted photos focusing on stigmatized communities and cultural issues. (<https://www.instagram.com/davidmauricesmith>, accessed in March 2017)

We should remember our moral duty to support those in need, in any way we can: *“Let us not forget that solidarity can be effectively learned: that means also that solidarity can be effective only through dialog and other communication’s skills”*. (Bărbat, 2015, p. 139)

Instagram has users that are mostly supportive, the search bar giving results of various accounts like: refugeeswelcome, no2racism, refugeestories, refugeeswelcomehere.

Conclusions

We can say that some of the current opponents of refugees had arguments against them even before the start of the so-called "refugee crisis". The reasons are varied and touch social policy, existing infrastructure and the economic situation of the destination country, suspicion and concern about the behaviour or actions that may occur due to radical differences of beliefs. Some of these suspicions have been validated by rude behaviours or violent actions done by some of the immigrants. These delinquent actions are constantly uploaded on social networking giants like Facebook and Twitter. Each such post stirs a new controversy, eventually bringing an addition to rejecting refugees as a whole.

Recurrent themes refer to refugees (especially Muslims) being perceived as terrorists, criminals, rapists, ill-intended people coming to Europe to cause disaster, a threat to national security, to prosperity and civilization, being associated with invasion and conflict. However, there are still compassionate people who are willing to support refugees and fight for their rights.

The ongoing discrimination that these people are facing can contribute to mental health issues. In the creational process of the social world, people design their ideas on the external environment, becoming real and changing it (Vasiluță-Ștefănescu & Vasiluță-Ștefănescu, 2012). Mental health is a crucial aspect in solving the problems that inevitably arise along with the refugee status and, as

Gavrila-Ardelean states, mental health is not only the absence of a disorder but also involves a state of well-being, inner peace and balance and is also a requirement for social integration. (Kelemen et al., 2016)

This article cannot be exhaustive and is only a brief analysis of how refugees are portrayed in social media, given that there are thousands of posts, a high number of online communities (of which some are closed groups where you cannot see the content without membership).

Social media now has the power to change public opinion, to dismantle prejudices, to help people connect with each other but also to maintain and spread hate messages.

Still, we can rely on social media to organize quickly, to set up events and crowdfunding. This can be helpful for incoming migrants. Social media should not be used as a tool to perpetuate abuse, harassment, stigma and negative portrayals that are dehumanising.

Creators of internet content, whether they belong to the press or not should focus on sharing fact-based information of immigrants and refugees and also avoid posting negative messages that instigate hatred.

Solidarity should come before everything else: *“we can see that the solidarity term acquired the ethical connotation of belonging together: in the last resort, the assistance of helpless individuals remains a moral duty. It becomes clearly enough that nowadays solidarity has a particular significance in our context of interdependence and globalization”*. (Bărbat, 2015, p. 136)

References:

- Bărbat, C. (2015). A catholic view of the ethic principle of solidarity. Consequences at the ethic-social level. *Procedia - Social and Behavioral Sciences*, 183, 135-140. doi: 10.1016/j.sbspro.2015.04.856
- Cismaru, D. M. (2012). *Social media și managementul reputației*. București: Editura Tritonic.
- Cormoș, V. C. (2011). *Migrație și Identitate – Schimbări identitare, colective și individuale ca urmare a migrației internaționale*. Suceava: Editura Universității “Ștefan cel Mare”.
- Gavrilă-Ardelean, M. (2016). Reducing the Stigma of People with Mental Handicap. *Agora Psycho-Pragmatica*, Paper presented at The International Symposium *Research and Education in an Innovation Era*, 6th Edition, December 8th -10th 2016, Arad, 10, 39-45. Retrived from www.uav.ro/jour/index.php/app/article/view/709/774
- Goian, C. (2010). Ten Categories of Semantic Inconsequentialities in the Romanian Social Work Language. *Revista de asistență socială*, 1, 79-90. Retrived from https://www.researchgate.net/publication/277143556_Ten

Categories_of_Semantic_Inconsequentialities_in_the_Romanian_Social_Work_Language

- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53, 59-68. doi:10.1016/j.bushor.2009.09.003
- Kelemen, G., Fond-Harmant, L., Gavrilă-Ardelean, M., Nache, C., Plus, M., & Stassen, J.-M. (2016). Education For Mental Health. *Journal Plus Education*, 14, 48-58. Retrieved from <http://www.uav.ro/jour/index.php/jpe/article/view/631>
- Țiru, L. G., Goian, C., & Runcan, P. L. (2011). Mass media și construcția identității sociale a studenților. *The Proceedings of the "European Integration-Between Tradition and Modernity" Congress*, 4, 797-810. Retrieved from <http://www.diacronia.ro/en/indexing/details/A23552/pdf>
- Tomiță, M., & Goian, C. (2009). Romanian probation system and the effect of semantics in social work. *Review of Research and Social Intervention*, 27, 92–111. Retrieved from http://www.rcis.ro/images/documente/rcis27_06.
- Vasiluță-Ștefănescu, M. & Vasiluță-Ștefănescu, A. (2012). Dimensions of Ongoing Role Institutionalization: Romanian Women Managers Representations on Factors Influencing Career Development. *Review of Research and Social Intervention*, 39, 82-99. Retrieved from <https://www.ceeol.com/search/article-detail?id=111401>
- Vasiluță-Ștefănescu, M. (2015). The Information Technology Role in the Dynamics and Evolution of SMEs in Timis County, Romania. *Procedia Economics and Finance*, 32, 1107-1113. doi: 10.1016/S2212-5671(15)01575-0
- Zamfir, C., & Vlăsceanu, L. (1998). *Dicționar de sociologie*. Editura Babel. București. p. 351 apud Cormoș, V. C. (2011). *Migrație și Identitate – Schimbări identitare, collective și individuale ca urmare a migrației internaționale*. Suceava: Editura Universității "Ștefan cel Mare".
- <http://www.unrefugees.org/what-is-a-refugee>
- <http://www.bbc.com/news/world-europe-34131911>
- <https://twitter.com/search?q=%23REFUGEEESNOTWELCOME>
- http://adevarul.ro/locale/timisoara/cum-s-a-inventat-timisoara-povestea-romanului-terorizat-musulmani-manipularea-5-arabi-agresivi-ajuns-politie-facut-valva-internet-1_5707b5925ab6550cb8c338a3/index.html
- <https://www.facebook.com/RefugeesWellcome/?fref=ts>
- <https://www.facebook.com/humansofnewyork>
- https://twitter.com/Buy_Pens
- <https://www.instagram.com/davidmauricesmith>

TO BE A CASE MANAGER IN CHILD CARE SERVICES

A. Costin, R.L.Bran

Alina COSTIN

Assist.prof., PhD

Aurel Vlaicu University of Arad, Romania

Renate Liliana BRAN

Assist. prof., PhD

Aurel Vlaicu University of Arad, Romania

Abstract: More and more is talked about a degradation of the social workers` status in Romania, who are extremely necessary yet absent in structures such as schools. Different actions conducted by CNASR (National College of Social Workers in Romania) try to revive and improve the framework of social workers` activity but mostly they aim for the social acknowledgement they deserve. In this context, I would like to underline the numerous roles a case manager needs to take as a specialist in coordinating interventions with children separated from their families. Another aspect worth highlighting is the competences and qualities a social workers needs when trying to fulfil these roles. In situations when each case is actually *a child`s life and future*, the pressure caused by *too many cases* and *poor remuneration* are not reasons to compromise the quality of intervention.

Starting with public support and advocacy, mediation between agencies and people und ending with case monitoring and closure, the case manager plays a leading role in drafting the intervention measures along with his/her team. S/he successfully supports an activity, which has an ending, namely a happy child with his family or a new family for the child.

The complexity of case management process and the importance of properly assumed interventions by a whole team call for exquisite qualities of case managers. They coordinate a whole procedure and are responsible for decision-making and actions taken during case investigation.

In this paper, I would like to capture some of the roles taken by a case manager and to develop a profile by highlighting the qualities required by such roles.

Keywords: case manager, role, social organization, consultancy, public support and advocacy.

Introduction

This paper does not aim to criticize the society's generalized attitude towards the social worker, but starting from this aspect, I want to describe the complexity of the roles that the case manager as a specialist in coordinating activities for a child separated from the family takes. They are an argument in favour of the recognition of a social worker's status in Romania. The multitude of skills and abilities that a social worker must own, places him among the most complex specialists; on the other hand, the diversity of roles turns him into the man who makes all things and thus he loses the well-deserved stateliness.

What does the literature say about the social worker, or how he is described?

The social worker promotes the ideal of social justice (Krogsrud, 2006), is an agent of change, "charged with individual value" (Goldstein, 1973, p.30 cited by Neamtu, 2003), but overall he is a promoter of universal values and of support and equity.

Set in a lot of situations from professional point of view, the social worker implements a variety of principles and slams the most difficult and often contradictory situations.

As a case manager, the social worker is challenged to embody all values specific to the profession, expressed with equidistance and, especially, in full agreement with his own conscience.

In recent years these merits were recognized and applauded; social worker galas organized by CNASR, The social work days, conferences with tradition on social worker status, the pressures of the College on the government to improve the financial situation of social workers show the interest in valuing this profession.

Conceptual delimitations

Is it difficult to be a case manager? The answer to this question should be known by the students of Social work study programme. The difficulty and beauty of this segment of activity oblige us to operationalize certain terms and then to describe the activities and duties of a CM (case manager). Defined as "pragmatic response to the realities of offered services" (Austin și McClelland, 1996, p.1 apud Krogsrud, 2006, p.412...). the case management represents the perfect way to mediate between the client and offered services Thus, the case manager becomes a mediator, a well known of existing resources at the community level, which can be used for the people found in great difficulty.

In Romania, the regulation of the legal aspects of assistance coordination and the intervention activities for a child separated from the family are governed mainly by the Law 272/2004 regarding the protection and promotion of child rights and the Order 288/2006 for the approval of minimal compulsory standards on case management in the field of the protection of child rights.

The last source defines the case manager (CM) as the professional who coordinates social work and protection activities carried out in the special interest of the child, having as purpose the development and implementation of:

- the individualized protection plan (IPP) for children separated from their family (Article 53 of Law no. 272 / 2004 on the protection and promotion of children's rights);
- the recovery plan for children with disabilities (Article 21 of GO no 1437/2004 on the organization and operational methodology of the child protection commission);
- the rehabilitation and/or social reintegration plan for abused, neglected and/or exploited children, including victims of trafficking, labour exploitation, sexual exploitation for commercial purposes.

Weil și Karls (1985, p.1) came up with a more succinct definition of what a case manager does..."In this regard, all clients of such social services will benefit of all services, treatment, welfare, and oportunities to which they are entitled".

Some clarifications are needed related to each of these comprehensive functions of CM.

A case manager for each case will be appointed immediately after the establishment of the measure of special protection. So, by law, a case manager will be appointed for children in special protection, for children with disability being with the record of the complex evaluation service of DGASPC and for all abused, neglected and/or exploited children being in the evidence of DGASPC. Depending on the situation of each child, the case manager develops an IPP, the recovery plan or the rehabilitation and social integration plan, plans that include service planning and interventions throughout the period in which the child is assisted. The method of case management involves a long-term cooperation of the case manager with the case coordinator and the multidisciplinary team to find the best solution for the child and to draw a way of intervention that must be done according to the identified needs and with the possibilities of recovery and family integration. The investigation of the case is coordinated by the case manager and requires strict adherence to clearly defined indicators for each stage of case management according to Order 288/2006.

Skills and qualities necessary for case manager

In the debate on the difficulty of being a case manager I would start from Rose's statement (1992, p.271) which indirectly captures the essence of a case manager`s work: "...if there is a complex planning of the services together with appropriate resources, if various components of the system services were integrated, if there were extremely responsive providing systems, easily accessible and with appropriate methods of intervention case management would not be needed". In another paper the author understands that the case manager is the person responsible for ensuring the timely and adequate delivery of suitable

community- based services (Rose and Moore, 1995). Sometimes the term case management is used, particularly by social workers, to distinguish providing services to address the concrete needs of clients for shelter, food, clothing, income, and so forth from providing clinical social work services that often include some form of psychotherapy (Friedman, Williams, 2008, p.198)

Of all the roles of social worker that of advocacy reaches properly the purpose of case management, namely the adequacy of services to the needs of individuals, family, groups and even the community. In other words, the role of advocacy involves the existence of an influence on the political field and this task belongs to social workers, especially to CM. The difficulty lies in exercising this role at the individual level and less on the institutional level, making this activity less efficient. A first condition for the case manager`s efficiency is knowledge of available community resources, of public and private services which are available. Particularly valuable is the community that can respond to some requests in emergency cases. The access to resources is fundamental in case management, so a conscious and informed community will be an asset to the case manager. Most times the CM is in a position to create resources when there are insufficient or none. The difficulty lies in exercising this role at the individual level and less on the institutional level, making this activity less efficient (Gavrila- Ardelean, Horvath, A., 2009).

Table no 1. Some absolutely necessary qualities for a case manager

Qualities required for a case manager	Concrete contexts that require these qualities
the knowledge of available community resources	CM is the main pawn in mingling customer needs with community resources
Creativity / creative personality	Creating new resources when they do not exist
Spontaneity, prepared for crisis situations	To hold management techniques crisis
Good coordinator, organized	Ensure the effectiveness of the services provided and their proper implementation in line with the client`s needs
Promoter of changes	The change that he calls relates to the system for the supply of services
Ability to work in a team	The client needs are addressed in a multidimensional manner, so there are multiple different perspectives for problem solving.
Perseverance	In this context, it is envisaged that quality perseverance is absolutely necessary in achieving the target advocacy
Mentors	Assists clients in activities defending their rights

Behind coordinating interventions, the case manager conducts a lot of activities:

- Problems solving
- Public support and advocacy
- Intermediation between agencies or individuals
- Social planning
- Community organization
- Monitoring services

The pressure exerted by the social work system itself with its malfunctions plus the personal problems or difficulties in managing such cases is properly managed only if the CM has some special qualities and skills. There are lots of elements that affect the smooth running of the case management process, elements that constitute obstacles in the on-going investigation of such cases. It seems that different social systems (or being at various stages of development), as the Romanian and the American system face the same difficulties in the functioning of case management. Figure 1 reveals the forces that gravitate around case management procedure, which are, in fact, problem areas for the social worker. The lack of human resources (recognized problem in Romania, but not found in the foreign literature) or their improper training, the standards built unrealistically or the laws rigidity are factors that directly affect the quality of services constituting the first two elements that interfere in the work coordination of interventions. But how can be a problem like the insufficient number of case managers be solved? The CM is overloaded with work and therefore the failure to comply with mandatory minimum standards of quality.

Cojocaru confirms these elements as a factor influencing the case management in his paper from 2008, but identifies at that time some issues that we believe have been overcome, namely: superficiality in developing IPP (multiplying without taking into account the child's personal features), the adequacy of the measures to IPP, and no changes to IPP depending on the progress of the case etc.

As we said, the case manager brings together the client who is in different situations of vulnerability or crisis with the services. This means that he creates a link between the need and the solution which responds to this need. This objective is influenced also by the way the community understands the social problem and wants to be involved in identifying individuals / families in difficulty and their referral to the specialized services.

Here's a real circuit of the challenges in which the CM may ally with the community (that means that it can be considered a valuable resource) if he previously managed its awareness, an awareness of humanistic values and principles.

The guide of case managers (USA, 2014, p.6) indicates some dissonance between the social policies at system level and the procedures and practices at the case management level.

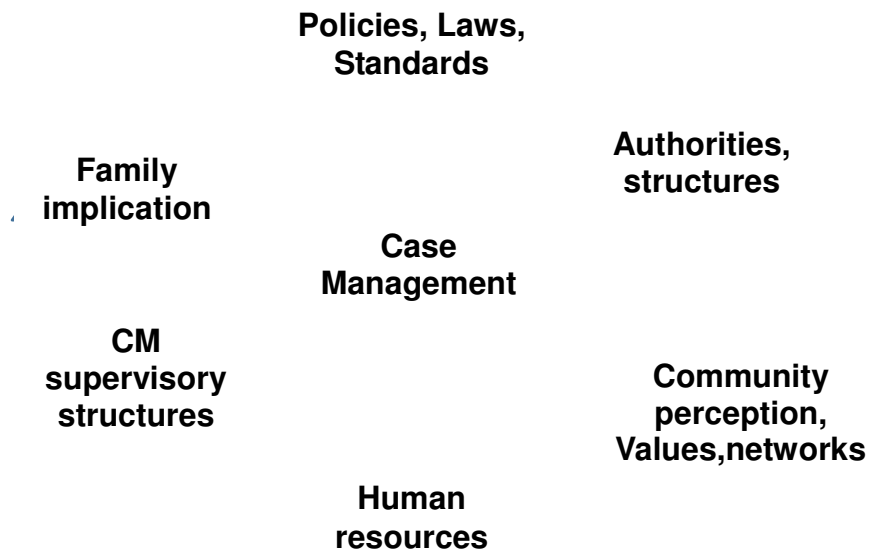


Figure nr.1. Elements influencing the case management system

Source: *Case Management Toolkit: A User's Guide for strengthening Case Management Services in Child Welfare, 2014*

The complexity and difficulty of exercising the role of case manager is given also by the interventions which differ according to context and type of the needs. Thus, we identify three goals that the case manager follows:

- The goals of primary care: coordination of services offered to different groups of patients/clients
- Social goals: "the main objective of CM approach in social work practice is to keep individuals in primary support groups" (Moore , 1990, p. 446)
- Medical - social goals: providing social and medical services to prevent/solve the problems in vulnerable populations.

If we refer to the manner the case manager choses to focus his/her attention, we distinguish between resource centred management, results centred management, problem centred and appreciative management. Each type of approach faces difficulties when put into practice. On the other hand, each way of managing the entire procedure has certain advantages. This theoretical classification of management types brings about serious issues in case management because the case manager is forced to focus on results but also mind the available resources; reaching the goals/results can be jeopardized unless new resources are delivered on

time. Problem centred management is beneficial if the client's strong points are taken into account.

Case Manager Job Description

A good argument in favour of the complexity of a case manager's role is the listing of some of his duties as presented by the job description:

- builds multidisciplinary and inter-institutional teams
- ensures cooperation and the child's/family's/legal guardian's active involvement.
- monitors the way special protection measures are implemented; checks periodically the circumstances which led to establishment of protective measures for cases under surveillance;
- re-assesses periodically the progress made, the decisions and specialized interventions for cases under surveillance; designs along with a multidisciplinary team the individual protection plan or other plans stipulated by the law, if necessary
- prepares the child's reinsertion into the natural family or into a temporary foster family, into the adoptive family or any other form of special protection.

These functions of case management describe the enabling-enhancing pattern which promotes orientation towards the individual and family. The aim is to enable them to respond to challenges and also to assess constantly the way family or group efforts are integrated in the efforts of the formal system. Briefly, the role of the case manager is to monitor the services, to assess, offer consultancy and enhance collaboration, coordination, counselling and register/monitor progress. Krogsrud (op.cit. p. 414) understands that four are the case manager's main activities: enlargements of the position and visibility, staff planning for case takeover, creating a bond between clients, resources and advocacy.

Conclusions

The conclusions of this paper involve giving an answer to the question whether it is difficult to be a case manager. The arguments I have brought present the case management procedure, the multitude of aspects that need to be taken into consideration and mostly the context in which the process unfolds. All these aspects highlight the dynamic and complex character of case management procedures. Yes, it is difficult to be a case manager because "the stakes" are high and they refer to a child's and a family's welfare. The entire path towards this welfare seems disturbed by multiple factors, including legislation, procedures, policies and authorities.

References

Austin, C.D., Mc. Clelland, R.W., (1996), *Introduction: Case management- Everybody is doing it*, in Austin, C.D., Mc. Clelland, R.W.,(coord), *Perspectives on case management*

- practice (pp.1-16), Families International, Milwaukee, WI, in Krogsrud, K., OMelia, M., DuBois., (2006), *Practica asistenței sociale*, Editura Polirom, Iași
- Cojocaru, S, Cojocaru, D., (2008), *Managementul de caz în protecția copilului*, Editura Polirom, Iași
- Davis, R., Center for International Social Work at Rutgers University's School of Social Work and International Social Service-USA, (2014), *Case management toolkit: a user's guide for strengthening case management services in child welfare*
- Friedman, M.B., Williams, K.A.(2008) Case Management for Older Persons in Disasters, in Geriatric Mental Health Disaster and Emergency Preparedness p.198, available at:<http://www.networkofcare.org/library/Case%20Management%20for%20Older%20Persons%20in%20Disasters.pdf>
- Gavrilă-Ardelean, M., Horvath, A.,(2009), *Abuzul copilului*, în Colecția Medica, Editura Mirton, Timișoara
- Golstein, H., (1973), *Social Work: An Unitary Approach*, University of South Carolina PRESS, in Neamțu, G., (2003), *Tratat de asistență socială*, Editura Polirom, Iași, p.451
- Krogsrud, K., OMelia, M., DuBois., (2006), *Practica asistenței sociale*, Editura Polirom, Iași
- Moore, St., (1990), *A social work practice model of case management: the case management grid*, in Social Work. Sep;35(5):444-8., p.446, available at: <http://www.ncbi.nlm.nih.gov/pubmed/2237522>
- Rose, S.M., (1992), *Case management and social work practice*, Longman, New York
- Rose, S. M., & Moore, V. L. (1995). *Case management*. In R. L. Edwards & J. G. Hopps (Eds.)
- Weil M, Karls J, editors (1985), *Case Management in Human Service Practice*. San Francisco: Jossey-Bass; Encyclopedia of social work (19th ed., pp. 335–340) . Washington, DC: NASW PressLaw, apud Krogsrud, K., OMelia, M., DuBois., (2006), *Practica asistenței sociale*, Editura Polirom, Iași
- *** Law 272/2004 regarding the protection and promotion of child rights
- *** Order 288/2006 for the approval of minimal compulsory standards on case management in the field of the protection of child rights
- *** Guide for case management, Establishment of the "Case management" Department and the implementation of the method – premises for the reduction of public assistance period for children and adults, 2010-2011, Project conducted by the General Directorate of Social Work and Child Care, Sector 6, available at: <http://www.protectiacopilului.ro/Files/proiecte/management-de-caz/ghid-de-bune-practici.pdf>

SOCIAL PROTECTION OF THE HUMAN TRAFFICKING VICTIMS FROM ROMANIA

S. Hall, M. Tomita, A. Schwartz

Sion HALL

Chief Commissioner

Lancashire Constabulary

Mihaela TOMITA,

Assoc. Prof., PhD

West University of Timisoara

Adina SCHWARTZ,

PhD Student

West University of Timisoara

Abstract: Human trafficking is one of the most widely spread crimes in today's Europe. Not only does it affect the direct victims but also the indirect victims and the communities in which it develops. The social protection of the victims of this crime is not merely an obligation which the states that have signed the Protocol of Palermo have assumed but it is also a very important instrument to suppress its development by strengthening the vulnerable category of victims of human trafficking and thus avoiding the risk of re-victimisation and re-trafficking. Thus, exposing the victims as less as possible to the exploiters throughout the rehabilitation phase which often coincides with the criminal investigation and criminal trial phase is an important ally. The present paper analyses the current social assistance context in Romania and provides a case study of a unique case of human trafficking as a model of best practice.

Keywords: Human trafficking, Victim support, Legislation, Practice, Case Study

Social Protection of the victims of human trafficking in Romania. Between theory and practice

Being mainly ranked as a source country of victims of human trafficking and only subsidiary as a transit and destination country, Romania, according to the

national, European and International statistics is the main fuel for human trafficking within the European Union.

Based on the annual reports of the Romanian National Agency Against Human Trafficking yearly more than 800 victims of human trafficking are identified.

Most of these victims are victims who have been repatriated or who have returned to Romania after the trafficking phase in one of the western countries by means of own possibilities without the support of a state institution or a non-governmental organization.

The needs of these victims depend much on the form of exploitation they have been subjected to, the scars such experiences have left over the victims, both from a psychological and from a physical perspective, the possibility of reintegration into the family and community of origin, own financial resources, level of education and professional development etc.

According to the report issued by the Romanian National Agency Against Human Trafficking in 2016 for the reference year 2015, 880 victims of human trafficking have been identified. Out of these, 492 have been trafficked externally and 388 were trafficked within Romania. Most of them were female victims, 583 and 297 were male victims. According to the age, mostly the victims were aged between 18 – 25, 294 victims but there have been also registered 5 victims of above 60 years. With regards to the methods of recruitment, the statistic shows that 733 victims have been recruited face – to face by a recruiter who, in 479 cases, was a friend. The main form of exploitation continues to be sexual exploitation with 498 registered cases, followed by labour exploitation with 180 cases and forced begging 69 cases. The main countries of destination were Italy 388, Spain 78, Germany, 55, Denmark 51, UK 39 and France 27 but there have been also cases of exploitation of Romanian victims conducted in rather unusual destination countries as Bahamas, Libya or Qatar. The 880 victims have been identified in 833 cases by judicial authorities, in 28 cases by diplomatic missions, in 5 cases by NGOs and in 4 cases by international organizations by means of investigations, in 543 cases, complains 246 cases, raids 44 cases, information of Romanian authorities 22 cases, information of foreign authorities 3 cases and 1 flagrant. (Romanian National Agency Against Human Trafficking, 2016)

A qualitative research conducted at national level with the aim of analysing the “in the field” services offered in Romania to the identified victims of human trafficking has highlighted a series of issues which need to be considered in the future strategies designed to assist the victims of human trafficking. Among these, the main problem identified was the lack of access to specialized residential services, including lack of temporal stability of traffic centres and lack of residential assistance for some category of victims. This highlights the fact that “Most of the centres for the victims of trafficking that were included in this evaluation report were non-functional. These centres cannot shelter victims and, due to this reason, the authorities must use alternative solutions or "emergency

solutions" such as adult victims' accommodation in different structures providing assistance for the homeless, centres for mothers with children at risk, centres for victims of domestic violence. Taking into consideration the victims' gender, the qualitative research highlights the fact that the male victim assistance in residential regime is an issue, even in the functional centres. This happens, either because these structures merge with others that assist women in difficulty, either because of their transformation into structures that grant assistance to child victims." (Romanian National Agency Against Human Trafficking, 2015, p. 43)

Other significant problems identified by the same research were that "the status of the victims may be conditioned by the willingness to cooperate with law enforcement agencies; identity protection for the victim that is part in the criminal trial is not always provided, given the fact that on the court websites victims' personal data are made public: name, home address. For example, in the case of a minor victim of human trafficking, her full name, county of residence, village, street and house number was published on <http://portal.just.ro/>; Assistance for the victim in the criminal trial is made, mostly, by ex officio lawyers. Therefore, one of the main problems arising is the lack of continuity of the process of assisting the victims in the penal trial." (Romanian National Agency Against Human Trafficking, 2015, p. 45)

Eventually, the research also highlights "problems regarding the regional bias in the quality of the assistance process. There are serious differences in the quality and the type of assistance services that a trafficking victim can access depending on the local situation at county level. There are regions in the country with a strong network of institutions (usually nongovernmental) where a victim of trafficking can access a variety of services, starting with long term residential assistance, proper medical assistance, proper legal assistance, school or professional (re)integration, but also regions where access to services is problematic. The main cause of this bias is the presence or absence in the area of NGO's that can provide this type of services." (Romanian National Agency Against Human Trafficking, 2015, p. 46)

Romanian victim protection legislative framework

In Romania Law No. 211/2004 regarding some measures to assure the protection of the victims of crimes foresees the main rights of the victims of crimes, including the victims of human trafficking. This has been very elaborately designed in 2004 so that the transposition of the Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA was a smooth procedure.

The above mentioned law foresees in the benefit of the victims the right to receive psychological counselling, legal advice and compensation for the harm occurred by the crime of which subject the victim has been. The forms of assistance

to which the victims are entitled can either be given by the state authorities according to their competences or by NGOs, in collaboration or independently.

Further on, Law No. 292/2011 on social assistance, modified and completed, through Art. 62 and 63 enumerates the social services which particularly the victims of human trafficking are entitled to, among which housing services in protected residential centres are mentioned, information about their rights and freedoms, counselling, emotional support, rehabilitation and social reinsertion services, legal advice, career counselling and professional guidance are mentioned.

Additionally, Law No. 135/2010 of the Romanian Criminal Procedure Code (R.C.P.C.) has several articles which provide useful victim protection instruments during the criminal investigation phase and during the trial phase.

According to Art. 81 of the R.C.P.C., “ (1) in criminal proceedings, a victim has the following rights: a) to be informed of its rights; b) to propose production of evidence by the judicial bodies, to raise objections and to make submissions; c) to file any other applications related to the settlement of the criminal part of the case; d) to be informed, within a reasonable term, on the status of the criminal investigation, upon explicit request, provided that they indicate an address on the territory of Romania, an e-mail address or a electronic messaging address, to which such information can be communicated; e) to consult the case file, under the law; f) to be heard; g) to ask questions of the defendant, witnesses and experts; g¹) to receive an interpreter, free of charge, when they cannot understand, cannot express themselves properly or cannot communicate in the Romanian language; h) to be assisted or represented by a counsel; i) to use a mediator, in cases permitted by law; j) other rights set by law. (2) A person who suffered physical harm or a material or moral prejudice as a result of a criminal act in relation to which the criminal action is initiated ex officio, and who does not want to participate in criminal proceedings has to inform the judicial body of this, and the latter can hear such person as a witness if it deems it necessary.”

With respect to the hearing procedure of the victims, Art. 111 of the R.C.P.C. lists a series of rights and obligations: “(2) A victim shall be informed of the following rights and obligations: a) the right to be assisted by a counsel, and in case of mandatory legal assistance, the right to have a counsel appointed ex officio; b) the right to use a mediator in the situations permitted by law; c) the right to propose production of evidence, to raise objections and to argue in court, under the terms set by the law; d) the right to be informed of the conducting of proceedings, the right to file a prior complaint, as well the right to become a civil party in the trial; e) the obligation to come to court when summoned by the judicial bodies; f) the obligation to notify of any change of address. (5) On the occasion of the first hearing, a victim shall be informed of the fact that, in the event that the defendant is deprived of freedom or convicted to a custodial sentence, the former can be informed of their release in any manner.”

The same code states the fact that the criminal investigation bodies, “for the protection of private life or dignity, may order protection measures specified under Arts. 125 – 130 in respect of a victim or a civil party.”

Such protection measures, as listed in Art. 127 are: “a) surveillance and guard of the witness’ residence or providing of a temporary dwelling space; b) accompanying and ensuring protection to the witness or to their family members during trips; c) closed court sessions during the hearing of witnesses; d) hearing of witnesses without them being physically present in the court room, through audio-video transmission devices, with their voice and image distorted, when the other measures are not sufficient; e) protection of identity data, by issuing a pseudonym under which the witness shall testify.”

For ordering a witness protection measure during the trial Art. 128 R.C.P.C. states that: “(1) The court orders the application of protection measures ex officio, upon request by the prosecutor, the witnesses, the parties or the victim. (2) A proposal filed by the prosecutor includes: a) name of the witnesses to be heard at the trial stage and in whose respect the ordering of a protection measure is sought; b) an actual reasoning of the danger seriousness and of such measure need. (3) When such application is filed by other persons listed under par. (1), the court may order that the prosecutor conduct verifications, on an emergency basis, in respect of the soundness of such protection request. (4) Such application shall be ruled on in chambers, without the participation of the person who filed it. (5) The prosecutor’s attendance is mandatory. (6) The court shall decide through a reasoned court resolution, which is not subject to avenues of appeal. (7) The court resolution ordering a protection measure shall be stored under confidentiality terms. If witness protection is necessary also after the court sentence remains final, provisions of the special law are applicable.”

In such cases, the hearing of the protected witnesses takes places under within the limitations set by Art. 129: “ (1) In the situations listed under Art. 126 par. (1) item d) and Art. 127 item d), the hearing of witnesses may be conducted through audio-video devices, without the physical presence of the witness at the venue where judicial bodies are. (3) Main trial subjects, parties and their counsels may cross examine witnesses who testify under the terms set by par. (1). Judicial bodies shall deny questions that may lead to a witness' identification. (4) Statements of protected witnesses shall be recorded using audio and video technical devices and shall be fully transcribed in a written format. (5) During the criminal investigation, statements are signed by criminal investigation bodies or, as applicable, by the Judge for Rights and Liberties and by the prosecutor who attended the hearing of witnesses, and shall be included in the case file. Transcribed witness statements shall also be signed by these and shall be stored with the case file submitted to the prosecutors’ office, in a special place, under confidentiality terms. (6) During the trial, witness statements are signed by the judicial panel’s presiding judge. (7) The medium on which witness statements were recorded, in

original, sealed with the seal of the prosecutors' office or, as applicable, of the court before which the statement was given, shall be stored under confidentiality terms. The medium containing the recordings made during the criminal investigation shall be submitted at the end of the criminal investigation to the court of competent jurisdiction, together with the case file, and shall be stored under the same confidentiality terms."

The Romanian legislative framework on protecting the victims of human trafficking has additionally been strengthened after the transposition into the national legislative system of the Directive 2011/36/Eu of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA, being among the 9 states of the European Union transposing the legislation within the established deadline – 6th of April 2013.

Protection of the Romanian victims of human trafficking. Case study of a “victimless” case.

Blackburn is an old mill town in the Northwest of England. Recently the authorities have seen a growth in the appearance of ‘pop up’ brothels which are being run by Romanian Organised Crime Groups who seem to be drawn to the area because of the multitude of cheap rental properties and steady customer base.

As part of a Police response, a dedicated Human Trafficking team (Proteus) has been set up to combat this threat, however, a common theme that has emerged is that in many cases the girls refuse to make a complaint. The reasons for this are well understood around fear and mistrust but it proves to be problematic when seeking to prosecute the offenders and safeguard the victims.

“Operation Nyx” started when in May 2016 the police has received some intelligence that a female was working as a prostitute at 299 Accrington Road, Blackburn. This address is a classic profile for a pop up brothel being a mid-terraced house in a cheap rental area.

Base on this, the police has decided do a safeguarding visit to establish who was at the property and if they would support any Police action should evidence of exploitation be found.

As part of the planning, the police waited until the evening to maximise the chance of there being evidence of sex work being identified and also in the hope that the traffickers would also be present. A key part of the strategy was the attending officers to be wearing body worn cameras so that any immediate evidence could be captured and recorded.

On Wednesday 11th May 2016 officers from East Division Human Trafficking team with neighbourhood officers attended 299 Accrington Road to conduct a safeguarding visit on the females believed to be living and working from the address. On knocking on the door there was no response but officers at the rear of the premises noticed a large built male leave the rear door of 299 using his

mobile phone and walk toward the back street, he was followed by a dark haired female in a dressing gown. Officer spoke to the male and female and returned into the house opening the front door to allow the other officer entry.

Once in the address it was instantly clear that the premises were being used as a brothel. Each room had a double bed in it, including the living room there were condoms and lubricants next to the beds, and dozens of mobiles phones that were constantly ringing in the living room. The female was taken into a separate room to be spoken to by a female officer and whilst trying to communicate with the large built male who said his name was C.S. a further couple walked in the back door. This male stated his name was I.S. and he was with another female who stated they both lived at this address. They all stated that they were from Romania. At this point given the evidence of the address being used as a brothel, the females being advertised on adult service website, the males were arrested on suspicion of human trafficking.

The females were placed in separate rooms with female officers firstly to explain that the police was checking on their wellbeing as it was believed they were being exploited for prostitution and may have been trafficked into the UK for that reason and secondly to obtain a first account from them.

Prior to conducting a search of the premises, a third male walk in through the back door. He was spoken to and identified himself as C.V. He claimed to be a friend just visiting the address. On talking to him further he could not tell us where he was living and his account of being there and what his involvement with the house and occupants were did not ring true. He removed his wallet and phone and placed them on the kitchen work surface and produced a Romanian driving licence to confirm his identity. He was at this point also arrested on suspicion of human trafficking.

Both females admitted being prostitutes and working from that address as a brothel.

They deny being coerced or forced but state that the males do not work and are living off the money the females make.

On searching the address there were numerous recent receipts from money transfer companies showing several thousands of pounds of money recently being transferred out of the country and paid into banks.

In the kitchen was an A4 piece of paper with Vivastreet 05-05-16 written on. This is used by females setting up profiles to confirm with the website provider that they are the girl advertising.

During the subsequent investigation, phone enquiries and cell siting showed the offenders in the area of certain houses / hotels.

Phone downloads also showed the females connecting to hotel Wi-Fi , they also took photos of themselves in hotels and enquiries helped officers identify the hotels they were using. This showed that the females were being moved from different hotels for the purpose of sexual exploitation.

Further receipts from money transfer companies were found showing approximately £70,000 had been transferred out of the country and paid into banks in the home country of Romania.

The important points were that the police had captured the girls' account on the bodycam when they first entered the house and established from them that the males were living off the money earned through prostitution. Further on they could also show that the males had moved the girls around between several addresses (including hotels).

The Modern Slavery Act 2015 states that an offence of Human Trafficking is committed if a person arranges or facilitates the travel of another person with a view to this person being exploited. It is irrelevant whether the person consents to the travel (whether the person is an adult or a child).

The Act then goes on to provide a definition of sexual exploitation as something that is done to a person that would amount to an offence under – Section 1(1) (a) of the Protection of Children Act 1978 (indecent photographs of children) or Part 1 of the Sexual Offences Act 2003 – eg. Rape, Sexual Assault and includes Sections 52 & 53 of the Sexual Offences Act 2003 covering the control of prostitution.

Therefore, by proving that the girls had been moved by the males and that they (the males) were gaining financially from the prostitution, then a formal complaint from a victim was not required.

All 3 males were charged with 1. Arranging or Facilitating the travel of another person with a view to exploitation (section 2 of Modern Slavery Act) and 2. Keeping / Managing a brothel with a view to exploitation (October 2015 – May 2016) even though the girls continued to refuse to cooperate. All 3 males pleaded guilty to Human Trafficking and jailed for a total of 10 years.

The court was told the case is thought to be one of the first in the country where police have managed to secure a conviction against human traffickers without the support and testimony of the victims.

Conclusions

Being the main source country of the victims of human trafficking from the European Union, Romania must focus not only on preventing and combatting human trafficking but also on assisting the victims of this crime because of several considerations: a) the majority of the victims return or are repatriated back to Romania after the trafficking phase; b) a considerable number of the victims are re-victimised and/or re-trafficked, therefore they keep showing up in different annual statistics, either to the same destination or to a different destination country so the average number of trafficking cases can not be reduced without proper rehabilitation; c) human trafficking is a crime which is not only having disastrous effect on the direct victims but also on the indirect victims such as children or

relatives and also on the community in which it develops causing negative effects in the sphere of public health, migration or labour market.

As shown in the present paper from a legislative perspective Romania has developed in a positive direction introducing efficient legislative instrument in order to proceed to the de-structuring of organized crime groups. However, empirical researches show that there are also several syncope when it comes down to applying the instruments created.

One of the most efficient methods to avoid re-victimization and to protect the victims of human trafficking from public exposure is the lack of their involvement in the criminal investigations and criminal trials. The unique case study shown in the present paper reflects the positive outcomes of such an endeavour.

References

Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA, being among the 9 states of the European Union transposing the legislation within the established deadline – 6th of April 2013.

Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA was a smooth procedure.

Law No. 135/2010 of the Romanian Criminal Procedure Code

Law No. 211/2004 regarding some measures to assure the protection of the victims of crimes

Law No. 292/2011 on social assistance Romanian National Agency Against Human Trafficking. (2015). *Analysis of support services for victims*. Bucharest. Romanian National Agency Against Human Trafficking. (2016). *ANITP.Cercetare/Analiza*.

Retrieved March 2017, from Analiza succinta privind traficul de persoane in anul 2016 - perspectiva victimologica: [http://www.anitp.mai.gov.ro/ro/docs/Cercetare/Analize/analiza % 20succinta%20victime%20identificate%20in%202016.pdf](http://www.anitp.mai.gov.ro/ro/docs/Cercetare/Analize/analiza%20succinta%20victime%20identificate%20in%202016.pdf)

HOMELESS ADULTS IN TIMIȘOARA, DEDICATED SERVICES

C.M. Roman, R. Cojan

Claudiu – Mihail ROMAN

Social worker,
PhD student,
Doctoral School of Sociology
West University of Timișoara

Rodica COJAN

Attorney,
Director Emergency Center for homeless people ,Timișoara

Abstract: Building on existing social realities, in correlation with needs, in Timisoara, services for homeless adults have been developed, in terms of both public social infrastructure and also governmental initiatives. The first initiatives developed at the community level were NGOs that started providing assistance based on actual needs and not covered by the public system - shelter and food. Currently the social infrastructure is relatively settled, two NGOs and a social center belonging to public services come to answer the existential needs of a marginalized category of beneficiaries - homeless people.

Keywords: homeless, communication, social services

Theoretical considerations on the phenomenon of homeless people

English literature deepens the problem of homelessness:

" From a historical perspective, economic cycles are also associated with the cycles of homelessness. O'Flaherty et al have shown links between the two recent recessions and the growing prevalence of lack of shelter ..."(O'Flaherty & Wu, 2006; Cragg & O'Flaherty, 1999).

Apparently the definition of this category of vulnerable people is simple, no shelter includes someone in the vulnerable category of homeless people. There are several definitions of the phenomenon or related with it, so:

Homeless person is one who: can not prove a provided living space or, ultimately, neither has actually where to live, and if he still lives somewhere, he does not have the permission to make legal means." Badea, V (2008) p.6.

Housing and its existence must be seen not so much in terms of legal ownership but through a more complex approach related to the interior comfort of

the person and the need for stability or even medium-term housing, in this sense, becoming home - comfort, safety, stability:

"not having access to adequate housing is a serious manifestation of social exclusion. We might add that not having a home and living in the open is - according to us- hardest form of social exclusion, with perhaps the lack of identity documents. Stable housing - in the sense of having where to live, not the sense of ownership, but stability in the medium term, at least - is a key element in the development of all other daily activities related to shared family activities, leisure, rest and even labor (and of course many others). "Home" is not just an abstract concept; it is a place of refuge and stability and tranquility....." Dan, Dan (2005)

So, beyond comfort and shelter, housing represents stability, balance and foundations on which to build social and professional life. Without this foundation, homeless people, subjected as shown, to the most severe forms of social exclusion are without landmarks. Often consumers of substances, homeless people are victims of severe substance abuse and addiction - alcohol, drugs *"Most of them are reported with alcoholism, but recent research indicates that drug use is more common among homeless."* Dan, Dan (2005)

The issue of homelessness became quite visible in Romania after 1990, after the fall of the communist regime (although the problem was also present during before that); it is important to note that services for the homeless people usually involve shelter and food and not necessarily support for labour market integration. (Goian, Vlaicu, Cojan, 2016)

Certainly skeptics will consider that in Romania, for homeless people we can not speak of addiction. For them it is worth quoting for conceptualizing, classifying substances that give addiction disorders: *"According to the American Psychiatric Association, addictive disorders are caused by 10 classes of substances that include (with common examples): alcohol, caffeine, marijuana, hallucinogens (PCP and LSD), inhalants (glue, thinner paint), opioids (prescribed analgesics, heroin), sedatives, hypnotics (sleeping pills), anxiolytics (Xanax or Valium), stimulants (meth, amphetamines, cocaine), tobacco, and other drugs unknown or emerging, such as K2 or bath salts."* (<http://www.mentalhealthamerica.net/>)

Romanian homeless adults use at least four categories of substances listed: tobacco, alcohol, caffeine, inhalers.

Specialized services for homeless people transcend traditional philanthropy and represent a rigorous approach, focused on principles and rules, adapted and related with the complexity of problems faced by this category of beneficiaries. The costs of these services, rights and obligations of the parties, the granting period and conditions in accordance with the quality standards set for each type of service, (Gavrilă-Ardelean 2008) must represent the preoccupation of every service provide (Gavrilă-Ardelean, 2016).

However a homeless person is related to the community, lives amidst an urban community - most often, but is not a full member of the community.

Marginalized, excluded, homeless people can not enjoy what we could call the community: parity, identity, community feeling.

Social services for homeless adults, available in the community

The institutional offer of services for homeless people in Timisoara, comprises three service providers namely two NGOs and a public provider, subordinated to the Timisoara City Hall. The latter presents a component as a supplier of temporary emergency shelter, available only during winter, a structure that completes the need for services. While emergency services as UPU-SMURD of the Clinical Emergency Hospital "Pius Brînzeu" Timisoara and Municipal Emergency Hospital Timisoara provides emergency medical assistance to this category of beneficiaries and especially the possibility of early identification of those at high risk and their referral to specialized institutions.

In terms of statistics, the apparent number of beds for the homeless seems high, in the Timisoara municipality. The reality is different, only in the first 25 days of the operation of the emergency shelter in December 2016 790 cases were recorded in official documents (an average of 32 people / day). For these reasons, the number of requests for assistance from homeless, we considered necessary to present the services and assess the coverage needs.

“Timișoara ‘89” Foundation

"Timișoara '89" Foundation is a public benefit organization, according to GD no. 68 of February 27, 2013, was established on December 30, 1989 and is thus known as the first humanitarian organization appeared in post-revolutionary Romania, one of the providers of social services for homeless people. The founder of "Timișoara 89" is writer Petru Ilieșu.

The initial objective of the foundation was to support people in crisis (orphans, elderly or the disabled, families in critical condition because of poverty, unemployment and artists). In order to fulfill its mission - improving the quality of life of users, the "Timișoara '89" foundation began by collaborating with humanitarian organizations from abroad, collecting and distributing clothing, food, medical equipment, medicines, etc. for thousands of social cases. Over time social problems of those who asked for support were investigated, they have made documentation, statistics, information material for Romanian social institutions and humanitarian organizations from abroad.

Thus the direction of intervention was outlined towards the homeless, this service of the Foundation constantly developing. It is not the only service or direction of intervention. For over a quarter century, the Foundation has helped equip a significant number of hospitals (providing medical equipment, medicine, food, various other utilities); through "Timișoara '89" establishments for the elderly, orphanages (clothing, food, equipment, toys, underwear) and cultural institutions (books, technical equipment, office), schools, kindergartens, associations of

disabled persons or chronically ill (furniture, clothing, footwear, underwear, equipment, wheelchairs and various other items) were aided.

An important action of the foundation was the provision with equipment for social housing, which has made hundreds of apartments and homes of families without financial means to be furnished and decorated.

Services – daily at the Foundation, in the community or towns in the county surveys and social assessments are made and, based on an analysis, grants, emergency aid, hot food at noon, five days a week (daily from 40 to 60 portions), clothing, footwear, food, furniture, household appliances; equipment for the disabled etc.

The most important program and in constant development is the Social Emergency Service for people in crisis: adults and street children, day workers, youth from orphanages and leaving the child care system, people who have lost their homes following evictions or inability to pay maintenance costs, former prisoners that in order to integrate need help with shelter and food until they manage to find job and housing; patients without relatives, discharged from the hospital and who also need food and shelter for a certain period of time. This program is in partnership with the Municipality of Timisoara, Night Asylum "Pater Jordan" and orphanages in Timiș, Emergency Social Center for Homeless with social canteen.

As a program with a wide community impact, the Social Emergency Service generated other programs, to a better response to identified needs of beneficiaries:

- Center for counseling and mediation for homeless
- The transit shelter (with residential center)

Founded in 2004, the Transit shelter (Center for temporary accommodation of homeless people) currently has a capacity of 42 seats and provides accommodation for a limited time for homeless people in crisis. (people that lost their homes, occupational travelers, families in difficulty, offenders released from prison) while seeking for a job and until they manage to gather enough funds and materials to rent housing and thus become independent. In the Transit Shelter since 2010, works the Convalescence Department - in cooperation (partnership) with the Municipal Emergency Hospital, the Emergency County Hospital, Psychiatric Hospitals etc.

The department has places for very serious social cases, classified as homeless and without social support who have suffered accidents, surgery or major trauma and after discharge from hospital the need shelter, food, medication and care. The Day Center as an extension of the Transit Shelter includes social spaces for current activities, administrative annexes, psychological and legal counseling office, toilets and office delivery of food.

Since 2014, together with the social services moving to the new location the activity was predominantly aimed at developing and expanding the accommodations for people in crisis in view of establishing the Social Community

"Arhipelag". For this purpose three houses were built with 3 and 4 bedrooms (House Timișoara '89 Foundation, Swedish House U-assist and Lions-Rotary House) following that during 2017, to build another 2 such targets . It is intended that the number of those who live in a residential regime at the „Arhipelag” Community to reach to reach 70 -80 people.

Caritas Federation Diocese of Timișoara – Night Shelter „Pater Jordan” Timișoara

Caritas Federation Diocese of Timișoara, based in Timisoara, str. Corbului no. 2, authorized under Civil Sentence no. 26 dated 21.06.1993 issued by Timiș County Court - Civil Division, is a Romanian private legal entity, with no patrimonial purpose apolitical, independent, legally established in the territory of the Diocese of Timișoara or Timiș, Arad, Caraș-Severin, Mehedinți. Caritas Federation Diocese of Timisoara is a non-governmental organization, initiated and inspired by the Roman Catholic Diocese of Timișoara. It is accredited to provide basic and specialized social services for people in need. It is dedicated to all forms of social support, community support, already operating under the motto "We are here for all people". The provided services are diverse and are offered regardless of religion, nationality or political affiliation of the beneficiaries.

The mission of the association is to ensure the maintenance, restoration and development of the capacity of a person or a group to overcome situations that would result in a state of need, vulnerability and dependency, to prevent marginalization and social exclusion, and also respecting, promoting and safeguarding human rights.

House "Pater Jordan" is a project of the Caritas Federation, initiated in 1998 by Father Berno Rupp. The project was originally planned for street children who became adults in the streets of Timișoara, but the house shelters other homeless people or those that are seeking protection. The house has about 80 seats divided as follows:

- two large bedrooms, for men
- four rooms for women
- a room with a TV for leisure
- a dining room that serves dinner and breakfast
- a room equipped with cupboards, where those who wish can submit their personal belongings to keep them safe
- bathroom
- kitchen

The target group consists of: people in distress, adult homeless people from deprived areas of the country, families in need, needy families affected by natural disasters, people on the street after the evacuation from claimed homes, adults from foster care.

The offered services mostly refer to accommodation over night for a number of 80 persons. Besides accommodation the following services are offered: hot meal prepared at the Social Canteen of the Caritas Federation, breakfast in the Shelter's own kitchen, mandatory bath once a week, counselling for obtaining identity papers and benefits, information about other services offered by the public and private institutions, referring to other institutions, support for integration, readaptation and professional reeducation, support for families and children in difficulty, for the elderly, social mediation. As for the number of beneficiaries, in 2015, 326 person benefited from the Shelter's services, 78 of them also having benefited the necessary support for identity documents from the Timișoara Police.

Emergency Center for Homeless People With Social Canteen

The Emergency Center for Homeless People With Social Canteen, is Operating since 2015 following the implementation of a European project and the urgent needs that the Timisoara Municipality has felt for years due to the lack of specialized social services for the disadvantaged. The center has a wide range of social services, which are grouped into three functional components:

The Triage Component - provides services to homeless people who do not seek admission to the Emergency component. Under this component personal care services are offered (sanitation, deworming, equipment), medical evaluation and primary health care, information and social counseling in order to obtain rights, counseling and emotional support.

In this component works the "Social Ambulance" offering emergency services for the homeless - initial social evaluation, medical evaluation, information and social counseling and psychological counseling.

The Emergency Component - provides services to homeless people seeking admission in emergency (services provided under the contract, following the admission decision, approved by the head of the center). Mainly, the Emergency Center accommodates people who use the services and spend up to 90 days in a transitional phase until the completion of their file, the medical situation, identity documents, etc. required to be recorded in the personal file and to be presented in the Admission Commission in the residential centers for persons belonging to the Municipality of Timișoara or Timiș County.

People belonging to other counties, can stay in the Emergency Center for a period longer than 14 days, with exemption granted by the Director of Emergency Shelter for Homeless People With Social Canteen (IDs and medical), within 30 calendar days.

Services: Personal Care (sanitation, deworming, equipment), food as 3 meals / day, in the maximum amount of daily food allowance, support for obtaining identity documents or other acts of civil status, medical evaluation, counseling and emotional support, primary health care, information and counseling in order to obtain social rights and social benefits.

Residential component - provides social services with accommodation under the law for a maximum of two years. These services are provided on a contract basis after the Commission Decision on Admissions into the residential service.

Provides: food 3 meals / day, the maximum amount of daily food allowance, primary care and health monitoring, health education, evaluation and counseling and emotional support, evaluation and counseling in obtaining rights or social benefits, formal and non-formal education to assimilate knowledge and skills necessary for social reintegration, recovery, rehabilitation and reintegration for social reintegration, counseling and career guidance, support and accompaniment to getting a job, support and accompaniment to identify housing solutions and monitoring post-intervention.

Emergency Shelter of Timișoara City Hall

Belonging to the Timișoara City Hall, the site arranged at the Învățătorului Street is intended for accommodation of homeless people in the county of Timiș in winter. Shelter capacity is 55 seats. Created for reasons of protection as a matter of urgency for people without shelter during winter, the shelter completes the institutional landscape Timisoara has dedicated to homelessness.

The Shelter aims to protect homeless of low temperatures and reduce the risk of death from hypothermia. Opened in 07.12.2016, in the 25 days of operation in December 2016, 790 cases were recorded; 7.12.2016-31.12.2016 (an average of 32 people / day), of which 581 men and 209 women. Of the 790 cases, 37 were brought to the emergency services by the 112 Emergency Service, three persons by the National Police and seven people from the Local police.

Also in this period the 112 emergency service was called for transport to the hospital for a total of 10 people and 2 times the Ambulance came to change the medical probe of a carrier. Since December 2016, the shelter is coordinated by the of Social Emergency Center for homeless people with social canteen to comply with the Disposition of the Mayor of Timișoara no. 1430 29 .11.2016.

In the three months of operation in winter 2015-2016 the shelter registered 1530 persons of which 1155 men and 375 women.

Daily the Emergency Center for homeless people with Social Canteen provides food and hot tea for 55 people staying in the shelter.

Conclusions

In terms of numbers, the services for the homeless in Timisoara seem to be sufficient. Their representation is indicative for the social magnitude of the problem, two NGOs that work for a long time on the range of services and public institutions that are focused on assisting homeless. The number of beneficiaries, as evidenced by the statistics quoted, is often overwhelming. What the statistics can

not emphasize under any form are the real problems facing the homeless. Therefore the existence of these services is not only welcome but necessary and is likely to relieve some problems faced by beneficiaries for the future being, the multiplication of these services and developing existing ones being a sine qua non.

References

- Badea, V. (2008) – *Evaluarea și asistarea psihologică a persoanelor adulte fără adăpost*, Editura Universității București, București. P. 6
- Bucur V., Bucur E., Goian C., (2012) *Child protection - a subject of clinical sociology*, in Social Research Reports, vol.22/iulie2012, ISSN: 2066-6861, ISSN electronic:2067-5941, edited by Expert Projects Publishing House indexed in CEEOL, Index Copernicus, Ideas RePec, Econpapers, Socionet, EBSCO, DOAJ. pp.36- 43
- Dan, Dan (2005) *Persoanele fără adăpost din România – o estimare a numărului acestora*, Calitatea Vieții, XVI, nr. 1–2, 2005
- European Journal of Homelessness _ Volume 4, December 2010, pag. 26
- Fischer, Pamela J., et al. "Mental health and social characteristics of the homeless: a survey of mission users."*American Journal of Public Health* 76.5 (1986)
- Gavrilă-Ardelean, Mihaela, 2008, *Serviciile sociale specializate și activitatea asistentului social în cazul pacienților cu boli cronice*, Revista AS&PS Agora Psycho-Pragmatica Nr.6, Editura Universității „Aurel Vlaicu” Arad, 2(2):41-45
- Gavrilă-Ardelean, Mihaela (2016). "*Reducing the stigma of people with mental handicap.*"
- Gavrilă-Ardelean, M., & Gavrilă-Ardelean, L. (2013). *Habits in the romanian traditional community village*.PSYCHO-PRAGMATICA, 59.
- Goian, C., M. Vasiliuță Stefanescu. "*Profesionalizarea prin intermediul masteratului în economie socială–dimensiune a parteneriatului între comunități, mediul de afaceri și cel educațional universitar.*" Revista de Economie Socială, II 5 (2013): 175-187.
- Goian, C., Vlaicu, L., Cojan, R. (2016) *Description of the homeless in Timisoara*. Social Inclusion and Equal Opportunities, SIEO 2016, Filodiritto International Proceedings, Bologna.
- Goian C., (2010), *Zece categorii de inconsecvențe semantice prezente în limbajul asistenței sociale din spațiul românesc*, Revista de Asistență Socială nr. 1-2010, ISSN 1583-0608
- Jarvinen, M. (1995) *Homelessness as a Social Construction A Study on Marginalized Women*, TheNordisk Alkoholtidskrift Vol. 12, 1995: English Supplement, pag. 6
- Tomița, M., Goian, C., (2009), *Romanian probation system and the effect of semantics in social work*, Revista de cercetare și intervenție socială, Iași, vol.27, pp. 92 – 111. ISI Journal with impact factor: 1.186.
- Consiliul Local al Municipiului Timișoara - Procedura de admitere în Centrul Social De Urgență pentru Persoane fără Adăpost cu Cantină Socială Timișoara
<http://www.mentalhealthamerica.net/>

THE INFLUENCES OF THE CONJUGAL NEUROSIS IN THE MARITAL COUPLE

R.S. MATEI

Raluca Silvia MATEI,

lecturer, PhD

“Ovidius” University of Constanța,

Faculty of Psychology and Educational Sciences

Abstract: The current study aims to emphasize the significant aspects of the conjugal neurosis, the way in which the marital conflict can be generated and which are the factors that contribute to its initiation and maintenance. This study focuses on the influences of the marital conflict, the marital aggressiveness and jealousy within the couple, the marital relationship cohesion and functionality, for both partners who manifest dysfunctionalities in their marital relationship.

Key words: conjugal neurosis, marital conflict, length of marriage, sexual satisfaction.

Introduction

The conjugal neurosis or family neurosis is a specific and complex form that appears and develops within the family group, mainly between the marital couple partners but that ultimately would be at the interest of all the members of the family. It is a common phenomenon in the modern society.

The marital motivation gains valences that are more and more different for the challenges that the conjugal couple faces nowadays, hence it becomes motivation for maintaining the couple or for dissolving it (Enachescu, C., 2008).

Most often, the attraction between people and couple consolidation follow neurotic criteria. This aspect, explained and emphasized by psychoanalysis exceeds the strict patterns of the psychiatric clinic, having an anthropological significance. In the neurotic couples case it is mandatory that both partners who “date” have a certain “neurotic background”, usually frustrations, emotional deficiencies and previous failures (Fitness, J., Fletcher, G., Overall, N., 2007).

The couple is established based on certain dynamic criteria: the projection of one’s own failures and problems on their partner; taking over the partner’s

neurotic burden; establishing a psychological atmosphere and a type of communication between partners that has as a consequence the compensation of personal frustrations.

Satisfaction, in general, can be defined as “a state of happiness over pain.” According to the same authors, the satisfaction within the couple represents an individual emotional state, expressed through the gratitude towards the interactions, experiences, and the expectations of the couple’s life. To emphasize the idea of the quoted authors, the emotional state of marital satisfaction, can reach to an optimum level when the two partners of a couple experiment happiness in their relationship. (Ward, P. J., Lundberg, N. R., Zabriski, R. B., Berrett, K., 2009, Enache R., 2013).

In other specialized literature approaches, we find the satisfaction related to a subjective individual evaluation of the relationship’s quality. From the perspective of the report between “giving” and “taking”, most of the times, there is a higher level of satisfaction if the relationship is profitable, if what we receive (reward) exceeds what we offer (investment). (Rusbult, C., 1980). Other studies have highlighted a positive correlation between what we receive and the presence of satisfaction within a relationship. The result has been confirmed by the fact that the impact of what we offer in a relationship and its’ quality is less consistent. The developed research from this perspective announced the fact that this inconsistent impact that is offered in a relationship may be the result of the confusion between “investing” and “sacrificing” (Clark, M.S. and Grote, N.K., 2003).

Apparently, this type of “neurotic relationship” between partners can have a restoring psychotherapeutic effect, but it can also generate a state of secondary addiction of the previously frustrated person against the new partner, who behind the mask of the protector, may become an “authoritative – tyrannical” personality. These aspects highlight the consistency and durability of the relationship between partners. (Corneanu, G., 2006, Enache R., 2013).

The psychoanalysis studies considerably contributed to the explanation of the significance of neurotic crisis, outside the family group. The tensions, conflicts, aggressiveness and jealousy, the separations that affect mental health of family members are reinterpreted and establish the base of family neurosis.

The family dramas, usually considered to be family events of life situations, actually represent specific forms of conjugal disease or neurosis. (Tordjman, G., 1973).

The purpose of the thesis/study

This study focuses on analyzing the following objectives: the identification of dysfunctional couples with marital conflicts and the evaluation of the patterns of the marital conflict on different levels; the evaluation of the partners’ level of jealousy and the identification of some differences between partners, as far as jealousy is concerned; the identification of the aggressiveness level of the partners

and the presence of significant differences between them, as far as aggressiveness is concerned.

Research methods

The research of a phenomenon/process or the relationships between several phenomena was based on choosing the appropriate methodology (methods, techniques, procedures and instruments) in the treated subject. The tools that have been used for this research are: Kansas Marital Conflict Scale (KMCS); Hypothetical Jealousy Producing Events Scale (HJPE); The evaluation questionnaire of the personal communication style; the sexual satisfaction questionnaire; as well as statistical methods: start statistical indices, correlational analysis, the frequency analysis.

1. Sampling

The sampling group was formed by couples who came to the psychologist, requiring counseling regarding problems that appear in marital relationships. In this study, there were 30 couples who participated, a total of 60 persons. The data were distributed according to the following variables: sex, age, length of marriage, educational level. From a percentage point of view, as the study involved couples, 50% of participants were men and the other 50% were women. As there were 30 couples, 30 men and 30 women, their wives, participated. The subjects were between 20 and 39 years old, the majority being 30 years old.

2. Working premise

Hypothesis: It is assumed that aggressiveness and jealousy are predictors of marital conflict.

3. Data analysis

In order to test the first hypothesis (H1 - *It is assumed that aggressiveness and jealousy are predictors of marital conflict*), after identifying the factors that generate the marital conflict (length of marriage, sexual satisfaction, jealousy, blaming, aggressiveness, problems solving), that are predictors of marital conflict, we aimed to learn their share in the regression equation of generating a conflict.

In order to verify the hypothesis we used the multiple regression analysis in a predictive purpose.

Table 1 – The values of standardized and non-standardized coefficients of regression models, as well as the t test results

Model		Non-standardized Coefficients		Stand. Coeff.	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12,643	8,309		-1,522	,134
	AGGRESSIVENESS	-,170	,070	-,151	-2,447	,018
	JEALOUSY	,125	,067	,114	1,852	,070
	BLAMING	,120	,283	,041	,426	,672
	PROBLEM SOLVING	-,003	,243	-,001	-,013	,990
	SATISFACTION	1,113	,077	,863	14,435	,000
	LENGTH OF MARRIAGE	,607	,219	,169	2,766	,008
2	(Constant)	-12,652	8,205		-1,542	,129
	AGGRESSIVENESS	-,170	,069	-,151	-2,472	,017
	JEALOUSY	,125	,066	,114	1,874	,066
	BLAMING	,118	,178	,040	,660	,512
	SATISFACTION	1,113	,076	,863	14,571	,000
	LENGTH OF MARRIAGE	,606	,216	,169	2,805	,007
3	(Constant)	-10,248	7,315		-1,401	,167
	AGGRESSIVENESS	-,176	,068	-,157	-2,597	,012
	JEALOUSY	,128	,066	,117	1,932	,059
	SATISFACTION	1,112	,076	,863	14,640	,000
	LENGTH OF MARRIAGE	,631	,212	,176	2,982	,004

Results and discussions

Table 1 shows that the “sexual satisfaction” predictor statistically explains in a significant way the evolution of the marital conflict ($t=14,640$, $p < ,001$). From the same table we can extract the values of the standardized coefficients (β). These allow a direct comparison of the predictors’ share. We notice that the value of the standardized coefficient is higher for “sexual satisfaction” ($\beta = ,863$), than for the other three predictors (length of marriage $\beta = ,176$; jealousy $\beta = ,117$; aggressiveness $\beta = ,157$). Hence, we concluded that the sexual satisfaction in the initiation and the development of the marital conflict is the most important predictor of its efficiency, at least when it is compared to the “length of marriage”,

“jealousy” and “aggressiveness”. The negative value of the t test and of the standardized and non-standardized coefficients for the “aggressiveness” predictor is based on the fact that for the aggressiveness questionnaire the low scores indicate the aggressive people, and the high scores, the nonaggressive persons. From the above table we can extract information about the b coefficient of regression, in regards to its value. Therefore, the positive value of *sexual satisfaction*, *length of marriage* and *jealousy* predictors indicate that there is a direct relationship between them and criterion.

Based on the obtained results, we can write the regression equation as follows: $b = -10,248 + 1,112 \text{ sexual dissatisfaction} + 0,631 \text{ length of marriage} + 0,128 \text{ jealousy} - 0,176 \text{ aggressiveness}$.

Ranking these predictors, we can say that the sexual satisfaction, actually the sexual dissatisfaction, has an extremely important share in the occurrence and development of the marital conflict, followed by the period when the two partners are married, *jealousy* is another predictor that explains the marital conflict and last but not least, *aggressiveness*, which is positioned at the end of the regression equation due to its negative value.

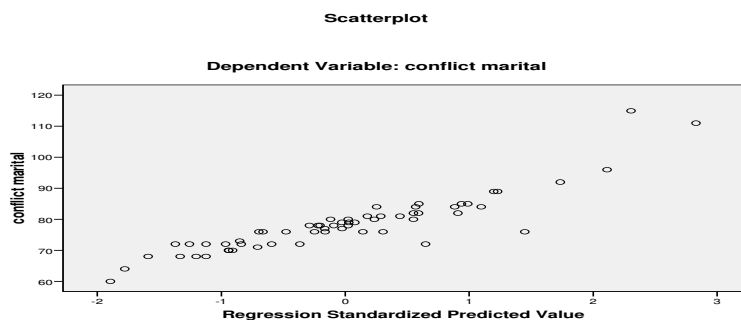


Figure 1 – The line of regression for the prediction model of the marital conflict

The above image shows that the variables are grouped around the regression line. The regression slope takes a positive value, which means that there is a positive correlation between the sexual satisfaction, the length of marriage, jealousy, aggressiveness and the marital conflict.

Out of all the six predictor-variables, two variables do not explain the occurrence and development of the marital conflict, and those are blaming and problem solving. We could state that for the 30 couples participating to our study, the interpersonal communication style does not influence the marital conflict, it

could be due to the fact the subjects use in their communication with the partner both blaming and problem solving.

The obtained results confirm the hypothesis according to which aggressiveness and jealousy are predictors of the marital conflict, but the most important predictor is the sexual dissatisfaction.

Conclusions.

The conducted study aimed to highlight the significant aspects related to the conjugal neurosis, to the way in which marital conflict can be generated and which are the factors that contribute to its initiation and maintenance.

The results that were obtained from the data analysis confirmed the hypothesis. The most important predictors of the marital conflict are: sexual dissatisfaction, the marriage length, jealousy and aggressiveness.

As a general conclusion for this study, we can say that the existent family dissensions that can change into real, or even violent conflicts, strongly affect the couple's stability.

It is recommended that those partners who really love each other do not surrender when life problems strike. For that, partners need an efficient communication between each other, which can contribute to a high marital consonance and implicitly, to the partners' satisfaction. These aspects that are significant for a harmonious relationship within the marital couple, that passed over the crisis level, the "conjugal neurosis", may constitute the subject of further research.

References

- Corneanu, G., (2006). *The Psychology of the Couple Relationship*. Humanitas Publishing House, Bucharest.
- Clark, M.S., & Grote, N.K. (2003). Close relationships, chapter 18, p. 447 – p. 459. In *Handbook of Psychology*, Volume 5: Personality and Social Psychology, Millon, Th., & Lerner, M.J. (Volume Editors), John Wiley & Sons, Inc., Hoboken, New Jersey.
- Enache R., (2013), *Study on the Relationship between Communication and Marital Attachment in Romanian Families*, *Procedia - Social and Behavioral Sciences*, Volume 84, 9 July 2013, Pages 811-814, ISSN 1877-0428, <http://www.sciencedirect.com/science/article/pii/S1877042813017266>
- Enache R., (2013), Psychological Counselling and Family Planning for Teenagers, *Procedia - Social and Behavioral Sciences*, Volume 84, 9 July 2013, Pages 264-268, <http://dx.doi.org/10.1016/j.sbspro.2013.06.548>, <http://www.sciencedirect.com/science/article/pii/S1877042813016157>

- Enăchescu, C., (2008). *Psycho-sexology Treaty*. Bucharest, Romania, Polirom Publishing House.
- Fitness, J., Fletcher, G., Overall, N., (2007). *Interpersonal Attraction and Intimate Relationships*. Thousand Oaks, California.
- Rusbult, C. E., (1980), Commitment and Satisfaction in Romantic Associations: A Test of the Investment Model. *Journal of Experimental Social Psychology*, Volume 16, issue 2, p.172-186
- Tordjman, G., (1973). *La maladie conjugale*, Marabout, Paris.
- Ward, P. J., Lundberg, N. R., Zabriski, R. B., Berrett, K., (2009), Measuring Marital Satisfaction: A Comparison of the revised dyadic adjustment scale and the satisfaction with married life Scale. *Marriage and Family Review*, 45, 412-429

THE TELEVISED MEDIA-COORDINATES OF BOREDOM

C. Schwartz, E. Demeter

Claudiu SCHWARTZ

Assistant, PhD. Student,
“Aurel Vlaicu” University of Arad, Romania

Edgar DEMETER

Assistant, PhD. Student,
“Aurel Vlaicu” University of Arad, Romania

Abstract: Even with today’s variety of engaging technologies, some teenagers are still faced with boredom. While it would be natural to assume random occurrences of the state in various contexts, it is being reported as a constant, somewhat generalized state of disengagement by some high-school-aged teenagers.

The investigation, fraction of a broader research project, conducted on 271 high-school students aged 16-18, indicates a circular causal relationship between boredom and certain televised media diet patterns.

Keywords: Media diet, Television, Boredom, Flow Theory.

General Considerations

According to Csíkszentmihályi’s (1996) flow theory, the concept of “flow” represents one of the eight mental states that can occur during the learning process of an individual. Other mental states, in addition to flow, may include anxiety, apathy, arousal, boredom, control, relaxation, and worry, and they can result when the learning individual experiences a combination of skill and challenge levels of the task at hand in a non-optimal combination (Csíkszentmihályi, 1996).

Flow represents the most optimal state of mind for learning, because the skill and challenge levels of the task at hand are at their peak, thus creating an optimal cognitive environment for learning and intense concentration, where individuals can even experience losing track of time because of the involvement in the activity (Csíkszentmihályi, 2008).

Different combinations of skill and challenge levels can emerge and according to these combinations, different mental states can take form, for

example: when the skill level is very high and the challenge level is very low the individual can experience relaxation as a mental state, but if the skill level is very low and the challenge level proves to be very high, the individual may experience anxiety (Csíkszentmihályi, 2008).

Flow can be experienced while performing any kind of activity or task, but it is most likely to occur when the task or activity is performed for intrinsic purposes (Snyder & Lopez, 2007). Passive activities like watching television do not evoke the flow experience, since the activity does not involve direct action, which is a key requirement for a flow state (Delle & Bassi, 2000; Csíkszentmihályi, 2008).

According to the literature, there are three conditions that have to be met in order to reach a flow state (Csíkszentmihályi et al., 2005):

- The learning individual must be involved in the activity or task with a clear set of goals and objectives, which can add direction and structure to the activity or task.
- The task or activity must provide clear and immediate feedback since it can help the learning individual negotiate any changing demands in order to adjust performance and maintain the flow state.
- The learning individual must have a good balance between perceived challenge and perceived skill.

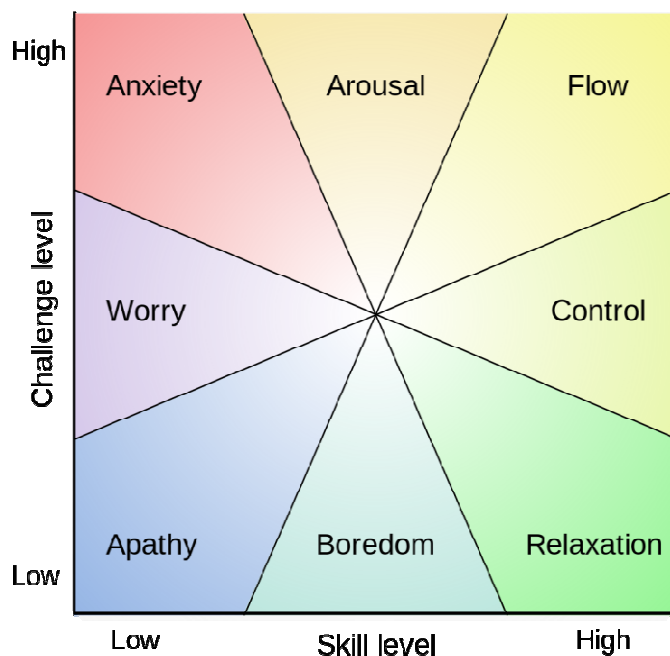


Figure 1 – Csíkszentmihályi's skill and challenge model (Csíkszentmihályi, 1998).

Media diet and television

The use of media and television by teenagers has powerful implications on their lives (Bernard-Bonnin et al., 1991). Prolonged implications in watching television were associated with several significant behavioral outcomes that include obesity and poor eating habits (Locard et al., 1992), decreased physical activity and physical fitness (Durant et al., 1994) impaired school performance (Gupta et al., 1994) and aggressive behavior (Gadow & Sprafkin, 1989).

Watching television is usually described as a passive and uninvolved, rather generally boring activity within the literature (Csikszentmihályi & Kubey, 1981). Paradoxically, people tend to watch television in order to cope with boredom, but soon enough this activity becomes boring itself (Marion et al., 2006).

The amount of time spent watching television is considerable given the fact that people living in the industrialized world devote an average of three hours per day to this activity (Kubey & Csikszentmihályi, 2002) and young people watch up to 25 hours of television per week (American Academy of Pediatrics, Committee on Communications, 1990).

Boredom

Despite the fact that western societies are presented with an unprecedented range of opportunities, individuals now appear to be more susceptible to boredom than ever before (Svendsen, 2005).

There are many definitions regarding the concept of boredom. Fisher (1993) describes boredom as "*an unpleasant, transient affective state in which the individual feels a pervasive lack of interest and difficulty concentrating on the current activity*". According to Csikszentmihályi's (1998) skill and challenge model, boredom can be outlined when the challenge level is low and the skill level is mild. Trying to cope with boredom by engaging in passive activities like watching television (Marion et al., 2006) can lead to a generally boring experience (Csikszentmihályi & Kubey, 1981), further increasing the state.

Engaging in passive and monotonous activities may lead to chronic boredom which results from the individual's inability to use the appropriate coping mechanisms to escape them, giving perspective and meaning to life (McWelling, 2003). Chronic boredom can be associated with depression, and in children and adolescents, depression is not always characterized by sadness, but instead by irritability, boredom, or an inability to experience pleasure (Brent & Birmaher, 2002).

According to Csikszentmihályi's (1998) skill and challenge model, if both skill and challenge levels are low, the result is apathy which is represented by loss of interest, lack of motivation, reduced spontaneity, less affection, reduced enthusiasm, and a disinterest towards new activities (Levy et al., 1998). Therefore

if an individual is frequently stuck in this state to the point of boredom becoming chronic, the risk of it transiting into apathy is very likely, since in this particular case, both skill and challenge are low.

Results

The present study reveals certain connections between preferred televised content types and boredom as a sustaining factor for the televised media intake activity, which leads to the following hypothesis: There is a circular causal relationship between televised media diet and boredom as reason for the respective media intake.

The study was conducted on a gender-wise and age-wise homogenous sample of 271 Romanian high-school teenagers aged 16-18.

We define *random televised media intake* as the intake of televised media that isn't aimed at satisfying a certain need, interest or passion, or for the purpose of relaxation, entertainment or staying informed; but rather as a means to pass the time.

Boredom within the present study's context is defined as a state which involves Csikszentmihalyi's notion of boredom, but is seemingly overextending to apathy on the same author's diagram of skill and challenge – which reflects the intrinsic argument of this paper.

At first glance, Figure 2 indicates that over 66% of random televised media intake is due to boredom, and only 33.33% due to other reasons like relaxation, entertainment, staying informed, education etc.

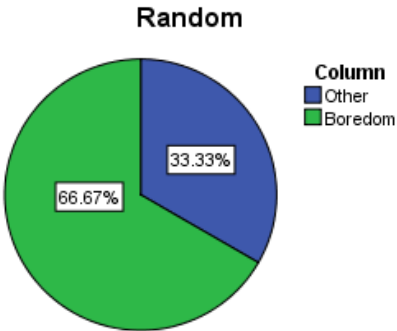


Figure 2 – Random televised media intake chart

Secondly, indicators in Table 1 reveal a consistency of this state across various media channels through positive, significant correlations of $r=.284$, $p<.001$ for internet platforms and $r=.173$, $p<.01$ for digital games; suggesting that media

consumed through both on-line platforms and digital games is a boredom-driven activity in the case of these particular participants.

Since no significant correlations were found linking boredom to certain types of media within the other two aforementioned channels, investigations were focused on televised media.

Table 1 – Boredom as a constant state across multiple media channels

		Correlations		
		Boredom TV	Boredom Platforms	Boredom Games
Boredom TV	Pearson Correlation	1	,284**	,173**
	Sig. (2-tailed)		,000	,004
	N	271	271	271

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

Linear regression analysis indicates that boredom predicts the intake of random televised media, explaining 6.5% of the variance ($R^2=.065$ $F(1,269)=18.567$, $p<.001$), as shown in table 2. It was found that boredom significantly predicted random televised media intake ($B=.25$, $p<.001$) However, this analysis contains only half of the information needed for the assumption of causality in the sense that as boredom predicts random televised media intake, the latter can also – and implicitly does – predict the former.

Tabel 2. ANOVA
Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,254 ^a	,065	,061		,371

a. Predictors: (Constant), Boredom

b. Dependent Variable: Random

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,550	1	2,550	18,567	,000 ^b
	Residual	36,948	269	,137		
	Total	39,498	270			

Table 2 – Linear relationship between boredom and random televised media intake

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	,098	,029		3,381	,001	,041	,155
Boredom	,198	,046	,254	4,309	,000	,108	,289

a. Dependent Variable: Random

Given the impossibility to isolate a causal, unidirectional relationship between boredom and random televised media intake – or vice-versa – due to the research design associated with the characteristics of involved variables, further qualitative investigation was required in order to clarify the findings, allowing for a reliable interpretation of the analysis.

The qualitative component of the study by means of interviews and focus-groups conducted on 38 participants from within the same sample, confirmed the existence of a circular causal relationship between the two variables.

The qualitative investigation identified boredom as the cause for randomized televised media diet, which in turn sustains – or for some cases – even deepens the state.

Boredom as a reason for starting a media intake activity soon turns into slight frustration since *nothing interesting is ever found on TV*. In hopes that something interesting might show up, media is consumed in small bits until – usually – commercial breaks disrupt the activity or the particular show ends. Since the activity wasn't initially interest or passion driven, the consumer has the tendency to quickly shuffle channels in search for something else.

While the presented televised media consumption behavior is standard and depicts an activity most of us have experienced, for these teenagers it became commonplace, generalized as the dominant televised media intake behavior.

Our qualitative analysis identified a pattern of response to a segment of the interviews:

What are you actually willing to find? For which, a consistent answer was: *I don't know...something interesting.*

And what would you consider interesting? Invariably answered: *I ...don't know!*

From a flow-theory standpoint, the associations between boredom and random televised media intake corroborated with the answers received during interviews, indicates a lack of skill. And by skill in this context, we mean knowledge which can be synthesized into interest, passion or taste towards particular types of information.

Given the fact that the variety of televised channels and content this particular sample has access to can satisfy most interests, it would be safe to assume that lack of satisfactory content is not the problem here but rather the lack of knowledge with the potential to stimulate a need for information to be satisfied through media intake.

Conclusions and implications:

The conclusion drawn in this case was that while boredom does predict random televised media intake, the media consumed in such manner can only sustain this particular state, since the fractions and types of content being consumed in such manner cannot solidify a knowledgebase able of generating interest or passion towards a certain subject, which means that that random televised media intake generates and predicts boredom as well.

The resulting relationship is a vicious circle of low knowledge leading to aimless intake of televised media which in turn preserves the initial state of low knowledge in the search for *something*. Through repetition, the activity becomes behaviorally embedded, with a Skinner-box-like grip through its shuffling and searching components, making it a self-sufficient activity as soon as reason becomes purpose: *I mostly watch TV when I'm bored. And since watching TV bores me, I keep shuffling channels hoping to find something interesting.* In fact this particular teenager is merely trying to get rid of the bored state she's in, using this behavior as a coping mechanism.

What is alarming about this kind of behavior is that it fits into an apathetic model from a positive psychology perspective, falling under the low challenge – low skill quadrant of Csikszentmihalyi's diagram. And while some simplified interpretations of the diagram tend to disregard the apathy quadrant simply labeling it boredom, we cannot help emphasizing the importance of the differences between these two terms, given the fact that mental health implications of chronic apathy require no argumentation.

Since televised media is notoriously unengaging let alone challenging, it would be safe to attribute a low challenge state on the flow-theory diagram to the passive activity of shuffling through television content. Provided the analogy, it becomes clear that associating low skills and/or knowledge with televised media intake as a coping mechanism for boredom leads to apathy instead and even though teenagers just call it *boredom*, it is our duty as educators and psychologists to raise

awareness of the implications of seemingly harmless but ultimately downright dangerous televised media intake.

References

- American Academy of Pediatric, Committee on Communications. (1990). Children, adolescents, and television. *Pediatrics*, 85:1119-1120.
- Bernard-Bonnin A.C., Gilbert S., Rousseau E., Masson P., Maheux B. (1991). Television and the 3- to 10-year-old child. *Pediatrics*, 88(1):48–53.
- Brent, D.A., & Birmaher, B. (2002). Adolescent Depression. *N Engl J Med*, 347:667-671.
- Csikszentmihályi, M. (1996). *Flow and the psychology of discovery and invention*. New York, NY: Harper Collins.
- Csikszentmihályi, M. (1998). *Finding Flow: The Psychology of Engagement With Everyday Life*. New York, NY: Basic Books.
- Csikszentmihályi, M. (2008). *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial.
- Csikszentmihályi, M., Abuhamdeh, S. & Nakamura, J. (2005), "Flow", in Elliot, A., *Handbook of Competence and Motivation* (pp. 598–698). New York: The Guilford Press.
- Csikszentmihályi, M., Kubey, R. (1981). Television and the Rest of Life: A Systematic Comparison of Subjective Experience. *The Public Opinion Quarterly*, 45(3): 317-328.
- Delle, F.A., & Bassi, M. (2000). The quality of experience in adolescents' daily lives: Developmental perspectives. *Genetic, Social, and General Psychology Monographs*, 126(3): 347-367.
- Durant, R.H., Baranowski, T., Johnson, M., & Thompson, W.O. (1994). The relationship among television watching, physical activity, and body composition of young children. *Pediatrics*, 94 (4 Pt 1): 441-455.
- Fisher, C.D. (1993). Boredom at work: A neglected concept. *Human Relations*, 46(3): 395-417.
- Gadow, K.D., Sprafkin, J. (1989). Field experiments of television violence with children: evidence for an environmental hazard? *Pediatrics*, 83(3): 399-405.
- Gupta, R.K., Saini, D.P., Achariya, U., & Miglani, N. (1994). Impact of television on children. *Indian J Pediatr*, 61(2):153–159.
- Kubey, R., & Csikszentmihályi, M. (2002). Television Addiction. *Scientific American*, 74. Marion, M., Gaynor, S., & Graham, S. (2006). The phenomenon of boredom. *Qualitative Research in Psychology*, 3: 193-211.
- Levy, M.L., Cummings, J.L., Fairbanks, L.A., Masterman, D., Miller, B.L., Craig, A.H., Paulsen, J.S., Litvan, I. (1998). Apathy is not depression, *J Neuropsychiatry Clin Neurosci*, 10(3): 314-319.

- Locard, E., Mamelle, N., Billette, A., Miginiac, M., Munoz, F., & Rey, S. (1992). Risk factors of obesity in a 5-year old population parental versus environmental factors. *Int J Obes Related Metab Dis*, 16(10): 721-729.
- McWelling, T. (2003). Boredom and Psychotic Disorders: Cognitive and Motivational Issues. *Psychiatry*, 66(2): 146-167.
- Snyder, C.R. & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. London, UK: Sage Publications.
- Svendsen, L. (2005). *A philosophy of boredom*. London, UK: Reaktion Books Ltd.

LEARNING TO ELDERLY

M.A. Breaz, D. Bălaș-Timar, A.Rădulescu

Maria Alina BREAZ

Lecturer, PhD

Aurel Vlaicu University of Arad

Dana BĂLAȘ-TIMAR

Lecturer, PhD

Aurel Vlaicu University of Arad

Ana RĂDULESCU

Assist.prof., PhD

Bucharest University

Abstract: The old age is a period of life in which appears numerous changes in the functionality of the intellectual abilities and skills learning. Learning capacity of the elder is influenced by natural decline due to age and also by some changes in their personality. The author presents a review of the literature in this domain and underlines the learning capacities of the elders in both learning skills categories: sequential learning and sensorimotor adaptability.

Keywords: elder people, learning capacities, senescence, psychological functioning

Changes that occur in the mental processes are influenced by cultural and intellectual experience, and, in the same time by the functional capabilities constituted the meantime (Șchiopu, Verza, 1997). We mention bellow some of the most important changes that occur at this stage of life.

Regarding memory appear several characteristic phenomena: memory impairment is more obvious for her component of short-term memory, longer memory being more resistant but in this case too, appear confusing associations.

At senescence, thinking is characterized by two aspects: on the one hand it is a discrete inflation of subjectivity on the other hand, is an increases in operation within the absolute categories. There is a greater inflexibility of ideas and judgments and also decreases gradually fluency ideas.

Intelligence can manifest relatively active. Nonspecific efficiency is preserved relatively well in the first stage of old age (65-75 years). However the

ideas pace declines, manifests intellectual vacuum moments, followed by moments of awareness of the decline that represent those moments.

The language reflects the thinking difficulties of the elder and shows a decrease of verbal flow, a sluggishness of the pace and the vocabulary frequency.

The emotionality at senescence bears the mark of a predominantly negative line (depression, apathy, decreased ability to resonate affective) reflecting in fact the dominant attitude developed by the elders towards his existential situation and his weakening, which promotes an "emotional" behavior characterized by irascibility, emotional lability.

The personality will reflect the senescence traits at all levels. Elder has time to reflect on their past comparing it with the present, to analyze his somatic, psychological, family, existential, and social difficulties. From this point of view, old age is seen by many theorists as a period of psychological development. The main tasks of this period of development are:

- adapting to the decline of physical forces and health;
- failure to face the retirement and the limited income;
- adapting to the partner's death.

According to Erikson (1998) during old age, one must solve the crisis described by the author as ego integrity vs. despair. As people approach the end of life, they tend to look back and evaluate their decisions and actions that have influenced their life. This review may ideally lead to satisfaction and acceptance that the lived life is significant and important. Such feelings lead to a stronger ego integrity. The person whose reviewing of life has feelings of regret and disappointment about his life and considers the lived life as unsatisfactory and empty, will live in despair. In terms of character it can be produced the disharmony sharpening or the enhancing existing disharmonic traits or even to their development for the first time. It is not about psychopaths, but about the existence or development of some disharmonic traits within the limits of normality or in the category of personality pathology. So:

- Asthenic individuals are characterized by a low sense of self-esteem in conjunction with the sensation of collapsing of the social prestige that lead to feelings of devaluation and disrespect prone to depressive reactions or decompensations;

- to the depressive persons the despair and depressive reactions are intensified and may occur ideas of hopelessness and meaninglessness of life, with suicidal tendencies;

- to the schizoid people can be accumulated tendencies of isolation, denial of contact with another preference for stereotypical keeping of the room or his role, accompanied by indifference to what is happening immediately around after satisfying his essential needs. There may be feelings of jealousy, due to the decrease in sexual potency and social prestige that lead not only to increased

suspicious about the fidelity of the partner, but also induce anxiety-depressive states.

The American gerontologists Warner Schaie (cited by Fillit and Picariello, 1998) as a result of some studies showed that since the second decade of life there is a gradual decline of these abilities, the damage lasting up till the 8th decade of life. Fluid intelligence declines with age, in contrast with the crystallized intelligence, which is assessed by tests based on the knowledge gained, is maintained and have a continuous development with age. In terms of the speed of information processing, it decreases with age.

The affective line is dominated by depression, apathy, coldness, which generally leads to an unstable and irritable behavior. The involution depression symptoms are manifested through somatic distress, sleep and appetite troubles, feelings of guilt, worthlessness, self-accusation. Old people become apathetic, sad, everything is black and dominated by the desire to die.

- Learning - some studies show that older people can learn as much as other age groups, only time resolution is higher; a boost for learning requires a permanent motivation, here a major role starring older schools and universities of the third age, which is a reality in Western European countries and the USA.

- Speech becomes slow due to the physiological aging of the vocal organ tract, in the same time with the deterioration of thinking, memory, attention; related to the flow of speech can be seen in the older person a decrease in the verbal flow and rhythm. To express himself is difficult, often inaccurate, with repetitions, babble; sometimes elderly are prone to verbal hyperactivity manifested by the so-called "empty talk" and "bothering" (Neamtu, 2003, p. 912).

In terms of learning ability, some studies show that older people can learn as much information and skills as other age groups, only the time of solving tasks is higher. Chown (1972, cited by Goldstein, 1984) showed that people of the third age learn best if the material is introduced slowly, over longer periods of time and not in a concentrated form; these people find difficult to read materials in which information is presented quickly. Learning information depends on the task nature and the way in which the task is related with previous experience and also depend on the training method.

At the third age learning process is much better realised if people have control over the pace of learning (Papalia, Olds, 1986, p. 426) Numerous studies have indicated that the ability to learn new motor skills decreases with age, the causes of this reduction are multifunctional (Howard, 1989, p.357). Recent research try to achieve a classification of learning skills in two categories and to study their evolution throughout life. The first category is represented by *the sequential learning* in which people learn how to combine isolated movements in a coherent action, while the second category refers to *sensorimotor adaptability* in which people modify their movements to adapt to changes that occur in the characteristics of sensory input, or motor output characteristics either.

A study on the differential effects of age on sequential learning and *sensorimotor adaptability* (2006), has found that with age appear rather specific deficits in learning skills and no generalized deficit. Despite the fact that it was not found a deficit of sequential learning to elder participants, their reaction time was significantly higher than that of young participants. Instead, older participants, obtained worse performance and a lower rate of learning to adapt to the three *sensorimotor* tasks

Thus all the data from the literature suggest that, older people may have great difficulty in terms of learning motor skills that are mediated by the cerebellum.

References

- Erikson, E.H., Erikson, J.M., (1998), *The Life Cycle Completed: Extended Version*, W. W. Norton, New York
- Goldstein, E.G. (1984), *Ego Psychology and Social Work Practice*, Free Press, New York
- Howard, M. F., Picariello, G., (1998), *Practical Geriatric Assessment*, Greenwich Medical Media, London
- Neamtu, G., (2003), *Tratat de asistenta sociala*, Editura Polirom, Iasi
- Papalia, D. E., Olds, S., (1986), *Human Development*, Editura McGrae-Hill, Inc.
- Verza, E., Schiopu, U., (1981), *Psihologia varstelor*, Editura Didactica si Pedagogica, Bucuresti

IDENTIFYING THE CAUSES OF ABORTION IN CASE OF UNWANTED PREGNANCY

L. Vlaicu

Luiza VLAICU,

PhD student

West University of Timișoara, Romania

Abstract: The abortion subject is one of moral, social and legal interest, being regulated differently according to religious beliefs, culture, civilization and tradition. The reality of abortion is increasingly worrying because of both the frequency and the negative effects that follow the procedure. This paper aims to identify the causes of abortion in women with unwanted pregnancy, describing the effect of the relationship with the partner on the decision to abort, to study the effect of the financial situation and highlight the impact of religious beliefs, using a quantitative study.

Keywords: abortion, social work, planning

Introduction

The term *abortion* refers to the termination of pregnancy, from any cause before the fetus is capable of life outside the womb (Pascuț et al, 2001).

Abortion is a heavy debated subject, a classical discussion, causing arguments between those that are "pro" and those "against" (such as euthanasia, cloning, in vitro fertilization, etc.) and is regulated differently, depending on the culture and the legal system of each individual state. In Romania, abortion was liberalized at December 26, 1989 and the law requires that it can be performed up to 14 weeks of pregnancy (or up to 24 if absolutely necessary for therapeutic reasons); parental consent is not necessary for a minor.

Abortion can either be spontaneous or induced (either legally or illegally). When we are discussing an abortion made at the request of the woman, it can be done either with medication or by surgical methods.

There are various options for an abortion provoked by drugs:

- *Mifepristone* (blocks the effects of progesterone)
- *Methotrexat* (stops placental growth)
- *Misoprostol* (produces uterine contractions)
- *Prostaglandines* (causes contractions of the uterus) (Ciochina, Iftimie, 2003)

A surgical abortion can be done by using various methods:

- Aspiration abortion (removes the pregnancy by suction)
- Dilation and evacuation (the pregnancy is removed using a narrow forceps through the cervix) (<https://www.bpas.org/abortion-care/abortion-treatments/surgical-abortion/> accessed in February 2016)

It is widely known that abortion can have various consequences, in terms of physical and emotional wellbeing. The physical effects may include uterine bleeding, uterine perforation, infection, menstrual abnormalities, cervical lesion, infertility or secondary infertility, miscarriage. (Pășcuț, 2001) The emotional effects may include depression, anxiety, sadness, shame, helplessness, guilt, hostility toward self and others, suicidal behavior, sleep disturbances, post-traumatic stress disorder. (Vought, 1991)

The abortion issue can be approached from various points of view: historically, from a legal and sociological point of view, as a subject of psychology, and also cultural and bioethical aspects. Thus, social work can have a role in the counseling and the intervention with a woman facing an unwanted pregnancy, by getting involved in prevention activities, activities for social reintegration, referring the client towards other competent services, etc. An important aspect in the decision on whether to abort is the financial situation. For women that find it hard to enter the labor market, social economy can be a valid solution, gaining wide acceptance because of the economic and social potential for the inclusion of disadvantaged groups. (Goian, Vasiluță-Ștefănescu, 2013). Also, women must generally face more and more difficult family responsibilities than men, the role of mother needing more effort and time than that of father, with a direct influence on career development and opportunities for women. (Vasiluță-Ștefănescu & Vasiluță-Ștefănescu, 2012)

There are two parties when talking about arguments for or against abortion: “pro life” are people that are against abortion while “pro choice” are the ones that support the woman’s right to make the decision.

Alcorn (1992, p. 80) a “pro life” supporter argues that “One person’s right to a preferred lifestyle is not greater than another person’s life”. But here come into play the much discussed question: “Is the human embryo a person?”; “Does the fetus have any rights?” Biology, philosophy, religion will answer these questions differently but the abortion issue is clearly controversial and the conflict of values cannot be easily solved.

Methodology

The present analysis could be linked to the paradigm of social constructionism, attitudes to maternity and family responsibilities, being framed in the structural orientation. (Vasiluță-Ștefănescu & Vasiluță-Ștefănescu, 2012)

The purpose of this study is to identify the causes of abortion in women that face/faced an unwanted pregnancy. The specific objectives of the study are the following:

- To describe the effect of the relationship with their partner on the decision to abort
- To study the effect of the financial situation
- To highlight the impact of religious beliefs.

The following hypotheses underpin the study:

- A supportive partner means a lower chance to choose an abortion
- The lack of a stable partner will influence the decision to adopt
- If the financial status is poor, the risk to choose an abortion is higher
- If the woman has strong spiritual/religious beliefs, the risk to abort is lower

The working method of this study is quantitative, based on a structured questionnaire with 16 questions: 5 demographic items (age, rural/urban environment, level of education, professional status, ethnicity) and also items about the relationship status, financial situation, religious/spiritual beliefs and practices, among with a question on actually having an abortion and also a question on the number of abortions until the completion of the questionnaire.

The questionnaires were applied in the maternity ward of the Drobeta Turnu Severin Emergency County Hospital in March 2017.

The sample consists of 55 women from rural and urban areas, aged between 13 and 45 years. Due to the sensitivity of the chosen subject, the sample is small, this being one of the limitations of this study. The questionnaire was anonymous.

For analysing, storing and interpreting the data, the program SPSS(Statistical Package for the Social Sciences) version 20 was used.

Results and discussions

The distribution by age is as follows: 4 women are between 12-18 years; 22 between 18-30; 21 are between 30-40 years and 8 are between 40-45 years. The level of education: 4 - primary school, 5- lower secondary school, 24 – highschool, 8 – post secondary education, 11 – Bachelor degree, 3 – Masters degree.

For this sample, the number of abortions in each case is ranging between 1 and 11 procedures.

The first assumption was that a poor financial situation will be a strong factor influencing the decision to abort the pregnancy and for these women it has proven to be true as one respondent (1.8%) has no income, one respondent (1.8%) has an income of less than 500 RON / month, 30 (54.5%) have an income between 500 and 1000 RON / month, and 11 (20%) have incomes between 1000 and 1500 RON / month. Also, when asked if they evaluate their own income as sufficient for a decent living, 42 respondents (76,4%) stated that their income is not enough. All of these women had at least one abortion. So, for this sample we can say that if the income is small, then the chances of an abortion increase significantly.

Regarding the lack of a stable partner as an influence on the decision to abort, we mention that 48 respondents (representing 87.27%) had a stable partner when they decided to abort. Thus, these women choose to give up the pregnancy even if they had a stable life partner.

Also, the respondents stated that in 32 (58,2%) of the cases, their partner agreed and even advised them to abort and in 13 cases (23,6%) the partner was not against abortion and let the woman decide what to do.

Concerning the religious conviction, 21 (38.2%) of the respondents answered that abortion is a serious sin although they already had at least one abortion. On the other hand, 20 (36 4%) of the respondents said that abortion is not a sin as grave as the church supports.

Although abortion is not accepted among the religious cults, the respondents did not seem to take this necessarily into account as 8 (14,54%) respondents answered that they frequently participate to religious services and rituals but also aborted at least once.

Conclusions

As Mihaela Gavrilă-Ardelean states (2008), abortion remains widely used in Romania, largely due to ignorance and lack of education.

Family planning is a fundamental right for persons to decide when to have children. Multiple types of contraceptives exist, classified differently; although it cannot be said that an ideal contraceptive exists, there are a few characteristics that can describe an ideal contraceptive: it is 100% efficient and safe, with no adverse effects, it does not interfere with sexual activity, fertility is reversible, it is easy to administer, easy to be produced and managed, it is user dependent and accepted from ethnic, political and religious points of view. (Gavrilă-Ardelean, 2007)

It is worth mentioning that 4 women that took part in this study are between 12 and 18 years old. Teen pregnancy and abortions are a difficult reality that needs to be changed with the help of education, prevention services and strong social policies for families.

Likewise, the number of abortions in the case of the respondents is also alarming as most of them had at least one procedure, showing that their attitudes and behaviours don't change even after their first experience.

This research showed that the most important factor in the decision to abort is a difficult financial situation. Also, if the pregnant woman's partner agrees and encourages abortion, then the chances for women to abort increase (58.2% of respondents were advised by the partner to give up the pregnancy). The lack of a stable partner didn't prove to be an important factor, 87.27% of the respondents had a stable partner when they aborted. Regarding the relationship between religious convictions and abortion the situation is (apparently?) paradoxical.

References

- Alcorn, R. (1992). *ProLife Answers to ProChoice Arguments*. Oregon: Multnomah.
- Ciochina, L. & Iftimie, C. (2003). *O viziune asupra vieții*, Editura ProVita Media, București:
- Gavrilă-Ardelean, M. (2007). Metodele de planificare familială – clasificări și counseling special, *Revista Agora Psycho-Pragmatica*, 3, 51-56. Retrieved from <http://www.uav.ro/files/agora/3.pdf>
- Gabrilă-Ardelean, M. (2008). Counselling in prevention of abortion and psychosocio-emotional secondary disorders in Arad county, SGEM 2014 *International Multidisciplinary Scientific Conferences on Social Sciences and Arts*
- Gavrilă-Ardelean, M., & Gavrilă-Ardelean, L. (2013). Habits in the romanian traditional community village, *Agora Psycho-Pragmatica*, 59
- Goian, C. & Vasiliuță-Ștefănescu, M. (2013). Profesionalizarea prin intermediul masteratului în economie socială – dimensiune a parteneriatului între comunități, mediul de afaceri și cel educațional universitar. *Revista de Economie Socială*, 5, 175-187.
- Pășcuț, D., Pășcuț, M., Munteanu, I. & Biriș, M. (2001). *Avortul - experiența românească în avortul complicat*. Timișoara: Eurostampa.
- Vasiluță-Ștefănescu, M. & Vasiluță-Ștefănescu, A. (2012). Dimensions of Ongoing Role Institutionalization: Romanian Women Managers Representations on Factors Influencing Career Development. *Review of Research and Social Intervention*, 39, 82-99. Retrived from <https://www.cceol.com/search/article-detail?id=111401>
- Vought, J. (1991). *Post abortion trauma - 9 steps to recovery*. Grand Rapids: Zandervan Publishing House.
- <https://www.bpas.org/abortion-care/abortion-treatments/surgical-abortion/>
- <http://www.mentalhealthamerica.net/>

SOCIAL AND PSYCHOLOGICAL ASPECTS OF OUTDOOR EDUCATION

H.Torkos

HenriettaTORKOS,

University assistant, Ph.D. student,
Aurel Vlaicu University of Arad

Abstract: One of the most important objectives of nowadays education is to develop useful members of the society. This is only valid if the individual is socially and psychologically developed. How can this be possible? Well, the answer is in the organization of activities in which pupils can practice group cohesion, cooperation, respect, self-esteem, self-discipline and the care for others and their well-being. Outdoor activities can be the perfect answer for this social need. During this study, we try to present the most important social and psychological aspects of outdoor learning and examples of how it can be put into practice.

Key words: educational process, outdoor learning, social skills, group, cooperation

Introduction

Outdoor learning is a concept that aims an education based on practical activities and even more, learning experiences that are deployed outside the classical environment of school rooms. It's a relatively new type of education, also called in the specialty literature as an experiential learning method, and it is mostly based on the philosophy, theory and practice of experiential studying, ecological education, and environmental education. It is known as a great way of developing in children, concepts such as self-esteem, self-understanding, the better fathoming of those that surround them, and also the comprehension of the natural world. This new type of education produces educational effects that are longer lasting and are much stronger than any other, regarding the mastering of new and complex situations that occur in the modern society. Also it develops psychosocial characteristics at very early ages, such as leadership, innovation, communication, team spirit and mostly creates a clear self-image of the individual. Even if it is

considered as being part of the non-formal education, we have to do some imprints about the whole concept.

Theoretical foundation

Outdoor learning is a non-formal type of education which happens outside of the routine of the classroom, it maximizes the learning process, minimalizes the compulsion specific of the school, offers an immediate utility of the learning content. It allows to put into value all the interest and aptitude of those involved in diverse contexts, uses methods which stimulates involvement and participation of pupils, it has got a flexible structure, the learning process is optional and orientated towards the participants, the authority is chosen by the members of the group, Outdoor education stimulates inter-human relationships, facilitates the promotion of teamwork and of an interdisciplinary learning. It is based on the experience of the participants and it is mostly realized by the one who learns. All three types of education, formal, non-formal, informal, has complex contributions over the integral development of the personality of those involved and they are all useful, none of them can be ignored or neglected.

The founder of the first experiential outdoor education school was Kurt Hahn, in 1941, as a result of the need of the modern society and as a reaction to the miss use of the modern technology and the evolution of it. The decline of creativity, practical competencies, self-esteem, self-discipline, inter human compassion and so as the lack of the imagination, the decline of physical condition have all brought to this new type of education. It was created for both the body and the mind of young people, and now in schools it has a different meaning, which is to offer its participants the possibility to develop and reach their maximum potential, and after that, to help others to do the same. It is based on challenges, on different tasks, and it develops an innovative curiosity, and invincible will, tenacity and compassion. Nowadays, Outward Bound, is the biggest organization of adventure education, and it is spread in over 30 countries. In Romania, Outdoor Life is one of the first organizations of this type, it is based on the model of outdoor education. Synonyms for outdoor education can be: education based on experience, education for environment, those also being non formal types of education and they also contain personal development education, physical education, education for health. Education for experience is a whole range of philosophy and methodology in which participants are stimulated to learn through direct experiences, direct exposure to the natural environment and its elements, reflection processes, observation, to grow in knowledge but mostly to develop competencies that are valuable for the modern society. John Dewey, 1938, said that experiential education has a great value because it creates abilities and competencies that no other education can create. It is also a fun way to learn.

Outdoor education or the education beyond institutionalized schools is a concept that aims a type of education based on practical activities that are done in

the outside environment. This type of education includes many other modern types of education, that help pupils develop personally and socially. These are: experiential education, the most direct and clear learning method, the one that encourages children to get involved on all three stages, physically, emotionally and mentally, environmental education that helps understanding and protecting the local environment, also learning through and from nature, social education and so on. It also stimulates exploring, decision making and why not gaming. It also has a non-formal character, and follows visible changes at behavioral level, and also at attitudinal level of pupils that participate to it. It has to carefully be prepared because it has to be secure in all its ways. Inside of its frame everything is presented actively and practically, (Banning, 2011). It is also based on personal experiences but to which has to be added learning experiences too. It is hard to define outdoor learning as a concept, because of its wideness, and also because it has to involve many aspects. Hereby we are going to stop on its social and psychological aspects. We are also going to present some of the most significant definitions of outdoor learning that are in great connection with its psychosocial characteristics. For example, Lappin, 2000, defines outdoor learning as a learning process which takes place outside and which includes environmental learning, adventure education, camping, outdoor activity therapies and some aspects of outdoor recreation. Priest, 1990, for example, defines it as a learning method, that uses experience and involves the use of all senses. Generally it's an exposure of natural environment, but this is not always the case.

Direction and causes of the problem

In our modern society, lately, specialty literature has put up the problem of stress at children at the most young ages possible. Ekeland, Heian, Hagen, Abbott and Nordheim, 2004, found that there are beneficial effects of physical activity both on self-esteem and depression and anxiety. These gains can be mediated by the multiple effects of physical activities and exercise on stress exposure (J.D. Brown and Lawton 1986). It was found as a direction to the cause of these problems, that exercise can obtain positive motivational properties through the association to other positive stimuli like social interaction and in this way to influence the tolerance to stress (Salmon, 2001). School policies of the 21st century, want to take care of all these problems, by implementing new directions, and this way to increase the rate of physical activities in children's schedule. The potential beneficial effect of physical activities, plus the use of natural environment has great effects on the wellbeing of children. Some studies show that even academic performance is improved by the use of the school yard or any other natural environment in the activity of schools. Also problem solving abilities, learning styles, adaptability to them, willingness to stay on task, even test scores have been improved by the use of the natural environment shows Lieberman and Hoody, 1998 from its study in 14 schools in California. Wells and Evans, 2003,

show in their studies that even the coping mechanism with adversity in children, mostly adolescents, has improved by exercising in nature and improving wellbeing both physically and psychologically. Coffey, 2001, has showed in his study that antisocial behavior such as violence bullying, vandalism and littering as well as absenteeism has been reduced significantly after the use of up to only 5 hours of spending time in nature, mostly replacing the inside contain of the Curriculum and moving it outside the classroom. Actually the combined effect of physical activity and natural environment can cause the benefits of outdoor education in children's wellbeing.

Recent perspectives

The main purpose of the use of outdoor learning is to produce changes at the level of physical abilities, inter personal level, at the level of relationship with other members of the group, towards self and not lastly toward the behavior of the participants regarding natural environment. No matter the contents that are taught, outdoor education is a whole learning process which takes place in a natural environment. It comes as a completion to the formal education type, but it is done in the most pleasant way possible. It also sustains all the education and learning that pupils get in school and in families, but it is done through the use of all the modern methods: team games, free discussions, role plays, acting, practical activities, group method, brainstorming, case studies, learning through actions, learning through activities, trips, visits, event organizing too. It is not a learning experience without taking into consideration the scholar Curriculum, but it bolds and underlines the knowledge that is stipulated in it. In other words, it gives pupils and all people that are involved, the possibility to learn by doing. It supposes a lot of planning, reflection, observing and action on the activities that are going to take place and also the effort of applying learning in new situations in the outside environment. The most important aspect is taking all these learning experiences to even a higher level, and that would be the one that we have mentioned above, a longer lasting, more emphasized type of education. That is applying it in everyday life in the society, in the family, and in the classroom.

Outdoor learning has very well defined meaning. It is different from just going out in nature in order to relax. This is why it has to be beneficial and to support education. In order to have a meaning in education it has to contain active participation of subjects at specially designed activities in nature. So, outdoor learning includes curricular elements, to create a holistic learning experience though nature, above what education in a classroom can do. It is also important to underline, to emphasize a few distinct characteristics. Outdoor learning is not just taking student outside as a change of environment, even if it involves using the curricular contain for it. It has to be more than that. It has to represent activity, experience, learning, communication. It is not just going out and participating to re-creative activities in nature, it involves human effort of planning and developing,

which is definitely more than relaxing outside. It is not focusing just on teaching and learning competencies of a safe participation in a natural environment activity, it is referred more to what can we take out as learning content of curriculum, from a competition and adventure experience, from the natural environment. It is not an environmental education in which we learn about environment, it supposes the natural ambiance in which children can better understand and appreciate environment that surrounds them, but it is also connected to their connection with the environment. It is pupil centered and it helps to form competencies of working on a theme, working in an interdisciplinary way, and holistically. In this way it is important for teachers to be able to create real educational situations which strengthen self-confidence, by holding as many activities or classes in the outside area, without only using workbooks and books. If it is about using outdoor learning with preschool children, it can be organized differently, in the form of games, practical household activities, creation workshops and trips.

Study case

For example, in the case of the primary school pupil P.J. who is 8 years old, he does not adapt to his classroom, he is marginalized and aggressive towards the other children in his group whether it is during activities or playing, he cannot participate to cooperation or socialization kind of activities. He is a single child and the relation between the subject and his parents are ones of love, care and protection. At preschool he was violent from the first time he was introduced to the group and tried to gain everyone's attention by any means. He has a hard time concentrating on certain activities but he also distracts the other children's attention by inappropriate attitudes. The other children avoid him continuously accusing the fact that he is abusive. His behavior was due firstly to his parents who by the time he was 4, gave him everything in return for nothing and did not ask him to obey any rule. After talking to his parents he was put under observation because of his behavior, hoping that with the help of outdoor activities, positive changes will be made in his behavior making him conscious of the impact that he has on others when he is aggressive but also the consequences of such a behavior.

The program in which he was included started with the observation of his behavior for several days in different moments of a day. The research process started from the hypothesis that if outdoor learning activities were introduced as a completion to the indoor ones specified in the National Curriculum, for a period of 5 weeks, there will be positive progress in his behavior, adaptability, communication, self-esteem, group work and a better understanding of people and objects that surround him. There were 2 variables included. First, the independent one, which was the use of outdoor learning activities, the second one, was the dependent variable, the expected changes in his behavior. The main instrument used to gradually check the results was the observation. There is also a chart that presents the gradual improvement of the stage in which changes were made in the

behavior of the subject but also the range in which the use of outdoor learning activities made improvements on the behavior of the subject.

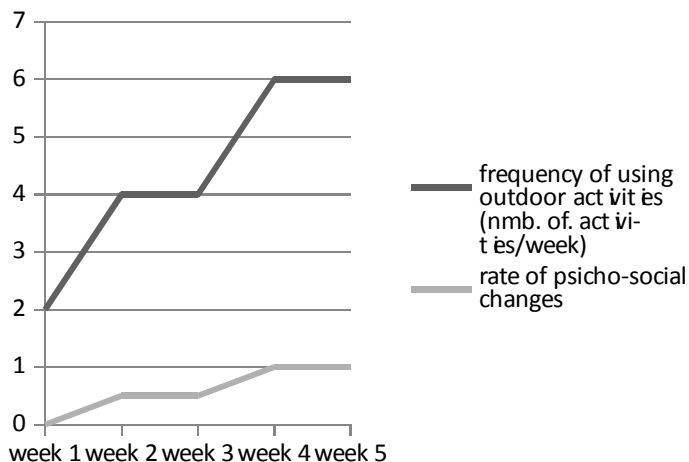


Fig. 1. The psychosocial changes function to the outdoor activities

Intervention

The first step of the methodology of intervention is the approach of the study, by analyzing the actual situation of the subject, his abilities, his behavior, his strengths and faults. Another step is referring to the psychological observations. He is intelligent, his language is rich, has a logical memory, rich imagination, little focusing, egocentric, external motivation, selfish, unable to share ideas or objects, unable to work in a team. Regarding the social relations and his sociability the relation between his parents is in harmony, based on love, respect, trust and mutual support. That is not the case when it comes to the relationship with others: teacher, colleagues, neighbor children, foreigners. The relations with the children who are his age are tensed, everyone avoiding him because of his aggressive and boring behavior. He likes competitions, but most of the time he is not honest, he cheats and when he is eliminated from the game he cries and becomes aggressive. He does not accomplish his duties during activities, he gets bored easily. He does not cooperate; he either wants to solve it by himself or does not solve anything at all.

The next step is the elaboration of strategies of action. At personal level: stimulation of motivation for cooperation and helping; modification of the attitude of the child through group work; the modification of his attitude towards the group and the relations in the group. At the level of the group: the creation of more situations in which they should work in groups, a higher level of solicitations in the group, making the child responsible during activities, especially group activities. The level of all factors concerns the parents, colleagues and friends.

The last step is taking the decision of improving the behavior. This step includes elaborating a personalized intervention plan by using specific strategies

and outdoor learning activities (Nicu, A., Conțiu, E., (2010). Their aim is to intensify the relations and the involvement in every kind of activities and to favor sociability. The subject's problem is that his relation to those who are his age is problematic but with the help of this plan it is aimed to intensify his attitude towards other children's problems, the optimization of his focusing abilities and minimization of negative behavior as well as sharing duties with those who are in his group and mostly the change of his image about himself and where he is situated in the group, especially the knowledge of his duties and roles in the group. The observations took place in the course room, the experiment took place in the school yard, parks, field trips, the nearby forest.

The objectives of the experiment are:

- the identification of the role of outdoor learning activities in the children's behavior, the level of communication, level of involvement in activities and the relations between the children;
- the analysis of the relation between socio metric indicators and the level of communication of primary school pupils;
- the analysis of the relation between socio metric indicators and the level of communication between children.

Analyses of the results

The results after the intervention include a progress regarding his involvement in didactic activities, as well as modification of his attitude towards his colleagues through creating relations in the group, the progress of the image of himself and the role that he gives himself within the group that he belongs too. With the help of including outdoor learning activities as a completion to the custom indoor activities, and the organization of activities in a manner of cooperation, a progress is noticed. After the five week program, the subject is capable of sharing, both ideas and objects, communicates with his classmates, is more self-secure, trust more his parents and his neighbors, is able to initiate activities that engage competition, also changes were observed in his academic activity, higher test scores. During the experiment, it was noticed a high level of independence and assuming responsibility. We can conclude that the use of outdoor learning activities did not have an immediate effect on the subject, the progress being obvious only after a while. It was shown once again that these kinds of activities which involve curricular aspects in nature are beneficial not only at individual level, but also at the level of the group. The attitude of the group towards the subject has also changed due to the new type of interactions between them but mostly because of the free environment that supported the whole learning activity.

Discussions

As it was shown for many times, outdoor education is indeed a great method of improving life, both socially and psychological. Some believe that the

purpose of outdoor education is not sensible stewardship but independent, learning, free thinking and self-reliant problem solving as it is told by Simon Priest, the instructor of the principals of outdoor education at the University of Oregon. Outdoor learning is a concept that emphasizes relationships concerning people and natural resources. It is also a great way of modern experiential learning which require full use of the six senses, and involves all three domains of the participants: cognitive, affective and motoric. Perception is also included and observation as well because outdoor learning appeals to the use of senses. It includes more sensory than abstract theoretical matters. Children involved in outdoor education activities use their senses, their muscles, brains, and enjoy nature but also learn through the whole process. Learning in the outdoor education system is indeed a matter of building relationships. And it's not only about nature but mostly about people. It involves all categories of relationships, firstly, interpersonal, intrapersonal, and then all the connections between them. It emphasizes the way people cooperate with each other, how they communicate, how they trust one another, and this, during all the interactions that are only possible by engaging into outdoor learning activities. Then, on the other half of the issue, level of independence is raised, self-concept, the perception on their abilities, their limits and their positive and negative sides are also very well defined. The other kind of relationship that is developed is how people interact with their surroundings. How can they influence the well preservation of it.

Conclusions

As a conclusion we can all agree that no matter which type of outdoor learning we use in the academic process, no matter at what age, these activities develop confident individuals who solve problems cooperatively and who can make judgments regarding self, people, ideas and why not even environment. This study, has reached out to different kind of issues that can appear regarding the concept of outdoor education, regarding free time activities and their impact on the personality of pupils engaged in them. The final results have shown the importance of introducing these activities in everyday life too at the level of group cohesion, self-esteem level, self-discipline, taking care of others and taking others into account, making a better social climate which lead to a new quality regarding methods and principals of the educational space. One of the most genuine preoccupations of the human community is to create adaptable members of the society through education. This formation, supposes a multilateral development of the individual in perfect connection with the needs and demanding of the contemporary society, not with the use of abstract theories but corresponding to real aptitudes on which the whole personality of the individual is based.

References

- Banning, Wendy, and Ginny Sullivan, (2011), *Lens on Outdoor Learning*, Saint Paul, MN: Redleaf Press
- Dewey, J., (1938), *Experience and Education*, Kappa Delta Pi, United States, Collier Books, New York.
- Ekeland, E., Heian. F., Hagen, KB., Abbott, J., Nordheim, L., (2004), *Exercise to improve self-esteem in children and young people*, NCBI.
- Lappin, E., (2000), *Outdoor education for behavior disturbed students*. Retrieved Dec. 7, 2007, <http://www.wilderdom.com/deffinitions.html>
- Miles, J.C., Priest, S., (1990), *Adventure education*, Venture Publishing, U.S.A.
- Nicu, A., Conțiu E.R., (2010), *Instrumente pentru învățarea prin cooperare*, Biblioteca pentru cadrele didactice.
- Coffey, A., (2001), *Education and Social Change*, Open University press
- Jonathon, D., Brown, Millicent, L., (1986), Stress and wellbeing in adolescence: The moderating role of physical exercise, *Journal of Human Stress*.
- Lieberman, A. G., Hoody, L. L., (1998), *Closing the achievement gap: Using the environment as an integrating context for learning*, State Education and Education Roundtable, U.S.A.
- Salmon, p., (2001), *Effects of Physical exercise on Anxiety, Depression and sensitivity to stress: a unifying theory*, NCBI
- Wells, G., Nancy, M., (2003), A Buffer of Life Stress among Rural Children, *Sage Journals*

THE IMPORTANCE OF GERONTOLOGICAL SOCIAL WORK IN DAY CARE CENTERS FOR THE ELDERLY

M.A. Breaz

Maria Alina BREAZ

lecturer, PhD

“Aurel Vlaicu” University, Arad, Romania

Abstract: through activities organized in day centers it is attempted to reconnect elderly, who due to age, retirement, illness, many problems encountered along life tend to disrupt relations with the community, peers and to lose social functioning.

Key words: day centres, deinstitutionalization, social counseling.

Day care center is a socio-medical institution with legal personality, subordinated to the Department of community development and support, Adult Protection Service. Day centers for the elderly are social care institutions, with precise status and operating rules, having to meet certain collective needs. Day centers for the elderly are a form of prevention of institutionalization. The main objective is to support the elderly persons that due to reasons of an economic, physical, mental or social nature are unable to provide for their social needs, to develop their own capacities and skills for social integration. (Miftode Vasile, 1999)

In other words, day centers are an alternative to the loneliness of the elderly persons. This form of social assistance aims to prevent addiction -if possible- and is aimed at improving the living conditions of older persons. This form of social protection provides the possibility of aged to spend their free time in a pleasant way, and on the other hand, gives safety for family (dependents) through surveillance of the elderly. Benefiting from gerontological social welfare in day centers:

- old-age pensioners - regardless of nationality, ethnicity, religion, gender, income;
- the elderly person who has no family;
- elder who encounters difficulties in the family;

- retired who don't realize their own income or they are not sufficient to ensure the necessary care;
- persons that can no longer carry on physical work in the household;
- persons that are unable to ensure socio-medical needs from multiple causes;
- retired on medical grounds.

In general, groups of beneficiaries of these services are as follows:

- immobilized or hard to mobilize elderly;
- elderly people showing different illnesses and are being treated and monitored;
- mobilizing senior citizens with different handicaps more "light".

The decision to frequent these day centers belongs to the elderly and eventually to his family. The elder is a mature, responsible person, who shall have the right to decide what he wants. . These day care centers are living proof of the changes in the social sphere, after 1990 onwards. The changes relate to the quality of services and material facilities existing in the centers. From the point of view of the quality of services, prevails the action of knowing the status and conditions of older people; recognition of their special needs -if there are any – and solving the multiple problems of this category of persons. And, in the second point, namely that of the facilities, we can say that these differ according to the management of each Direction of Community Assistance and the support received from local councils. The activities in the Day Center are made especially for the elderly and seek comprehensive care, treatment and changing the client, with the purpose to improve the quality of life, which is the central value of social assistance. Studies have shown that the elderly who have less vitality, activity and are isolated, die faster than people the same age who socialize and are active.

In general, in day centers they are trying to create a pleasant atmosphere, even familiar, where the elder feels good, important and satisfied with how he is treated. Even the minutest things/gestures are taken into account, which emphasizes the increase of self-esteem. A very important aspect is the respect for privacy of aged, so toilets are separated by partition walls, clothes are kept in the best conditions, while attending the Center. Of particular importance is considered compliance with social and medical ethics, increasing the level of communication between involved specialists and the client/patient. Social assistance is considered an art because it implies from the part of the practitioner a series of outstanding personal qualities and skills which need to be adapted to the problems of elderly clients, in order to be able to better understand them and to help them help themselves.

For the results of social assistance to be as expected, there must emphasize the unique value of each person, which implies unconditional respect towards the

elderly person and treat them with much attention. However, staff involved in working with the elderly often wonders why many sexagenarians consider themselves to be insulted when they are called elderly or old at the time of the occurrence of retirement. There are several explanations, such as the fact that the financial situation of the aged person does not create a state "to agree", that in general old age is likened to a disease, loneliness, stigma, isolation; moreover, the decrease of income which can lead to the phenomenon of frustration and revolts, considering the value of the pension as a lack of respect for the years of work coming from the State.

So, problems and frustrations accumulated induce this state of agitation and discontent that is felt by the people around, and therefore services addressed to seniors must take into account these issues, preventing unpleasant situations and respecting the dignity of the person, regardless of age. (Marshall, 1993)

Modern social assistance starts from the needs of the people, promoting education for help – to help each other – and for a better understanding of the fellows who are in suffering, in the spirit of human solidarity. Assistance in day care centers may be defined as the range of services and facilities intended to meet the problems of the elderly. This kind of assistance helps the elderly to be integrated into their community, which is a vital thing for them, giving much needed moral support. (Mănoiu, Epureanu, 1996)

The organization of gerontological support services in day centers differs from country to country, but what is common to all is the recognition of the universal needs of elderly persons.

These needs are:

- the need for emotional support and to find an answer to personal problems;
- the need to be informed concerning the availability of a service, who it belongs to, in what it consists, who provides it, what are the criteria that a person must meet in order to be able to benefit from that service, what are the criteria for the selection of persons who may benefit from it, etc.
- the need for some personal care.

Care is a pivot value in the field of gerontologic social assistance, concern for the benefit of the elderly customer and to satisfy his needs. Services of day care centers take into account the interests and needs of their clients and through specialized services and professionals involved, it is tried to solve the worries and to satisfy the needs. Treatment is another main purpose being pursued through social assistance in day centers for the elderly – tributary to medical paradigm from where it is loaned - targeting appropriate techniques for social function to be restored. The final goal will be to determine clients to help themselves. (Bogdan, 1992)

Change and reform are essential elements of social assistance and they aim the permanent struggle to improve life conditions. Social assistance in day centers targets also social education. It's about the efforts directed to change the attitudes of disadvantaged categories - which are generally the social assistance customers - on one hand and the public opinion against the most vulnerable members, on the other hand. Services that the elderly can benefit for in day care centers for the elderly are social welfare services which involve tracing the evolution of the aged and his family by the social worker who tries to find, together with the beneficiaries, the most suitable solutions to the existing problems of the elderly.

Beneficiaries are therefore informed in relation to services that they may benefit from the authorities of the State or of other non-governmental organizations, are helped to draw up papers for obtaining social help, emergency aid, jobs, etc. In times of major crisis elders can receive emergency aid consisting in payment of electric current bill, the utility expenses, rent, tax as well as buying clothing or drugs. Social counseling considers mediating relations of aged with his family, preventing abuse and neglect, conflict situations arising from various social problems; measures to maintain the elderly in difficulty in family and in community; support and assistance for the family. Prevention of social exclusion through social reactivation that aims at finding the means to put to advantage the old person's experience in order to diminish the sense of marginalization and social isolation to prevent decompensation related to advancing in age and maintaining an optimal function.

- Individual or group counseling. The elderly are advised with regard to relations with the family and the couple, in cases of physical and emotional abuse, but also in matters of conduct disorder and adjustment difficulties, moral support in the event of widowhood, death of child, of close ones friends or friends;
- Legal advice – it offers the possibility of being informed of his rights and obligations in his situation: inheritance, loss of house, domestic violence, abuse, etc. Informing about legal field aims to prevent stripping the elderly of movables and, specially, immovable assets, that would send the elder in a healthcare institution.
- primary medical care - medical consultations provided by the doctor of the day care center, advices and prescriptions for medical treatment; distribution of free drugs under medical prescriptions - within the limits of existing stock – and if in the center there is not the necessary medication then the elderly are supported in obtaining

them; carrying out medical treatments by nurses; monitoring of patients and informing them in connection with health problems that they encounter. Within the medical counseling educational activities for health take place, aimed at the prevention of obesity, diabetes, sedentary, etc.

- Canteen services - can benefit of canteen services all the elderly enrolled in day care units for the elderly who manifested their desire to that effect and are justified by the law in force. The food is prepared at the municipal social canteen and brought in special containers at the day care centers. This meal cost 30% of the income of the pensioner -according to the legislation in force Law 208/1997. Social canteens are units of public social welfare and work under the control of local councils and operate under the provisions of Law 208/1997. (Crăciun,Abraham,P.,2000) Can benefit from canteen services people who are retired and people who reached the age of retirement and are socially isolated; they do not have legal supporters; who are deprived of incomes; and chronically ill people. These social aid canteens provide appropriate services foe food preparation, daily, accordingly to food allowance within the limits prescribed by the regulations; provide, for a fee, from the canteen with basic products.

As a conclusion in evaluating this type of service, elders are inclined to some major changes when it comes to the environment and their house. The efficiency of these services is very high because the socialization is at the base of the process of aging and ratiocinates the availability or unavailability of the elderly to the changes. Beneficial are the effects of these services as well as those at home.

References

- Bogdan, C., (1992) *Elemente de geriatrie practică*, Editura Medicală, București
- Crăciun, A.P., (2000), *Legislație în asistență socială*, Editura Polirom București
- Mănoiu, F., Epureanu,V., (1996), *Asistență Socială în România*, Editura ALL, București
- Marshall, M., (1993), *Asistență socială pentru bătrâni*, Editura Alternative, București
- Miftode,V., (1999), *Fundamente de Asistență Socială*, Editura Eminescu, București

HOMELESS PEOPLE – SATISFACTION OF BENEFICIARIES OF SERVICES

C.M. Roman

Claudiu – Mihail ROMAN

Social worker, PhD student,
Doctoral School of Sociology
West University of Timișoara

Abstract: Study aimed at determining the extent to which the institutional environment in Timisoara, public and private, responds to the needs of service users, homeless adults, in terms of staff communication. At the same time, we analyzed and institutional infrastructure in terms of services offered at the moment. Such a study is a first, others have not been undertaken in Timisoara.

Keywords: Homeless, communication, social services, users satisfaction

Social context of the phenomenon

Timișoara was previously of 1989 viewed as a cosmopolitan city, the vast cultural and ethnic diversity, correlated with the city's own tolerance have always attracted. After the Revolution, near the border with Yugoslavia, after with Serbia, the border with Hungary, in the public mind a true gateway to Western Europe, the economic development of the zone, the status as a university city attracted people from many parts of Romania, in search of a better living.

Without being able to make a precise dating, the streets, squares, in some places the people wearing modest clothing began to be observed, with a state of poor hygiene, bypassed or ignored by other citizens. It is the case of Market 700 where on the manhole covers "homeless" people were staying, teenagers lost from the child protection system, smoking, drinking alcohol or often inhaling the vapors of glue, feeding on food scraps or food offered from the market and small shops.

At the North Station, the central gate of the town, i.e. in front of it, at the transport station, the "praised tree" a number of citizens, dressed modestly was waiting their turn. That is to be taken to work with a journeyman status, citizens of the city and even county, which needed help in the household - gardening, cut-

splitting, cleaning, construction, and animal care. Some lucky managed to work for several days or even several months. They are itinerant workers, coming from the country's poor. Even today, the phenomenon continues to exist at low amplitude. A large part of them fall into the category of homelessness.

Hidden from public view, nestling besides the centralized heating system pipes or sewers, and in summer in the ruins or abandoned buildings, people carried their existence that life has brought them in the position of not having a shelter. Thus, to a visible welfare part of the community of Timișoara opposes an extreme social phenomena, the homeless, adult, extremely heterogeneous as part of the vulnerable group

According to the Procedure of Admittance in the Emergency Social Center with Social Canteen” (Local Council of Timisoara), recipients need to be in one of the following:

- persons residing in Timisoara or Timis county;
- persons / families with or without children who have lost their homes due to various reasons (not being able to pay maintenance costs, abuse, scams, frauds, robberies, burglaries, etc.), regardless of the time spent on the streets;
- persons or families recently in the street;
- young people from orphanages, which, after the age of 18 years do not have a housing solution;
- persons deprived of liberty that after serving the sentence are homeless;
- persons who are victims of trafficking or domestic violence during the emergency;
- elderly / disabled to transfer to specialized institutions.

The document itself is actually a classification of the vulnerable group of homeless people identified on the territory of Timisoara, the criteria stating their relative social realities for facilitating the access of the vulnerable group in question, to the available social services.

Some of these people arrive in Timisoar’s care institutions where they interact with the staff. Some users remain within the institutions for more time, another part of them return to the street ... and the coming of winter and particularly harsh winter makes the phenomenon more visible. Local media reports homelessness issues, disseminate information to assist their efforts. Then, for some time silence spreads again. Nothing sensational, nothing said ... beneficiaries continue to exist with the problems and the whole social context of the phenomenon. However, the lifestyle of beneficiaries will influence not only the quality of life but also longevity (Gavrilă-Ardelean 2016). However, the risk of antisocial or criminal behavior is gradually increasing relative to the low degree of social integration (Tomiță-Goian 2009). Finally, the major risk of serious health problems, infections, diseases, increase in people or communities with socioeconomic and cultural low level (Gavrilă-Ardelean 2016).

That is why, in a succinct statement of reasons, we tried the approach in terms of quality communication of beneficiaries with staff beneficiaries of the

social protection institutions. However it was considered necessary to present these institutions that are serving beneficiaries, noting that along with specialized and exclusively dedicated for homeless, there is an institution with a major role in identifying and referring them but especially in identifying medical problems of homeless people.

The basis for this study was „... *structuring a coherent language in social work*” (Goian 2010). From those stated, we started this research approach of some methodological issues and interpersonal communication of staff with beneficiaries in the institutional context.

Study on satisfaction of service users, homeless people

Considering the need for services certain to homeless persons, I have found it necessary to initiate a study to determine the extent to which the institutional environment in Timisoara, public and private responds to the needs of service users, homeless people, in terms of staff communication

Objectives:

1. Determine the perceptions of beneficiaries of the communication patterns used by the staff of welfare institutions
2. Determine perception of beneficiaries on institutional staff
3. Identification of social protection measures perceived by beneficiaries

Hypotheses:

1. The more the staff is connoted as having the ability to better communicate with beneficiaries, the better the degree of their satisfaction about service staff.
2. The longer the length of stay on the street (including improper shelter), the attitude towards institutional staff is worse.
3. The more empathy perceived from the staff the more tolerant are beneficiaries.

Sampling

The sample consists of 50 homeless people in Timisoara, random beneficiaries or former beneficiaries of social services for homeless people.

Instrument

The instrument is a mixed questionnaire, both quantitatively and qualitatively. The questionnaire included a total of 25 questions. To measure quality a Likert scale was used in order to quantify attitude beneficiaries.

Quantifying results

Among the beneficiaries of respondents, 42% did not receive a decent home or stood on the street in sewer, coaches, dismantled buildings or with no utility - cumulative: electricity, heating, connection of gas, cold running water, for more than 6 years old, 12% between 4 and 5 years old, 22% between 1 and 3 years, and 24% less than a year.

Regarding the period of time in which the respondents were assisted in/by an institution, the situation is as follows: 52% of respondents state benefits assistance for more than a year, 16% between six months and one year and the remaining 32% less than six months.

All respondents said they received shelter.

Regarding food, 92% say they received food during the period in which they were assisted, while 8% say they have not received food.

A 78% of respondents say they have received clothing, during the period of assistance, while 22% say they have not received clothing.

Referring to drugs-medication, 56% of respondents say they have received drugs, while 44% did not benefit.

When asked whether they received information during the period, 66% of respondents say they have received information.

Regarding the current situation (when answering the questionnaire) in terms of benefiting from shelter, 44% of the interviewed stated that they have shelter in a public institution and 46% are provided with accommodation by a non-governmental organization (including churches) while 10% say they are not provided with accommodation and live either with friends / acquaintances, or in unfit shelters.

When asked "Do you think social protection measures for the homeless in Romania, meet their needs" 42% of respondents believe that the measures respond fully to the needs of beneficiaries and 22% believe that largely respond, 18% think that the services respond in a sufficient way while 12% are of the opinion that they fall short and 6% to a very small extent. The possible answer "no" was not marked by any respondent.

Regarding the right to information/making information easily accessible and enforcing it in institutions of social protection, 54% of the interviewed believe that this right is fully respected while 30% believe that right is respected greatly. Only 16% believe that the right to information is respected to some extent.

The staff in institutions of social protection of homeless people is perceived by 66% of respondents as extremely friendly, while 44% think that the staff is friendly with beneficiaries.

The communication skills of staff are connoted as follows - a 52% of respondents believe that the staff is extremely communicative with beneficiaries while 44% consider it to be communicative. 4% of respondents believe that staff is not very communicative with the beneficiaries. The possible answer "totally uncommunicative with beneficiaries" was not selected by any of the respondents.

Participation in activities organized by the staff of institutions is perceived as very pleasant by 38% of the beneficiaries, while 54% consider enjoyable participation in activities. 8% of respondents are indifferent to these activities

Regarding the group structure of the respondents, 56% have worked legally for more than 10 years, 36% between 1 and 9 years and only 4% say they worked

legally in one year while 4 % state they have not worked legally at all.

96% of the interviewed stated that they have an identity card and only 4% say they do not have an ID. The percentage of those who say that they have a birth certificate is 80% while 20% say they do not have this document.

Only 46% of respondents argue that they still own study documents or qualifications while 54% say they are no longer in their possession.

4% of respondents say they do not have any papers.

Regarding the age of the respondents, 14% are between 20 and 30 years old, 12% between 31 and 40 years old, 16% between 41 and 50 years old, 20% between 51 and 60 years, 24% over 60 years while 14% refuse to give their age.

Gender affiliation is as follows - 80% of respondents are men, 20% are women. This imbalance can be explained by the fact that many people do not find females to be included in the study by meeting the target group characteristics.

As the level of schooling, 8% have between 1 and 4 years of study, 36% between 5 and 8 years, 42% between 9 and 12 years, 6% have college while the other 6% have university studies and 2 % of respondents refused to provide information about their studies.

The ethnic structure of the group is comprised of Romanian majority proportion - 86%, 10% are ethnic Serbs and 4% did not answer the question on ethnicity.

Conclusions

To calculate the predictability of assessing the communication skills of staff in institutions of social protection of homeless people with their beneficiaries, we performed multiple linear regression test. Based on the analysis a significant regression equation was found ($F(1, 48) = 13.008, p = .001; p > 0.5$) with $R^2 = .213$. Thus, respect for the right to information / easily obtaining information of homeless people is a significant predictor in assessing the abilities of staff to communication with them.

To calculate the predictability of unfavorable attitudes towards staff in institutions of social protection of homeless people according to the period of time during which people have received shelter (including improper shelter), we performed multiple linear regression test. After the analysis no significant regression equation was found ($F(1, 48) = .158, p = .692; p > 0.5$) with $R^2 = .003$. Thus, unfavorable attitude towards staff is not influenced by the period during which people have received shelter (including improper shelter).

To calculate the predictability of tolerant behavior from homeless people to staff in social protection institutions, we performed multiple linear regression test. The analysis of the regression equation found a significant regression equation ($F(1, 48) = 4.149, p = .000$) with $R^2 = .370$. Thus, the perception of empathic behavior influences the tolerance of the homeless towards the staff of the social protection institution.

Regarding communication between institutional staff and recipients of services – homeless people in Timisoara, we see after an analysis a significant regression equation ($F(1, 48) = 13,008$, $p = .001$, $p > 0.5$) a $R^2 = 213$. Thus, respect for the right to information / easily obtaining information is an important predictor of assessment the communication skills of staff. So if the staff is communicative and willing to provide information, this is connoted as positively by beneficiaries, as the staff is appreciated.

The staff in institutions of social protection of homeless people is predominantly perceived positively by beneficiaries. The staff is seen as friendly and communicative. Activities are connoted positively by most respondents. However, we should not overlook the fact that 8% of respondents are indifferent to participate in activities in general. Better adaptation of activities related to a better assessment of needs would decrease this percentage. A 18% of the beneficiaries believe that social protection measures fall short of the needs of homeless. Although the percentage does not seems significant, however it can not be overlooked. Almost a fifth of respondents do not perceive the social protection measures aimed at them as adequate.

Some social economy activities that provide the possibility of carrying out business activities of beneficiaries, persons in difficulty would be extremely useful and would increase the self-esteem of the beneficiaries and their insertion on the labour market. (Goian, Vasiliuță Stefanescu, 2013).

A previous study, conducted in 2016 at the Emergency Center for Homeless People from Timișoara analyzed 12 case studies with focus on education, employment and interactions with specialists, among other topics; regarding education, 10 of the 12 cases only completed lower secondary education, for all the 12 cases, the respondents showed insincerity when asked about job experience (answers like „many years”, „I do not remember”); on interaction with specialists, the respondents claimed good relations with the staff, especially the social workers and negative interactions with the police. (Goian, Vlaicu, Cojan, 2016)

References

- Local Council of Timișoara - *Procedura de admitere în Centrul Social De Urgență pentru Persoane fără Adăpost cu Cantină Socială Timișoara*
- Gavrilă-Ardelean, M., & Gavrilă-Ardelean, L. (2013). *Habits in the romanian traditional community village*, *Agora Psycho-Ppragmatica*, 59.
- Gavrilă-Ardelean, Mihaela (2016), *Reducing the stigma of people with mental handicap*, *Agora Psycho-Pragmatica*.
- Goian C., (2010) *Zece categorii de inconsecvențe semantice prezente în limbajul asistenței sociale din spațiul românesc*, *Revista de Asistență Socială* nr. 1-2010,
- Goian, C., M. Vasiliuță Stefanescu. "Profesionalizarea prin intermediul masteratului în economie socială–dimensiune a parteneriatului între

comunități, mediul de afaceri și cel educațional universitar." Revista de Economie Socială, II 5 (2013): 175-187.

Tomița, M., Goian, C., (2009), *Romanian probation system and the effect of semantics in social work*, Revista de cercetare și intervenție socială, Iași, vol.27, pp. 92 – 111

Book Review
PHILOSOPHICAL IDEAS, EXPRESSIONS AND
FORMULAE

Matei SIMANDAN

professor, PhD

“Aurel Vlaicu” University of Arad

Constantin Sălăvăstru, *Idea and Expression. A Journey to the World of Philosophical Ideas*, Iasi, “Al.I. Cuza” University Publishing House, 2016, 206 p, ISBN 978-606-714-290-7

In recent years, the philosophical literature in our country has diversified its area of preoccupations and of thematic analyses. Apart from the study of the means of conceiving philosophical formulae, the types of discourse or of construction of the philosophical text have extended their investigations regarding the presentation, argumentation and reception of philosophical ideas.

Such an effort is undertaken by Professor Constantin Sălăvăstru’s book dedicated to philosophical ideas, expressions and formulae, a work which adds to the series of research developed by the author in the field of logic, language, theory, and practice of argumentation or of the different forms of discourse.

Preoccupied with the integration of philosophical aspects to the more extended framework of “the expressivity of philosophical ideas”, the author writes that the path followed by the philosophical creation “is the result of an original duality: doctrine on the one hand, and its form of presentation on the other. The doctrine is the result of the philosopher’s thinking, while his discourse expression is the result of the philosopher’s ability to express his ideas” (p.26).

Within this process of structuring a philosophical style, philosophical formulae are integrated into the act of elaborating a philosophical text. The philosophical formula, says C. Sălăvăstru, is a “discourse sequence which condenses an idea and (...) benefits from a relative autonomy of meaning” (p.28), helping in the process of setting the identity of a doctrine, of a current or of an author, in the assimilation of the values which define a philosophical discourse, as well as in the philosophical formation of the individual. Somewhat further, the author states that the propagation of these formulae “indicates the fact that such constructions are necessary for the space of reception of a philosophical idea”, and the studies consecrated to this field show that “philosophical formulae facilitate the communication of an idea and favor its understanding...” (p.33).

In the support of his statements, the professor from Iasi resorts to a profound analysis of different consecrated theses, ideas, concepts and expressions in philosophical thinking, he highlights numerous arguments and counter-

arguments, he reveals the multiple interpretations involved by one statement or another, without forgetting to build up his own perspectives. He capitalizes the wealth of ideas and meanings of different philosophical concepts in order to justify and support theses such as: the conditions of acknowledging the value of a philosophical text, the possibility of ranking philosophical formulae, determining the degree of philosophical depth of a philosophical formula, the difference between primary texts and secondary texts, the basis of ranking the categories which dominate the construction of philosophical concepts, the importance of these formulae in philosophical debates and in the dynamism of philosophical ideas.

A distinct chapter is consecrated to the genesis of philosophical formulae, where we should remember the conditions that must be met a statement in order to candidate to the status of philosophical formula, namely: it should be detachable, it should stand out from among others and it should be representative. We should remark in this context professor Sălăvăstru's critical comments to the way in which the demands mentioned above find their solution in the conception of different thinkers. Of particular interest are the points of view referring to the category relationship part – whole, the rhetorical and syntactical conditions of philosophical statements, the dependence of the statements on the historical and cultural context, the way in which the organization of philosophical statements is interpreted, the role of language subtleties for highlighting a philosophical text, the intervention of logical and rhetorical operations for the consecration of a philosophical conception, or the mechanisms which lead to the creation of new philosophical texts.

Tightly connected to the aspect mentioned above are the author's contributions to the analysis of the favoring conditions of philosophical formulae and of the standstills that may emerge in this process. "The analysis of the conditions of emergence of a philosophical formula, writes C. Sălăvăstru, show us which are the internal demands of a constructive type which may generate or guarantee the possibility of transforming the discourse sequence of a philosophical piece of writing into a true philosophical formula" (p.77).

In the professor's opinion, the favoring contexts of philosophical formulae regard the "elegance of philosophical formulae" (which evolve from the notoriety, prestige and recognition of the creator of philosophical texts), "the universal use of the philosophical formulae" (which ensures the conservation of the philosopher's authority and its amplification) and "the cognitive feature" of the philosophical formula (associated to the cultural space and the knowing interests which come in accordance with the cognitive intents of the formula). Of similar importance are the obstacles which intervene in the reception of a philosophical formula and in its circulation towards the interested public. We are talking about "ambiguity" (by which reception difficulties are generated among the specialties due to the different meanings which may be attributed to the philosophical formula) and about "absurdity" (where there is no meaning to be received in a given expression, generalizations which are much too wide or excessive problematizations).

C. Sălăvăștru rightfully wonders what is the use of a philosophical formula and which are the directions of this use? He proposes a response in which he synthesizes the discussions, observations and suggestions which focus on this issue, such as: philosophical formulae have a cognitive use, a paideical use, the use of 'storing' wisdom and a discourse use. Reading the pages which deal with this theme give the reader the possibility to question the diversity of the conceptions which emerge from one author to the other, the subtleties of understanding or the ambiguities of reception, not to mention the discourse mechanisms which it generates.

In the following chapters, the author revives certain themes with the purpose of deepening certain aspects already discussed and in order to make us better acquainted with the argumentation structures of philosophical formulae with the elements which concur to their expressivity, with the logical mechanisms which allow the production of philosophical formulae and their possibility of becoming instruments of manipulation.

Without resorting to detailed analyses, I will signal certain aspects which are defining to the issues hereby mentioned. First of all, the investigation of the situations which ensure the argumentative basis of the philosophical formulae reveals the importance of deductive mechanisms, of the analogical and inductive structures, without them covering "the functioning possibilities of rationality in the construction of philosophical formulae" (...) because "there are certain asperities which determine us to try to avoid such a generalization" (p.134).

Secondly, the analysis of the expressivity of philosophical formulae brings into discussion the relationship between rhetoric and philosophy, respectively the means by which rhetoric may confer more dynamism to philosophy. "The idea of the affiliation of philosophical formulae to the rhetoric forms of expression, says the author, seems to be approved by many more of those who are preoccupied with this field. With regard to the philosophical texts, however, it is difficult to give a positive response: the writing of philosophical texts is not, as a whole, a metaphorical writing in the general meaning of the term" (p.155).

Thirdly, the analysis of the way in which new philosophical formulae are produced reveals the intervention of numerous logical operations and argumentation structures. The general idea supported by the author is that, "starting from a given philosophical formula which is created as an assertive sentence, we may obtain other types of possible formulae which differ from the basic formula: contrary formulae, contradictory formulae, sub-alternate or over-alternate formulae, sub-contrary formulae" (p.160).

Last but not least, in relation to the question whether philosophical formulae can become instruments of manipulation, C. Sălăvăștru does not hesitate to admit that on numerous occasions we can identify the presence of manipulation in the discourse action of philosophical formulae. From among the factors which bias the implementation of a philosophical formula, the author mentions the following: the

visible association of a formula with a famous name, the existence of a sensitivity of the receptor to the important figures of philosophy which influence their critical spirit, the effortless acceptance of certain conceptions or perspectives belonging to an acknowledged authority in the field, the impression of true sentences left by the philosophical sentences over a domain, the seductive expressivity of philosophical formulae which hides a valid rationality, the ingenious stylistics of philosophical formulae in the communication relationship with the auditor, the repetition of an idea which ends up being accepted as truth etc.

I would conclude by saying that Professor Constantin Sălăvăstru's work approaches a very actual theme, the ideas formulated are based on a critical and constructive analysis of the most recent research in the field, while the interrogative and systematic style of the text make it even more interesting. At the same time, the comparisons and associations that he makes with consecrated names in the history of philosophy, the subtlety of interpretations which it highlights, as well as the clarity of the ideas exposed confer originality and value to the volume, qualities which are essential in the field of philosophical debates in our country.