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CONTENTS

DYSFUNCTIONAL EXPECTANCIES AND SELF-CONCEPTIONS AT THE TEENAGER

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Abstact: The choice of this research theme is motivated by the observation that in the long journey towards personal realization, the way people perceive as effective or inefficient, traces the border between persons able to report to themselves and to the environment and those unable to do this. That is why we started this research to prove if the expectations of personal effectiveness in the adolescent are related to the problems that appear in the age of adolescence, characterized by vulnerability, but also by a great opening towards an infinity of possibilities. The starting point of this paper is the research of several authors: Bandura (1986), Mischel and Zeiss (1975), Boncu (2002), which focuses on the expectation of personal efficiency and the implication of this variable on personality.

In order to achieve my goal we investigated a number of 70 teenagers who volunteered to research. The statistical analysis revealed that social efficiency expectations are related to adolescent adaptation issues: a high level of expectations of personal effectiveness is associated with low levels of aggression, anxiety and depression, with high self esteem and the tendency to establish interpersonal relationships.

Keywords: expectations, dysfunctional expectancies, self-conceptions, self-efficacy, anxiety, depression.

Introduction

Expectations of personal efficiency are people's beliefs about their own ability to behave, ie whether a person feels able or not to deal with in certain

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life circumstances. In this paper, I wanted to see the relation between expectations of personal efficiency and certain adaptation issues that arise in adolescents (aggression, depression, anxiety, inhibition in relationships with others, low level of sociability, low self-esteem).

According to social cognitive theory, maladaptive behavior is the result of dysfunctional learning. Like all learning, maladaptive responses can be learned as a result of direct experience or as the result of exposure to inadequate or sick models. Thus, Bandura suggest that the degree to which parents themselves model forms of aberrant behavior is often a significant causal factor in the development of psychopathology. Again, there is no need to look for traumatic incidents in the early history of the individual or for the underlying conflicts. Nor is it necessary to find a history of reinforcement for the initial acquisition of the pathological behavior. On the other hand, once behaviors have been learned through observational learning, it is quite likely that they have been maintained because of direct and vicarious reinforcement. Recall the research on the vicarious conditioning of emotional responses. Monkey who observed their parents express a fear of snakes developed a conditioned emotional response that was intense, long-lasting, and generalized beyond the context in which it was first learned. Thus, it is suggested that observational learning and vicarious conditioning may account for a great proportion of human fears and phobias.

Dysfunctional Expectancies and Self-conception

Although the learning of specific overt behaviors and emotional reactions is important in psychopathology, increasingly social cognitive theory has come emphasize the role of dysfunctional expectancies and self-conceptions. People may erroneously expect painful events to follow some events or pain to be associated with specific situations. They then may act so as to avoid certain situations or in a way that creates the very situation they were trying to avoid. An example is the person who fears that closeness will bring pain an d then acts in a holistic way, resulting in rejection by other and presumably confirming the expectancy that closeness leads to disappointment and rejection.

Cognitive processes also play a role in psychopathology in terms of dysfunctional self-evaluations, in particular in term of perceives low self-efficacy or perceived inefficacy. Remember that perceived self-efficacy is the perception that one can perform the tasks required by a situation or cope with a situation. In perceived inefficacy, one feels that one cannot perform the necessary tasks or cope with the demands of the situation. Thus, according to social cognitive theory, it is perceived inefficacy that plays a central role in anxiety and depression (Bandura, 1992).

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Self-efficacy and Anxiety

According to social cognitive theory, people with perception of low self-efficacy in relation to potential threats experience high anxiety arousal. It is not the threatening event per se but the perceived inefficacy in coping with it that is fundamental to anxiety. Research indicates that those who believe they cannot manage threatening events experience great distress. They may also develop further dysfunctional cognitions such as a preoccupation with what may happen. In other words, the anxious person may focus attention on the disaster that lies ahead, and on his or her inability to cope with it, rather than focusing on what might be done to cope with the situation. The perception of inability to cope with the situation may then be complicated further by the perceived inability to cope with the anxiety itself – a fear-of-fear response that can lead to panic (Barlow, 1991).

Self-efficacy and Depression

Whereas perceived inefficacy in relation to threatening events leads to anxiety, perceived inefficacy in relation to rewarding outcomes leads to depression; that is, depression represents the response to perceived inability to gain desired rewarding outcomes. Part of the problem with depressives, however, may be their excessively stringent standards. In other words, individuals prone to depression impose upon themselves excessively high goals and standards. When they fall short of these exacting standards, they blame themselves and their lack of ability or competence for what has happened. Excessive self-criticism is, in fact, often a major feature of depression. In sum, although perceived self-inefficacy to fulfill desired goals is fundamental to depression, part of the problem may be the excessive goals themselves. In addition, the low self-efficacy beliefs may contribute to diminished performance, leading to falling even further below standard and additional self-blame (Kavanagh, 1992).

Bandura (1992) raises the interesting point that discrepancies between standards and performance can have varied effects – they can lead to greater effort, to apathy, or to depression. What determines which effect will occur? According to him, discrepancies between performance and standards lead to high motivation when people believe they have the efficacy to accomplish the goal. Beliefs that the goal are beyond one`s capabilities because they are unrealistic will lead to abandoning the goal and perhaps to apathy, but not to depression. For example, a person may say "This task is just too hard" and give up – perhaps becoming frustrated and angry, but not depressed. Depression occurs when a person feels inefficacious in relation to a goal but believes the goal to be reasonable; therefore that person feels he or she must continue to strive to meet the standard. Thus the effects of the discrepancy between

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standards and performance on effort and mood depend on self-efficacy beliefs and whether the standard is perceived to be reasonable, possible to achieve, and important.

The objectives and the assumptions of the research

The aim of this research is to examine the relationship between the expectations of personal effectiveness in adolescents and their adaptation problems (aggression, depression, anxiety, self-esteem, inhibition, sociability).

In order to achieve this goal, the following working hypotheses were advanced:

- Personal performance expectations for adolescents are related to the level of aggression in the same age category;

- There is a significant relationship between the level of personal efficiency expectations and the level of depression in adolescents;

- The level of expectations of personal efficiency in adolescence is associated with the level of development of sociability side in teenager;

- The level of personal effectiveness in adolescents is related to the level of anxiety in the same age category;

- The expectation of personal effectiveness in adolescents is positively correlated with self-esteem in adolescents.

Design of research

In my research I used a correlation type design because I wanted to see if there is any relation between the variables we investigated.

In this research I worked with the following variables: personal efficiency; aggressiveness; depresivitatea; sociability; inhibition; anxiety; self-esteem.

The presentation of the students

A total of 70 subjects, aged 16 to 19, participated in this study. We used this age range because it characterizes the adolescent stage itself.

Subjects who participated in the research are high school students in grades X, XI and XII.

The presentation of the tests

- Inventory of Anxiety Status - Trait (STAI)
- Freiburg Personality Inventory (FPI)
- Generalized Self-Efficacy Scale
- The Scale dimension of self-esteem (The Rosenberg Self-Esteem Scale)

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The quality analysation

Assumption no.1 - *Personal performance expectations for adolescents are related to the level of aggression in the same age category;*

Table 1. Statistics indexes; minimum, maximum, average, standard deviation in tests for personal efficiency and aggressiveness

	Max.	Min.	St.dev.	Average
Personal efficiency	38,00	19,00	4,66	28,00
Aggressivity	9,00	1,00	1,81	6,50

Table 2. Table with the correlation between personal efficiency and aggression

	Personal efficiency	Aggressivity
Personal efficiency	1,000	-.440 . 000
Aggressivity	-.440 .000	1.000
N	70	70

After analyzing the results obtained, it was established that the first hypothesis was confirmed. The level of personal effectiveness in adolescents is in a relationship of interdependence with the level of aggression at the same age class: the higher the level of personal effectiveness, the lower the level of aggression.

Assumption no. 2 - *There is a significant relationship between the level of personal efficiency expectations and the level of depression in adolescents;*

Table 3 Statistics indexes; minimum, maximum, mean, standard deviation in tests for personal effectiveness and depression

	Max.	Min.	St.dev.	Average
Personal efficiency	38,00	19,00	4,66	28,00
Depression	9,00	2,00	1,54	4,84

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Tabel 4 Table with the correlation between personal efficiency and depression

	Personal efficiency	Depression
Personal efficiency	1,000	-.538 . 000
Depression	-.538 .000	1.000
N	70	70

Hypothesis number two has been confirmed. There is a negative correlation between personal efficiency and depression. The higher the level of perceived self-sufficiency, the lower the level of depression in adolescents.

Assumption no. 3 - *The level of expectations of personal efficiency in adolescence is associated with the level of development of sociability side in teenager;*

Table 5 Statistics indexes; minimum, maximum, average, standard deviation in tests for personal efficiency and sociability

	Max.	Min.	St.dev.	Average
Personal efficiency	38,00	19,00	4,66	28,00
Sociability	9,00	1,00	1,561	5,28

Table 6 Table with the correlation between personal efficiency and sociability

	Personal efficiency	Sociability
Personal efficiency	1,000	.334 . 000
Sociability	.334 .000	1.000
N	70	70

The third hypothesis was confirmed. The level of personal efficiency expectations is related to the level of teen development sociability.

Assumption no. 4 - *The level of personal effectiveness in adolescents is related to the level of anxiety in the same age category;*

Table 7 Statistics indexes; minimum, maximum, mean, standard deviation in tests for personal effectiveness and anxiety

	Max.	Min.	St.dev.	Average
Personal efficiency	38,00	19,00	4,66	28,00
Anxiety	60,00	24,00	8,11	43,857

Table 8 Table with the correlation between personal efficiency and anxiety

	Personal efficiency	Anxiety
Personal efficiency	1,000	-.413 . 000
Anxiety	-.413 .000	1.000
N	70	70

The fourth working hypothesis was confirmed. Between the level of personal effectiveness in adolescents and the level of anxiety, a significant relationship is established. A high level of expectation of personal effectiveness in adolescents is related to a low level of anxiety.

Assumption no. 5 - *The expectation of personal effectiveness in adolescents is positively correlated with self-esteem in adolescents.*

Table 9 Statistics indexes; minimum, maximum, mean, standard deviation in tests for personal effectiveness and self-esteem

	Max.	Min.	St.dev.	Average
Personal efficiency	38,00	19,00	4,66	28,00
Self-esteem	39,00	18,00	4,471	29,55

Table 10 Table with the correlation between personal efficiency and self-esteem

	Personal efficiency	Self-esteem
Personal efficiency	1,000	-.413 . 000
Self-esteem	-.413 .000	1.000
N	70	70

The last working hypothesis was also confirmed. The expectation of personal effectiveness in adolescents is positively correlated with self-esteem in adolescents: the higher the value of one, the higher the value of the other.

Final Conclusions

In order to achieve their goals, people try to exercise control over the events that affect their lives. They have a strong incentive to act as they see control as possible, that their actions will be effective. Personal effectiveness is the judgment of people about their ability to organize and execute the required courses of action to achieve certain performance. Personal effectiveness refers to a person's beliefs in the ability to mobilize motivational, cognitive and action-oriented resources to address the situational demands.

The present study reveals that there is a correlation between expectations of personal effectiveness and adaptation problems that occur in adolescents: aggression, social inhibition, depression, anxiety, low level of sociability, low self-esteem. Based on the statistical analysis, it was established that all the working hypotheses were confirmed.

A high level of expectations of personal efficiency is associated with a low level of aggression. In an attempt to defend themselves against the environment that seems threatening, subjects who have low expectations of personal efficiency will become more aggressive than those who perceive themselves as effective.

There is a negative correlation between personal efficiency and depression. The higher the level of perceived self-sufficiency, the lower will be the level of depression in adolescents. It can also be said that between personal efficiency and sociability a positive correlation is established. The higher one level, the higher the level of the other, and the level of the other. People with high personal efficiency are able to relax, calm down, seek the support of

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friends, family, and others. And so it increases the level of sociability.

There is also a significant relationship between the level of personal effectiveness and the level of anxiety. A high level of expectation of teenage personal effectiveness is related to a low level of anxiety.

The expectation of personal effectiveness in adolescents is positively correlated with self-esteem in adolescents, the higher the value of one, the higher the value of the other. When subjects perceive themselves as ineffective, confidence decreases themselves, lowers self-esteem. People with low personal efficiency avoid difficult tasks. When such people are confronted with difficult tasks, they are concerned with the obstacles, the consequences of failure and personal deficiencies. Failure makes them lose their trust in them, because they are blamed for their own inadequacies, inability. People with high personal efficiency beliefs treat difficult tasks rather as challenges rather than as threats to be avoided. They are deeply interested in what they do, set high goals, and are strongly committed to achieving them.

The way people perceive themselves as effective or inefficient influences their entire activity and how they relate to others and the environment. This own way of assessing personal capabilities is even more important in adolescence, when personality is in the process of crystallization. Adolescents who think they can cope with threats are less affected by them, unlike those who do not believe in their ability to succeed and who tend to amplify the risks. Adolescents with increased personal self-sufficiency reduce their stress and axiality by acting in ways that make the environment less threatening. Adolescents with high coping capabilities better control their unpleasant thoughts. The inconvenience created by a situation is not due to the quivering frequency of unpleasant thoughts but to the inability to remove these thoughts

Knowing all these aspects of the expectations of personal effectiveness and its influence on adolescent behavior, measures can be taken to raise the level of self-confidence, which will reduce the problems that may arise at this age.

The study I have made may be helpful for those who want to learn more about the relationship between the expectations of personal efficiency and adolescents' adaptation issues. But some limitations must also be taken into account. Firstly, the results of this research can not be generalized because the sample is not representative, not respecting the statistical parameters of the population. Secondly, in addition to testing the general level of personal effectiveness, it is also possible to test the efficiency of specific areas. Of course, the improvements that can be made to research do not stop here, but this theme can be continued and remodeled in the future.

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STUDENTS' OPINIONS ON THE DISCRIMINATION RISK OF DISADVANTAGED GROUPS

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Abstract: The issue of social discrimination (e.g. exclusion, social injustice, labeling, etc.) continues to affect the Romanian society, despite the consistent efforts made in recent decades. According to the European citizenship philosophy, the new generation must be equipped with appropriate social skills, required for an inclusive society, the higher education sector having a critical role in this area. The purpose of our study is to identify students' opinions and attitudes regarding discrimination risks of disadvantaged groups, according to ethnical/racial criteria, age or sexual orientation. The study sample included 140 students from the "Ovidius" University of Constanta, aged between 19 and 37 years old (both women and men), 70 from humanities faculties and 70 from applied sciences and mathematics. Our research aims to investigate the correlations that exist between the risk of discrimination and certain variables such as age, sex, year of study and the field of competence. Our results confirm to a great extent prior research findings to which we have reviewed in the paper.

Keywords- discrimination, minorities, students, opinions

Introduction

In our previous research (Giurgiu, Marica, Ionescu, 2015), we emphasized the necessity of introducing a framework for the implementation of a moral values system and pro-social behaviors, integrated in the category of transversal competencies, in the academic curricula of students. Without these general-human oriented attitudes, the graduate (from non-humanistic or humanistic fields) cannot be a complete citizen, representative of a contemporary European space, so open to diversity and so generous-integrative for everyone. In this study we concluded that students who chose to engage professionally and personally in humanities (Social Work, Law, History and Political Science, Humanities, Psychology, and Theology) are more open to human values, their profiles playing an important role as a differentiation element for the attitudinal outcomes.

Our research also shows that female students are generally more tolerant than male students in terms of social discrimination, especially regarding the issue of homosexuality, confirming the wider hypothesis regarding the higher tolerance of women relative to men. On the other hand, the study shows that students from humanities are generally more open to the minorities issue and have greater respect for their rights as compared to their colleagues from sciences or engineering. One of our proposals was to include in the academic curricula topics seeking moral and civic education of future specialists from non-humanistic fields in order to induce emotional, attitudinal and subsequent behavioral changes. A minimal intervention in this direction could be the implementation of the discipline Ethics and Deontology in the general curricula, in order to increase awareness among students of the moral bases of relating to others, given the social and professional norms. We also highlighted the usefulness of voluntary activities among students (volunteerism and pro-social behaviors, supported by offering bonuses and extra credits for the participants).

In Europe, as well as throughout the world, researchers are concerned with the moral-civic profile of young people who are becoming the leaders and the makers of the modern world. For example, research on conflicting values of the past and present in traditional African societies influenced by the Western world emphasizes that values have continued to change to suit a changing world which has brought about an increased wave of moral decadence and moral laxity (Ime, UyanGA, 2014). Some moral values of the past include: Truthfulness, Respect, Tolerance and Cooperation, Hard work and Functionalism, Respect for human life and Dignity of persons, etc. Conversely, values of the present unfortunately include dishonesty, disrespect,

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intolerance and lack of cooperation, profit oriented relationships, abuse of human dignity, loss of pride in hard work by adopting the philosophy that "the end justifies the means." Modern societies are experiencing the wave of corruption driven by the "get rich quick syndrome" (Ime, UyanGA, 2014). The authors however conclude that "still, the world celebrates men and women of great values who held on and continue to hold on to values that are undeniable and true, that stand out for their values, even in the face of persistent danger (e.g., Nelson Mandela or Malala Yousafzai) … Being a total man with knowledge, competence (skills) and right attitudes can leave lasting legacies for the future of any society. Moral values of the past can still be practiced by youths in present day societies."

In the present paper, we have deepened the previous analysis and refined it by focusing on establishing the statistical correlations between the perceived risk of discrimination on ethnic/racial, age, or sexual orientation criteria on the one hand, and the age of the respondents, year of study and the studied profile on the other hand.

Main issues and supporting research in the field
Student's attitude towards ethnic minorities

The issue of social integration of the Roma population is not new, and it is far from being solved at the level of the Romanian society. Although the Dobrogea region (including Constanta County) is considered to be one of the areas of multiethnicity, diversity and multiculturalism, it is useful to measure the social perception of youths towards the Roma population enrolled in the educational process, in order to boost the social inclusion policies and to monitor the integration measures carried out by the authorities through governmental strategies (Romanian Government Strategy, 2014) and to reduce the educational disparity between Roma and Romanians, which is often insurmountable. The Barometer of Roma Inclusion (Badescu and al., 2007), by the Open Society Foundation (2007), shows that in 2000 the World Bank estimated for Romania annual productivity losses of 887 million Euros due to exclusion of the Roma population.

In a previous paper (Marica, Giurgiu, Enache, 2017), we mentioned that only a few respondents of our group of 40 Roma parents recall the risk of discrimination against their children in school, and would like teachers to take action in this regard. As a result of our survey, the idea that the situation of the Roma is largely explained by their attitude towards education is rather a convenient stereotype, meant to cover deeper causes related to poverty, marginalization, and historical discrimination. It is nevertheless possible that the affirmative policies of the last period, as well as the multiple educational projects, have altered the perception of the Roma, especially of the younger

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ones and the ones with an increased level of education. Only 7 respondents (out of 40) have formulated more elaborate responses, that predict the positive effects of a changing mentality ("We want for Roma families another perspective on life, opening windows to the world, access to information, a different entourage, the status of a modern and integrated European citizen," etc.). They also expressed the hope that a positive change in the attitudes of the majority population will occur in time, so as to reach: "the development of the communication and information capacities, respect among the citizens"; "Increasing the chances of being a citizen included in a civilized, modern and European society, developing positive attitudes towards life; intellectual development; support in realizing each individual's dreams; the ability to gain respect, a good name and fame, etc."

Another study that we conducted in 2016 on a sample that included 125 male and female students explored young people's perceptions of new relationship traits, regarding the diversity and the mixed couples. In this research (Giurgiu, Girip, 2016), we found that as a result of more open communication and interactions of Romanians with multiethnic societies through work and study, young people exhibit tolerance and preference for a life in a multicultural couple. The opinions of the respondents have been distributed around the possibility of partnering with a person from a different ethnic group than theirs: about 27% of students admit that "they would struggle very much to accept" this option, 15% of them said that "they might accept this type of diversity in a couple only for certain ethnic groups," while a significant 44% of students indicated that "they will unconditionally accept the idea of a mixed marriage." These findings seem to highlight the fact that the respondents are open to diversity as they are "going through a liberalization process which tends to discard traditional values" (Mardare, 2016), and confirming our hypothesis regarding the acceptance of a life partner who belongs to a different ethnic and/or religious group. We did not find significant differences in how male and female perceive and accept diversity in a couple.

Other researches found that family environments are major predictors of cognitive and socio-emotional skills of the young generation, however, outcomes are not predetermined. Castiglioni et.all discusses some of the challenges associated with the identification of the specific role of family ties in Romania, before and after the comunism era. In these author´s view, the challenges are related to the following: 1) a shift of paradigm regarding family ties; 2) changes in living arrangements and union formation such as cohabitations and births out of wedlock; 3) the impact of the second demographic transition in Romania (e.g. earlier departure from the nuclear family, atractiveness of the independent living, economic migration etc.); 4)

the decline of the predictability and standardised paths of life a current trend in Romania (Castiglioni, Hărăguş, Faludi, Hărăguş, 2016).

Students' perceptions of the involvement of the youth in public life

Concerning involvement of young people in social and political life, a Belgian panel study developed in 2008 stated that "social and political participation of the youth is beneficial to people, society and democracy in general. In the literature, mainly young people are blamed for their low levels of political participation" (Quintelier, 2008). The author of the research focused on a obvious decline in conventional participation, especially among young people, expressing worries about their levels of involvement and attempted to identify solutions and provide means to reinforce political participation among young Belgian citizens. Other studies show that even young people are more critical of the democratic performance of European countries, but disillusionment with politics did not necessarily lead to a rise in political participation (Kiisel, Leppik, Seppel,2015) . Results of this research seem to suggest that social and political participation of the youth in Europe is related to both strong optimism and strong criticism, and this tendency was a bit less differentiating among the young than among the adult group.

Students' opinions on elderly people

Statistical data starting from 2010 show a significant increase in the average human lifespan and an extension of old age. Negative stereotypes of aging affect not only the senior citizens' experience of aging, but also young people's perception of it, influencing their attitude to older people. It would seem that the negative perception of seniors is the basis of unsympathetic attitudes toward older people and discrimination against them, the so called ageism. The main aim of this thesis was to become familiar with the opinions submitted by respondents regarding aging and old age, health problems connected with aging and preferred health behaviors (Cybulski, Krajewska-Kułak, Jamiolkowski, 2015). Another study conducted in Poland by the Center for Public Opinion Research (Public Opinion Research Center, 2009) on a group of 1022 respondents, found that only 13% of them were certain that the elderly in Poland are respected in society and half of them had a reserved opinion on this subject. Most junior high-school students (48.5%), as well as most university students (71.0%), were of the opinion that it is easier to go through old age in the countries of Western Europe than in Poland or other Eastern European countries.

Students' perception of sexual minorities

The more or less manifest conflicts between straight and gay young

people, as well as the risk of discrimination and harassment to which the latter are exposed, is an acute and widespread problem in educational environments and beyond. A study conducted in Canada in 2014 by E. Saewyc shows that it is possible to effectively intervene through anti-homophobic and anti-bullying policies among adolescents in schools (through a pilot experiment on prevention), so that the risk of discrimination of gay youths—and consequently the number of attempted suicides, depressions and other forms of alienation (mental health problems) manifested among them—could decrease significantly. Stigmatization, exclusion and isolation of sexual minorities can therefore be diminished by increasing tolerance and acceptance among heterosexual youths, which transforms these intervention styles into good practice models for the academic environment, everywhere (Saewyc and al. 2014).

Method
Hypothesis

We expect that, as students emotionally and socially mature, they become less prone to discrimination. Maturity may naturally come with age, or be a consequence of other factors that may be influenced by age (e.g., the number of social experiences occasioned by, e.g., employment, living in a campus, etc.). Thus, we hypothesize:

Hypothesis 1. Age is negatively related to (a) racial/ethnic discrimination, (b) age discrimination, and (c) sexual orientation discrimination.

One potential variable that may be confounded with age is the progress through the years of study. It is possible that, in the case of university students, interactions with peers and professors potentially representing various races or ethnicities, cultures, religions, and perhaps more than one age group or sexual orientation, etc., gradually increase their level of tolerance and their acceptance of diversity. This leads us to posit:

Hypothesis 2. Year of study is negatively related to (a) racial/ethnic discrimination, (b) age discrimination, and (c) sexual orientation discrimination after controlling for age.

We also expect the academic curricula to influence students' opinions, values, beliefs, etc. Therefore, we predict the following:

Hypothesis 3. Students from humanities are less inclined than students specializing in non-humanistic fields to discriminate others on grounds of (a) race/ethnicity, (b) age, and (c) sexual orientation.

Hypothesis 4. Specialization moderates the relationship between year of study and (a) racial/ethnic discrimination, (b) age discrimination, and (c) sexual orientation discrimination, such that the relationship is significant only

for humanists.

Participants

Data gathered for this research were part of a larger study (Giurgiu, Marica, Ionescu, 2015). One hundred and forty undergraduate students, 70 from humanities (Social Work, Law, History and Political Science, Humanities, Psychology and Theology) and 70 from applied sciences and mathematics (Automotive Engineering, Electromechanical Engineering, Electronics, Geography of Tourism, Horticulture, Mechanical Engineering, Marketing, Mathematics and Computer Science) completed our survey. The participants were 50% male and their average age was 21 years (SD = 4).

Instruments

Discrimination was assessed using a questionnaire we developed by selecting and adapting questions from a survey conducted by The Gallup Organization Romania in 2003, as cited in (Centrul de Resurse Juridice, 2015). Five items measured racial/ethnic discrimination, four items measured age discrimination, and five items were used to assess sexual orientation discrimination (see Appendix). The questions were assigned Likert scale response formats ranging from 1 = Strongly disagree/To a very small extent/Never to 5 = Strongly agree/To a very large extent/Always.

Results

Means, standard deviations, and correlations among study variables are presented in Table 1.

Table 1. Means, standard deviations, and intercorrelations

	Mean	SD	1	2	3	4	5	6
1. Gender	.50	.50						
2. Age	21.49	4.31	-0.14					
3.Specialization	.49	.50	0.65***	-0.05				
4. Year of study	1.88	.84	-0.15	0.22**	-0.08			
5. Racial/ Ethnic discrimination	3.27	.60	-0.21*	-0.15	-0.3***	-0.10		
6. Age discrimination	3.45	.49	0.07	-0.29***	0.04	-0.02	0.14	
7. Sexual orientation discrimination	2.59	.51	-0.16	0.03	-0.15	-0.10	0.07	-0.11

a. N = 140. Gender was coded 1 for female and 0 for male. Specialization was coded 1 for humanistic and 0 for non-humanistic.

b. * $p < .05$. ** $p < .01$.

In order to test our hypotheses, we conducted a set of hierarchical

regression analyses. For each of the three types of discrimination assessed, we entered gender as a control variable and age in the first step, year of study and specialization in the second step, and the interaction of the latter two in the final step. Results are presented in Table II.

Supporting Hypotheses 1a and 1b, age had a significant effect on racial/ethnical discrimination (p < .05) and age discrimination (p < .01), respectively. Of note, age remained significant throughout the steps of the regression analysis: though it dropped to a marginal value of p < .10 in the last step as a predictor of racial/ethnical discrimination, its strong significance in predicting age discrimination was entirely unaffected by including the other predictors in the regression equation. However, the influence of age on sexual orientation discrimination (Hypotheses 1c) was not confirmed.

No support was found for Hypothesis 2, as the year of study did not have a significant effect on any of the types of discrimination in the presence of age as a predictor.

Hypothesis 3, which stated that humanists are more tolerant than students specializing in non-humanistic fields, was confirmed, at p < .05, only for race/ethnicity (3a).

As for Hypothesis 4, results indeed showed a significant moderating effect of specialization on the relationship between year of study and age discrimination (p < .05), with the interaction term adding 4% to the explained variance in age discrimination. Further examination of the differentiated relationship revealed that, while the effect of year of study was nonsignificant in the subsample of humanists, the relationship was positive and significant (p < .05) in the subsample of students specializing in non-humanistic fields. Fig. 1 illustrates the increase in age discrimination with year of study for students in non-humanistic fields, and the decrease (though nonsignificant) for humanists. We mention that we controlled for gender and age in both groups, and year of study explained an additional 6% of the variation in age discrimination for students pursuing a career in a non-humanistic field.

Table 2. Hierarchical regression analysis result

Independent variables	Racial/Ethnical discrimination			Age discrimination			Sexual orientation discrimination		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Gender	-.29*	-.09	-.06	.02	.06	.11	-.16	-.12	-.12
Age	-.03*	-.03*	-.02†	-.03**	-.03**	-.03**	.00	.01	.01
Year of study		-.04	.01		.04	.13†		-.07	-.07
Specialization		-.31*	-.09		-.04	.35		-.09	-.10
Year of study			-.13			-.22*			.01

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Independent variables	Racial/Ethnical discrimination			Age discrimination			Sexual orientation discrimination		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Specialization									
R^2	.10	.14	.15	.09	.09	.13	.03	.04	.04
ΔR^2	.10	.04	.01	.09	.00	.04	.03	.01	.00
ΔF	5.70**	2.54†	.92	5.23**	.34	4.22*	1.47	.95	.00
Adjusted R^2	.08	.11	.10	.07	.06	.09	.01	.01	.00
F	5.70**	4.20**	3.54**	5.23**	2.75*	3.11*	1.47	1.21	.96

a. N = 140. Unstandardized regression coefficients are reported. Gender was coded 1 for female and 0 for male. Specialization was coded 1 for humanistic and 0 for non-humanistic.

b. † $p<.10$. * $p<.05$. ** $p<.01$.

Discussions

Overall, partial support was found for the hypotheses of the present research. As expected, age was found to reduce racial/ethnical discrimination, and, to an even greater degree—age discrimination. However, it failed to predict sexual orientation discrimination. This suggests that, regarding some aspects—but not all of them—people tend to grow more tolerant with age.

Unfortunately, though the current study found support for an association between students' choice for humanistic specializations and a reduced proneness to racial/ethnical discrimination, covering the curricula did not seem to reduce any kind of discrimination. Moreover, students specializing in non-humanistic fields appeared to grow more intolerant as they advanced in their studies. It may be that intolerant students share their negative attitudes towards the elderly with their colleagues, who, in turn, tend to adopt the same attitudes in order to consolidate their status in a social context characterized by these low levels of acceptance. A student who expresses concern, respect, etc. towards the elderly may fear mockery by his or her peers for what they perceive as weakness, or, more generally, maladaptive behavior. Nevertheless, more research—preferably longitudinal in design, and including more potential predictors—is clearly needed to provide a more thorough understanding of these phenomena.

It may be important to emphasize that our results showed that none of the predictor variables included in the study (age, year of study, specialization, and the interaction of the latter two) had a significant impact on sexual orientation discrimination. In search of relevant variables, future research should probably focus on other areas, such as family, religion, mass-media, etc.
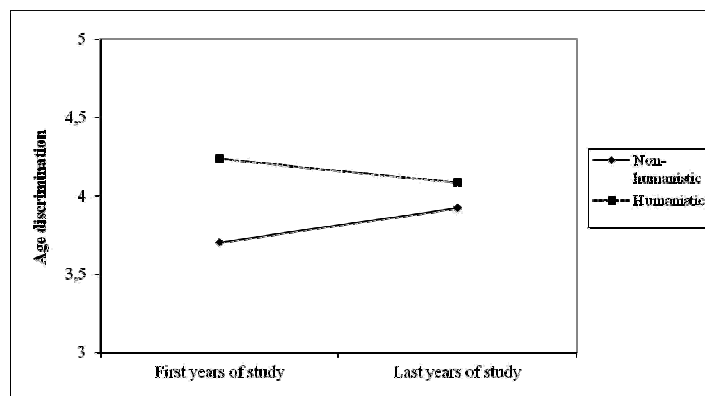
Figure 1. Moderating effect of specialization on the year of
study-age discrimination relationship

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Appendix

Questionnaire items:

Ethnical/Racial discrimination

I often use the word "gipsy" instead of "Roma."

I think (or say to family or friends) that most Roma are criminals (thieves, robbers), beggars, or lazy.

I think that it was because of them that Romania's international image was

compromised. I agree with policies to support Roma. (Reverse scored)

I find marriages between Romanians and foreigners acceptable. (Reverse scored)

Age discrimination

I think it's because of the young people's lack of involvement in social life that things go bad in Romania.

I think retirees are a drag to society.

I think our society has enough respect for retirees.

I think our society does enough for young people.

Sexual orientation discrimination

I agree that homosexuality is a disease.

I think the chances of a homosexual to be a pedophile are much higher than for a heterosexual.

I think that homosexuality is a threat to society.

I believe that gay marriage should be accepted.

I believe that gays should have the right to adopt a child.

ASSESSMENT OF AUTONOMY AND EMOTIONAL SKILLS IN PRESCHOOLERS

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Abstract: The purpose of this article is to highlight the extent to which the preschoolers' degree of autonomy correlates with the development level of their emotional skills. During the research made, I tried to test and to bring arguments in favor of the hypothesis according to which a high level of autonomy links positively to a high level of emotional skills. For this, I used the SCE and SCAP samples for teachers, from the PedA test battery, developed by Cognitrom. I applied the scales on a sample of 25 subjects, consisting of preschool children between the ages of 4 and 5. The results obtained allow a better individualization of the learning and the socialization process in the preschoolers' class.

Keywords: autonomy, emotional competence, assessment, preschool children

Introduction

Personal autonomy is vital for our development as adults. Children with a high personal autonomy have a sense of self-assurance and self-confidence much more developed, because they know that they can solve the problems they encounter. This aspect makes them realize that they do not have to wait for their parents' help when they confront with more difficult situations. The pre-

schooler with a high level of autonomy will develop his social and emotional skills more, having a smoother transition towards the school environment.

Emotional skills imply the identification of some emotions, experiencing and then sharing them with the other children or adults. An autonomous pre-schooler will encounter life challenges with greater ease, will seek to have different experiences and to learn something constructive out of them. The autonomy will ensure him a balanced development of the sociability and the affectivity, fundamental aspects for an individual that is part of a structured society, based on certain rules and social positions. The child that acquires these skills will adapt easier in any social environment, will lead a much more fulfilled life as an adult and will have a childhood full of happy memories.

Problem statement

In the contemporary society, the preschool child comes more and more into contact with the kindergarten's environment, in relation to the family one, and observant of the social environment that surrounds him. At this age, he sees, observes and gets to know different rules and factors that are going to develop both his psyche and his personality. Spending maybe more than eight hours at kindergarten, it becomes a pillar in his evolution as a human being. The moment that he gets in touch with other children and adults from kindergarten, his emotional and intellectual skills are being tested. Measuring them becomes important from the perspective of the ability to predict the behaviour of the future student, and then adult. The studies quoted by Matthews, Deary and Whiteman (2012) have revealed that emotions are indicators of the temperamental type being mentioned in many personality assessment scales, used also for assessing children's personality traits. Psychological testing performed in the educational environment have multiple purposes (apud Gronlund,1988 în McIntire, S., Miller, L., 2010): to stimulate children's motivation, to help children improving their learning results by accomplishing the competence transfer, to facilitate the self-knowledge by means of weak and strong points, to support the teachers in the evaluation of the efficiency of the learning activities.

Aspects of the autonomy at the pre-school age

The role of the kindergarten is to form new behaviors and skills in terms of the pre-schooler's autonomy, or to improve the already existing ones.

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Among the most important behaviors involved in the development of the autonomy are the eating, clothing and hygiene behavior.

"Eating behaviors are cultivated intensely. The feeding is pervaded by a series of rituals." (Șchiopu, U., Verza, E., 1997, p. 124). Those particular rituals refer to meal division into breakfast, lunch, dinner and two snacks. These create an important pattern in the child's life, because he starts to have a structured diet, a normal one for any human being culturally and socially. As the two authors support, the feeding does not represent just a physiological need, but also the importance that the children attach to the habits before and during the meals.

On the same lines, "in terms of eating behavior, there are cultural eating inadaptability and the minor eating pathology." (Șchiopu, U., Verza, E., 1997, p. 125). Cultural eating inadaptability is the child's inability to use the spoon or the fork correctly, the refusal to use napkins at the table and even the ignoring those who are eating next to him. In addition, there is also the minor eating pathology which refers to the not exactly desirable reactions of the child during the meal: he induces nausea, refuses to swallow the food, holds it in his mouth and refuses certain foods, creating real obsessions for others (for example, chocolate).

The pre-schooler shows progress also in terms of clothing and personal hygiene. The clothes that he chooses to wear show that he is aware of the moments of the day, the season and the weather. Although at the age of 3 he is still dependent on his parents at this stage, by the age of 6 he will vastly acquire the necessary behavior to guide him in choosing the right clothes. Also, the clothing he chooses to wear says a lot about the attention to his image too, if he is tidy or untidy, if he likes to take care of himself or if he feels comfortable with his clothes rumpled and dirty etc. "One interesting problem by means of its psychological side involved is that of the content of the children's pockets" (Șchiopu, U., Verza, E., 1997, p. 126), in the sense that a 3-year-old child, for the most part, does not have too many objects in his pockets, these being empty most of the time. At 4-5 years old, they start to collect and stock candy, sweets and wrappers left from these in their pockets, and at 6 we can find inside them all sorts of inessential things, like coins, small rocks, buttons, and pieces of stained glass. Personal hygiene skills can be seen in the way the child makes his toilet, if he brushes his teeth, if he brushes his hair, if he washes his hands after

using the toilet or before a meal, if he has a bath regularly, if he blows his nose when he feels it is running and so on. These skills also show the level of interest toward himself and his image.

A fundamental element in the pre-schooler's activity, which can help the formation and the development of the autonomy, is play. From the age of 3-4, play has a symbolic charge, meaning the pre-schooler gives significance to the actions that he makes and the objects that he handles. Play "forms, develops and restructures the entire physical life of the child" (Golu, P., Verza, E., Zlate, M., 1993, p. 92). Through play, both the parents and the teacher can implement and introduce the idea of developing the autonomy, so that the child will want to achieve as much as he can on his own.

Developing emotional skills at pre-schoolers

The experiences that a child has in the kindergarten's environment set their stamp on his balanced development and affect the way in which he looks at life. Positive or negative events at an early age are significant, in the sense that based on their frequency he will establish his emotional life and will set his thoughts toward positive or negative ideas. Ursula Șchiopu și Emil Verza define affectivity as "muscularity of the family life - subjective existential tonality which, expanding the experience, gives them pithiness and polarizes them." (Șchiopu, U., Verza, E., 1997, p. 153) Thus, the two authors highlight the idea that affectivity gives a meaning to every event in the child's life and he attaches importance to it emotionally. Moreover, "emotions have a function to distinguish the individual, and also to integrate him with the others." (Muntean, A., 2006, p.187) The same author highlights the fact that emotions provide the integration both at the level of the child's mental processes and in the interpersonal communication.

The most obvious reason for the presence of some emotions, new affective states, is the discrepancy between the need for autonomy of the pre-schooler and the forbiddance that the adult imposes on him. If the pre-schooler satisfies his wishes and needs, there will be positive emotions, calmness, relaxation and happiness. Instead, if his needs are being denied, then there will appear negative affective states, annoyance, and irritability.

At this age, "through imitation, the child takes from the adult a series of affective states, for example, the fear of certain animals, the joy of seeing some people or of receiving a gift." (Golu, P., Verza, E., Zlate, M., 1993, p. 89). Phobias about certain things can also be acquired from the parents by the child.

If the parent is afraid of heights, then the child might get this fear too. Pre-schoolers are easily sensitive and susceptible to what those around them are doing, so it is advised for the parents not to let their fears and negative emotions for certain things be exposed in the presence of the children. At the same time, in this period children realise that they can feign certain affective states to get what they want. For example, they cry, even if they are not in pain, just to convince the adult that they really need a much desired toy. Later on, this way of negative imitation will manifest itself as a lie feature. Recent studies (Ignat, S., 2012) show that the feeling of loneliness is strongly felt by some children with effects upon personality development both in a short and in a long term.

Regarding the affectivity, Jean Piaget considers that "along with the appearance of the mental image, of the evocative memory, of the symbolic game and of the language, the affective object is, on the contrary, always present and always active, even during his physical absence, and this fundamental fact leads to the creation of new affects, in the form of durable sympathies and antipathies towards others, and regarding the inner man, in the form of a conscience or a solid self-valorisation." (Piaget, J., Inhelder, B., 1968, p. 61) Through play, the child expresses his emotions and his feelings best. For example, for Piaget's reasons quoted earlier, we can talk about the symbolic game or the role-play that impersonates a parent, by imitating the actions and the gestures that he does. When children play the mother's role, then the one whose mother is being represented will feel love and affection, even if she is not there. Reproductive memory and mental image helps him bring back to life his mother's face and feel what he feels for her. Thus, there is the idea that cognitive, affective and social aspects of the conduct are inseparable. These are all important components of the child's personality and the relation between them is crucial for his development. It all starts from the formation of the mental image, continues with the memory and gets to the symbolic game and language. Mental images appear immediately after the development of perceptions and representations, which are not "separated autonomous entities, stored up as such in the long-term memory, but are produced when a particular task requests their presence." (Miclea, M., 1999, p. 159) With this statement, we can understand to some extent the appearance of the mental images and then the emotional charge that these carry and that influence the pre-schooler.

Research Questions

The study is based on the hypothesis according to which there is a directly proportional correlation between the personal autonomy and the emotional skills of the pre-schoolers, meaning a high level of autonomy correlates positively with a high level of development of the emotional skills.

Purpose of the Study

In order to support the stated hypothesis, we want to make an observational research regarding the levels of development of the pre-schoolers' personal autonomy and affectivity at the age of 4-5. The purpose of this research is to establish the differences and the resemblances at a psychical and behavioural level between the children of the same age, but which, until now, have developed differently because of hereditary, educational and environmental factors. The objectives set to prove the working hypothesis are the following:

-   measuring the level of development of the personal autonomy and the emotional skills of every pre-schooler by applying the specific tests
-   comparing the results gathered from all the tests in order to establish the differences and the resemblances between children with regard to the socio-emotional development

Research Methods

Personal autonomy skills screening (PASS) represents a scale that measures the level of development of the pre-schoolers' personal autonomy skills. This scale was made for different age groups; for the present research, I used just the scale for the age of 4-5, the version for teachers. The scale used is made of 6 items. For each item, the option is scored from 1 to 5, 1 for the behavior that never occurs and 5 for the behavior that occurs almost every time.

Using this type of personal autonomy scales is beneficial, because by its means there can be evaluated behaviors that help the cognitive, emotional, social, psychomotor development. As a matter of fact, an autonomous child is always eager to explore the environment and to discover new things. Personal autonomy skills are necessary for school and also social adaptation of the little ones. Thus, those who are more advanced in terms of personal autonomy will be more concerned with the tasks received from the kindergarten teacher or the tutor and will look for solutions to the problems encountered at school and in

day-to-day life. (Miclea, M., Bălaj, A., Porumb, M., Porumb, D., Porumb, S., 2010, pag. 235)

The second scale used is emotional competence screening (ECS). This scale assesses the emotional competence the preschoolers have in terms of several perspectives: the apprehension of the emotions, the manifestation of the emotions and the emotional self-correction. Just as the personal autonomy skills screening, this scale has two versions, one for parents and one for teachers. Moreover, the scale is divided into age groups: 3-4, 4-5 and 5-7. For this research, I applied the scale for the age of 4-5, the version for the teachers, which consists of 13 items. The options are scored on a scale from 1 to 5, 5 representing the behavior that always occurs. Due to the fact that the preschooler is more active emotionally within a new social situation, such as kindergarten, this scale has been attributed more items than the previous scale, the one for personal autonomy skills assessment.

Through this scale, emotional competences assessment offers an overview of the children's preparation from an emotional point of view for the integration into the society and the environment. Moreover, it indicates potential future psychological investigations that are necessary to be made in case the child has a low level of emotional development. We can define this scale as being a predictive one, to a certain degree, regarding the adaptation to the school environment.

Data analysis

After applying the PASS and ECS scales to the 25 preschoolers, we obtained the results from Table 01. The analysis of the data obtained by the children was made using the SPSS program (Statistical Package for the Social Sciences). Then, as shown in Table 2, we used the descriptive statistics to determine the standard deviation from the norm for the 4 test samples used.

Table 1. Descriptive statistics

Measured feature	Average	Standard deviation
Personal autonomy	24,44	3,042
Emotional competence	52,24	5,150

In case of the personal autonomy, the minimum score obtained is 19, maximum 29, average a=24, 44, with a standard deviation =3,042. The minimum score that can be obtained after the scoring is 6 and the maximum score is 30.

In case of the emotional competence, the minimum score obtained is 42 and maximum 63, where the average a=52,24, with a standard deviation=5,150. The minimum score that can be obtained by a child at this scale is 13, and the maximum 65.

- Personal autonomy assessment

In case of the personal autonomy assessment, I observed that the most frequent scores were 23, 24 and 29, namely 4 children got a score of 23, 4 children got 24 and 4 children had been evaluated with the score of 29. The rest of the scores left, from 19 (the minimum obtained) to 29 (maximum), had a reduced frequency, of a child or two. Thus, I discovered that half of the pre-schoolers have a very good development of the autonomy skills. The minimum score of the autonomy skills assessment is 6, and the lowest score obtained by the pre-schoolers tested was 19, which proves that they have at least mediocre skills regarding the autonomy. Those who have the lowest scores, of 19, 20, 21 and 22 are children that have more protective parents and they are not left to cope on their own. Even so, they had satisfactory results at the present scale and have managed to integrate successfully in the pre-schoolers group, having a quite smooth transition from the family environment to the institutionalized one. Of course, we can see a difference between the pre-schoolers that got 29 and those who got, for example, 20, from the point of view of the autonomy conduct possessed and the integration into kindergarten.

- Emotional skills assessment

After applying the emotional skills rating scale, it was found that the most frequent scores were 48 and 54, each of them being obtained by three children. The other scores were obtained by 1 or 2 children maximum. 52% of the pre-schoolers are placed above the score of 52, meaning they had scores above the average. The minimum score of the social skills assessment is 13 and the lowest score obtained by the pre-schoolers tested was 42, hence noticing that all are normally developed in terms of emotional skills at the age of 4-5. Considering that most of the pre-schoolers had very high scores, over the

average of 52, I can claim that they acquired different emotional behaviours within kindergarten, but they came with a well-built emotional baggage from the family environment too. All the pre-schoolers from this group know how to recognize their personal emotions and those of the people around them. The problem for some of them, and particularly for those who obtained the lowest scores, is that they do not emphasize with the other children at the level they should at this age.

Testing the hypothesis

In order to test the hypothesis according to which a high level of autonomy also represents the existence of a high level of emotional competence at pre-schoolers, I used the Pearson correlation coefficient, this representing a statistic method that determines the degree of linear correlation between two variables.

Table 2. Correlation between autonomy and emotional compentence

Evaluated size	Correlation type	personal_ autonomy	emotional_ competence
Personal_ autonomy	Pearson Correlation	1	**,743****
	Sig. (2-tailed)		,000
	N	25	25
Emotional_ competence	Pearson Correlation	,743**	1
	Sig. (2-tailed)	,000	
	N	25	25

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

According to Table 2, we obtained a correlation coefficient r=0,743, significant at a degree d<0, 01, between personal autonomy and emotional competence. Thus, the hypothesis is proved, between the 2 being a directly proportional correlation.

When the child discovers his own identity, with all its characteristics, especially personal autonomy that gives him a feeling of independence, he is able to move on to a higher level of comprehension and expression of his own emotions. In addition, he becomes more emphatic towards his kindergarten colleagues and towards the people he gets in touch with. During the year in which the preschoolers acquired many personal autonomy behaviors, I noticed a progress regarding the emotional development too. They were much more

satisfied with themselves when they saw that they manage to cope on their own in a situation, emitting in this way positive energy around and managing to express emotions like happiness, enthusiasm verbally and non-verbally. These emotions helped them to befriend other children and to mature emotionally and psychically. Thus, the directly proportional correlation between personal autonomy and emotional competence of a preschooler is evident, the first variable being a necessary condition for the balanced development of the children's emotional life, with all that it comprises.

Conclusions

The preschoolers' emotions and feelings accompany the reactions to certain stimuli and to different actions. Moreover, emotions, especially affects, are a manifestation of the children's temperament. By self-discovery, they manage to acquire a certain level of control of the negative emotions in the situations that are always frustrating for them. In the same time, autonomy behaviors are the first signs that the preschooler took part in a certain educational process and is ready to integrate into different social environments. The fact that he owns elements of autonomy gives him a feeling of confidence and generates positive reactions, as a result and positive feelings, emotions.

After the analysis and the interpretation of the results at the samples applied, we can emphasize the uniqueness of the autonomy and emotional abilities rhythm of development. These two sides of human life, autonomy and affectivity, should be the first that come to our attention when we start working with children, along with the cognitive stimulation. Especially at the preschool age, when they are growing and developing, they imprint deeply their importance on our fulfilment as human beings. The tests applied to the 25 preschoolers prove that they have the personal autonomy skills correctly acquired and the level of emotional competence is still in a process of sedimentation, a specific aspect, as a matter of fact, to the preschool age.

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A GOOD SCHOOL START FOR PRESCHOOLERS WITH LANGUAGE DISORDERS

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Abstract: Every beginning is accompanied by emotions, especially since this is the beginning of a child, is a school debut, and the everyone`s "eyes" of are on him. Language and communication disorders may have a greater negative impact than they should if they are not identified and correctly adressed on time. In the present paper I approach the necessity of interventions during the last year of kindergarten on children's language, so that they have the chance of the best possible start and an efficient integration in the preparatory class.

Keywords: communication, language, language disorders, pre-schooling

Language deficiencies are the result of dysfunctions in the reception, understanding, elaboration and realization of written and oral communication due to some organic, functional, psychological or educational disorders that affect the small child during the debut and development of language. Due to the importance of language in structuring and deploying cognitive processes, any impairment may also have an impact on the quality of thought processes, relationships with others, and the structure of the child's personality.

Knowing and identifying language disorders is a priority of psycho-pedagogy specialists, the precision and precocity of the diagnosis of these disorders guaranteeing the success of the therapeutic and rehabilitative program of the child with language disorders.

Many times I have met pupils in the preparatory class and in the first grade who, due to uncorrected language disorders, have encountered difficulties in acquiring the written and read language, followed by the appearance of

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dyslexo-dysgraphia in the higher classes.

A problem of great importance is, however, their integration into the class of pupils. Most of the time, these children integrate much harder, being shy, disbelieving in their own forces, secluded, afraid to speak if front of the classroom or to the teacher. From these perspectives, we identified for the group of pre-school children with language disorders, the need to speak correctly at the moment of school start, to trust their own forces, to look optimistically at the school debut without fear and uncertainty.

In the present study we intend to analyze the influence of the particularities of the language and communication of preschool children on their integration into the kindergarten, and later into school. The objectives of our research are: identifying the necessary skills of a pre-school child (large group) for future school integration; determining the level of language development of the pre-school child attendind the highest kindergarten group; studying the influence that language disorders have on pre-school children regarding their development and integration into the kindergarten; developing an intensive program focused on the development of communication skills necessary for the integration of the pre-school child.

The hypothesis we have assumed presuppose that for a successful integration in the preparatory class, certain communication skills are required with priority, that preschoolers with language disorders will have psychological development disorders, that language disorders will cause difficulties for the integration of preschoolers into kindergarten and school and that following the intensive program focused on developing communication skills, designed by us, language acquisition will be developed in such a way as to allow the child to be well integrated into the preparatory class.

The group of research consists of: 30 teachers and 60 preschoolers (the experimental group: "sample A" - representing the group of children with language disorders, the witness group: "sample B" - the group of children without language disorders).

The main research methods used: *The questionnaire on the skills needed for the school future*; The scale for knowing the psychological age of language (Alice Descoeudres); PORTAGE development scale; Scale of Social Inclusion Assessment of Preschool Children. The intensive program focused on the development of communication skills necessary for the integration of the preschool child designed by us includes activities and exercises for the development of communication skills, for example: *"Answer well and fast"; "Find the right word"; I" say one, you say a lot"; "ay further"; Game" of syllables"*etc., which were applied both by the kindergarten teachers as well as by the speech therapist, at the speech therapist office.

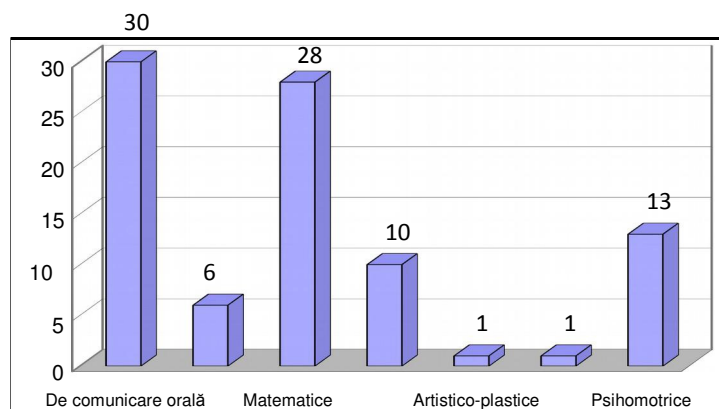The results obtained from the research were synthesized as follows.

Fig.1. Skills needed for the child to enter the preparatory class

Collaboration with primary school teachers has been one of the major objectives in knowing the requirements of preparing the future pupils. Through the questionnaire applied to this question we found that teachers are interested in forming all the abilities of a good pupil, but among the most important are: verbal communication skills, mathematical skills, psychomotor and practical skills.

The forms of collaboration between the teacher of speech therapy, kindregarten educators and primary school teachers are varied and effective in knowing and successfully preparing pre-school children for school. Among these I enumerate the following: thematic discussions on the objectives and requirements of the two curricula within the methodical committee organized each week; assistance with kindergarten activities in order to study methods and working procedures, familiarization with the future pupils, teaching materials used in acquiring and verifying knowledge; joint activities in partnership with the school within different educational projects, setting up exercises that can be done by educators and teachers etc.

Primary school teachers consider pre-school education as the first stage in the preparation and formation of future schoolchildren, appreciate the important role of the educator in the formation of school skills, of order, discipline and civilized behavior.

From the discussions conducted, the difference between the children who regularly attended the kindergarten and those who attended it sporadically for various reasons appear, most of the time by the initial assessments that are carried out at the beginning of the school year. That is why it is considered that the work of the educator in the process of preparing children for school is very consistent.

The 60 subjects were evaluated at the beginning of the school year in

terms of the age of language development. The age of language development was established for each of them. The percentage diagram in Figure 2 shows the difference between the two groups of subjects in terms of age of language development. For children in sample A, language is at a lower age. There are more children who have the age of language development under their chronological age - 8 children, compared to only 2 in case of sample B. Children in sample B, compared to sample A, show more developed language. Most of them are in the age range of 6 to 7 years.
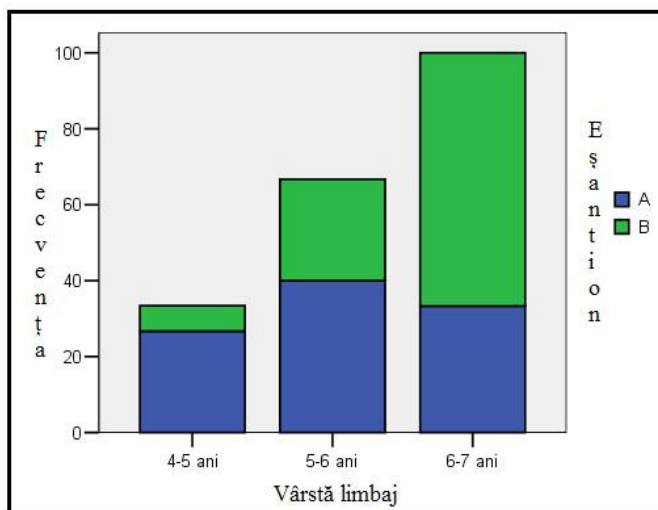
Figure 2. Percentage chart A. Descoeudres
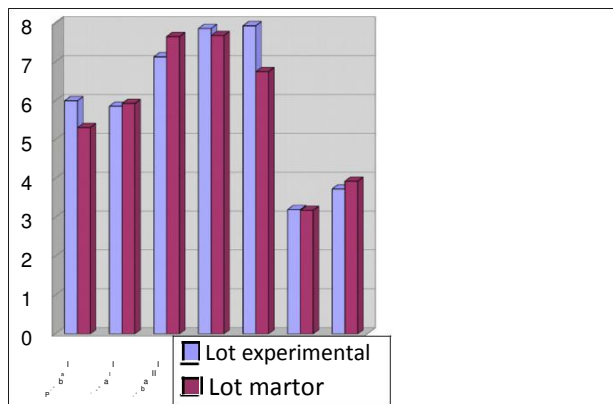
Figure 3. Average results obtained at the Language Assessment Test - experimental batch compared to the control group (initial assessment)

The results obtained by applying the initial evaluation tests helped to

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establish the level of language acquisition acquired by pre-school age groups and to establish the second objective of the research objectives, namely to establish the level of development of language skills in the pre-schooler attendind the last kindergarten group. This initial evaluation has given me the opportunity to follow, through the games played during the school year, tasks that aim at developing the language in terms of vocabulary, grammar, syntax, but also at understanding of the significance of the messages.
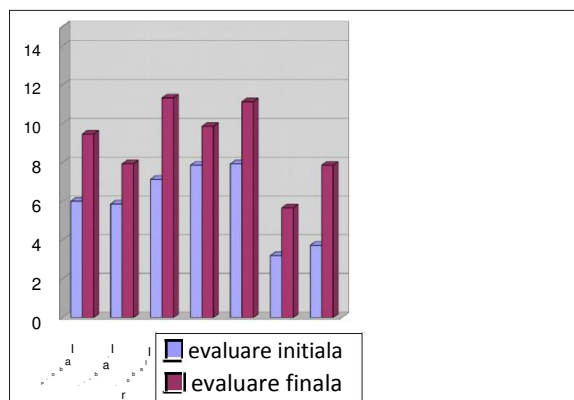
Figure 4. Average results obtained at the language evaluation test
- experimental batch (comparative initial assessment - final assessment)

From Figure 4 we note that the results obtained by the pre-school children in the experimental group at the final evaluation are significantly higher than the results obtained at the initial evaluation of all the language scales applied by us.

This demonstrates the veridicity of the hypothesis stating that following the implementation of the intensive program program developed by us, focused on the development of communication skills necessary for the integration of the pre-school children attending the last kindergerten group, the acquisition of language will be developed in such a way as to allow the child to integrate well into school.
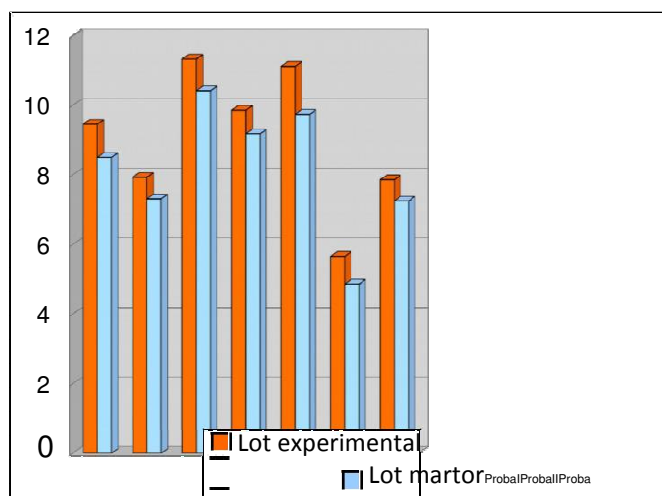
Figure 5. Average results obtained at the language evaluation test -
experimental lot compared to the control group (final evaluation)

From the above graph we can observe that the results obtained by the pre-school children in the experimental group at the final evaluation are significantly higher than the results obtained by the preschoolers in the witness group, thus confirming the hypothesis no. 4, the fact that following the implementation of the intensive program program designed by us and focused on the development of the necessary skills for the integration of the pre-school child attending the last kindergarten group, the language acquisitions will be developed in such a way that it will allow a good integration of the child into the school.

These results are due, on the one hand, to the implementation of the intensive program, to the specific activities carried out in the kindergarten, according to the specific curricula, but they are also due to the attendance the children with language disorder made to the speech therapy teacher office where they practiced language therapy and communication development.
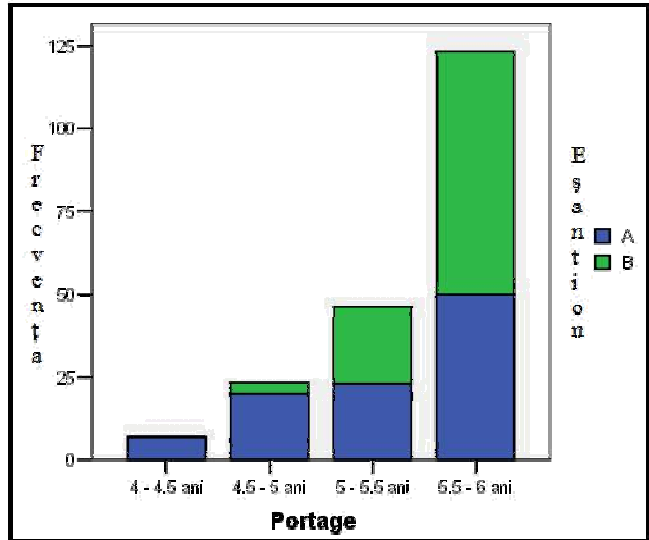
Figure 6. Results at the Portage Development Scale

In sample A, a cumulative percentage of 33.40% of children is in the first two age ranges. Two children are aged between 4 and 4.5 years of age and 6 of them are between 4.5 and 5 years of age. Another 23.30% have psychological development ages ranging from 5 to 5.5 years (7 children). The remaining 50% of S sample participants are grouped in the last interval, 5.5-6 years.

Analysis of sample B shows that no participant with developmental age in the range of 4 to 4.5 years is found in this group. Most of the children in this sample have psychological development ages ranging from 5.5 to 6 years (22 of the total of 30).
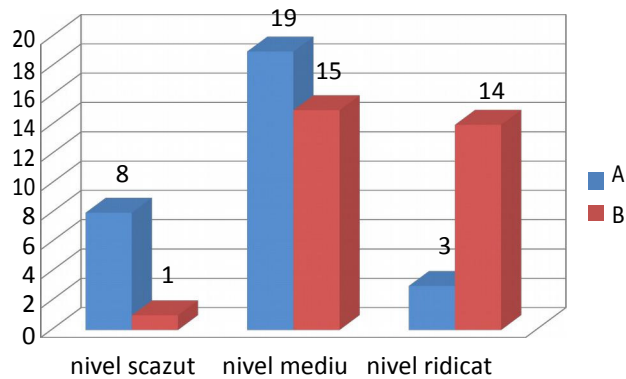
Figure 7. Results obtained at the Level of Social Inclusion Evaluation Scale

The percentage chart in the above figure, which graphically expresses the frequency of the scores on the integration scale obtained by the two sample of participants, shows how at the beginning of the school year the two groups resemble in some respects. But it also shows the differences, especially in terms of social integration. The difference is visible in the low level of social integration skills, where more children are found in sample A than in sample B, and at the high level we find only 3 children with poor integration skills. The latter come from good families, working people, where parents are concerned about their children's education and development.
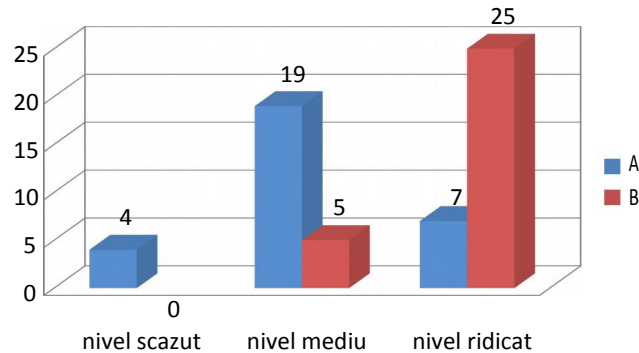
Figure 8. Percentage diagram integration scale (final phase

In the above graph one can see the difference between the two samples of children at the end of the school year. Participation in kindergarten activities as well as in the intensive program resulted in changes of the social behavior of children and the degree of their integration into the group of children and their adaptation to the requirements of the environment. However, there are significant differences between them. Children in sample B have a high level of social integration. In the case of children in sample A the degree of integration is medium. This demonstrates that language disorders have had a strong impact on the personality of preschool children, and this impact can be gradually eliminated through game activities, communication and socialization development etc.

As a result of our research, our objectives have been achieved and the assumptions we started have been confirmed, so it can be said that following the implementation of the intensive program focused on the development of communication skills necessary for the integration of preschool children, language aquisitions have been developed in such a way as to allow their good integration into school.The results obtained by the preschool in the

experimental group following the application of the final phase assessment scales were superior to those obtained in the initial phase, demonstrating that the intensive program applied between the two moments contributed to the development of language skills.

Communication of preschoolers can be improved if the learning activity is based on principles of hierarchical organization of intellectual operations from actions to notions, concepts, meanings. Information content structured on meaningful units can not be acquired by the child unless it is based on a certain operational, cognitive level. Improving verbal communication has as a central dimension the level of language operationalization. Learning through play and learning by action are superior to all forms of learning at pre-school age.

Through our method we have identified a series of language and communication operations that underpin the development of the personality and autonomy of the child:

- verbal fluency, as a means of expressing thoughts, needs, experiences and relationships seeking, group integration;
- the volume of active and passive vocabulary as the organization of words in words-notions, words-attitudes, words-actions, word-requests, words-moral attributes etc.;
- fixation and reproduction abilities of visual material with support and without visual support;
- abilities to express in sentences, in a cursive, expressive, logical and chronological flow, respecting the logical-grammatical norms;
- the ability to represent objectual actions in mental images with the help of verbal operators;
- oral communication skills with the use of own stylistic means;
- emotional reactivity in consensus with experiencing the situation, disinhibition, participation.

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A SHORT DESCRIPTION OF THE SITUATION OF NOT RESPECTING CHILDREN'S RIGHTS IN ROMANIA

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Abstract: This paper is a reflection on a topic that is often discussed in the field of social assistance, namely that of respecting the rights of the child. These rights are formulated facing all the child's needs, and they have been assimilated by all countries and promoted by laws and treaties, etc.; infrastructure has been created in this direction, and yet we are struck by a painful truth: in Romania too many children do not enjoy their rights.

The present paper uses statistics from the Ministry of Labor, Family, Social Protection and of the Elderly to describe some of the situations of difficulty among Romanian children, namely, the absolution, neglecting, abandonment and the situation of those children whose parents went to work in another country.

Key words: children's rights, abandonment, abuse, neglect

Introduction: Child rights assurance - a utopia?

For a plenary and harmonious development of its personality, the child must grow up in a family environment, in an atmosphere of happiness, love and understanding. A child must be fully prepared to live independently in society and to be educated in the spirit of the ideals proclaimed in the Charter of

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the United Nations and in particular in spiritual peace, dignity, freedom, tolerance, equality and solidarity (www.UNICEF.ro). Of course these imperatives refer to all children in the world - from the right to be born in a family and raised there and continuing with the right to be protected from any form of abuse or exploitation, the child has "hopeful partners" on the behalf of its parents, the first responsible people and the ones who have attributions in its growth. The misfortune of being born in a country being in war, such as Afghanistan, Iraq or Syria painfully compromise any prospect of "plenary" assurance and development of the children of these countries - in fact, the Institute for Peace and Economy in the Global Peace Index report that only 10 countries in the world are not in a conflict situation. Without being part of this category of countries where the level of security of the citizens is low, our country is disconcerting a lot of other economic and political events with a strong social impact that seriously threaten to fulfill this desideratum - to provide children with regulated rights by law. On a related topic in 2014, Pontiff the Pope Francis expressed his fear that the fight for human rights would not be Europe's last utopia and he asked himself: *What happened to you, Europe of humanism, champion of the rights of man, democracy and freedom?* Somehow the same speech is given by the former President of France, who, at the 60th anniversary of the Universal Declaration of Human Rights, reflects on the danger that respect for these rights will not remain on the realm of utopia.

Children's rights have been proclaimed over time in various international documents, such as the United Nations Universal Declaration of Human Rights, the Geneva Declaration of 1924, and royal rights per country. In 1990, Romania assumes the Convention on the Rights of the Child by adopting Law no. 18/1990. Currently, the law promoting the observance of children's rights in Romania is Law 272/2004.

According to the provisions of this law and the Constitution of Romania and other regulations of the Conventions of the Rights of the Child, every child in Romania has the right to live in his own natural family, to enjoy the protection of his parents in order to develop harmoniously in all ways, psychologically, physically and affectively.

The abandoned child

Following the monitoring of the abandonment situation in 10 European countries (Bulgaria, the Czech Republic, Denmark, France, Hungary, Lithuania, Poland, Romania, Slovakia and the United Kingdom), Browne, Ackson, Anaut found that child abandonment is a neglected problem in Europe, and that the scale of this requires the implementation of effective programs to prevent this phenomenon. At present there is a rather detailed statistic in our country regarding the abandonment of children in the sanitary units, but without

describing another context of abandonment. The statistics accompanying the situation of the abandoned child in our country are as bleak as possible: of the 3,734,667 children under 18, a number of 57,279 are in the special protection system, meaning that they are separated from their parents by a protective measure such as placement or specialized supervision. In the literature, there is a lot of discussion on open abandonment (understood as a situation in which the parent consciously renounces on his child and therefore on his parental responsibility, without intending to recover his child and without hiding his identity) and secret abandonment (which can be defined as the child's secret departure, so the parent is not known).

Understood as an aggression by resignation (Păunescu, 1994, 95) or *as an extreme form of child maltreatment*, abandonment is not an isolated phenomenon; all countries in the world know this phenomenon, but Romania has led this ranking of child abandonment in Europe in 2008 (UNICEF Report, 2008) and is still at the top of the ranking.

The phenomenon of abandonment has gained new dimensions by inventing the well- known baby-boxes in several European countries; there were discussions at that time about legal / civilized abandonment since the desperate mother had the possibility to leave the baby in a "box" to ensure his warmth and protection until he was taken over.

This variation has generated a number of controversies; it can mean a "decent" solution for the abandoned child but it can also be perceived as a way of encouraging abandonment. This social project was aimed to save the child from death by the fact that the boxes / cases provided the necessary conditions until the child's doctors took over urgently. In the absence of such "solutions", in our country children are left at containers, in toilets, anywhere on the street. During the year 2016, a number of 1,000 children were abandoned in Romania; of these, 714 were left in maternity wards, 268 in pediatric wards and 18 in other hospital wards (according to MMFPSPV, 2016). Only in the first quarter of this year, 245 children were left in hospitals.

Here is the dynamics of the abandonment of children in our country in the last 4 years:

Tabel no.1. The situation of child abandonment in Romania in 2013-2017 years

The situation of child abandonment in Romania in 2013-2017 years			
Year	Total number of abandoned children	Left in maternity	Left in paediatric wards	Left in other hospital wards
2013	1449	915	450	84
2014	1213	738	441	34

2015	977	624	326	27
2016	1000	714	268	18
2017 (first trimester)	245	164	71	10

Source: MMFPSPV statistics http://www.copii.ro/statistici-2017/

There is an improvement in the situation, which we can justify through the effectiveness of abandonment prevention policies in SPAS, maternity or day care centers, etc. A summary of the situation regarding prevention activities provided by the same source shows that in 2016, 56,550 people / children benefited from preventive services, broken down as follows:
- In day centers 5344;
- Counseling Centers and Support for Parents, Family Planning, Monitoring of Pregnant Women etc – 34.446 people.

Parents leaving abroad

Statistics in recent years and various studies (Vilcu, 2015, 17) claim that parental migration has devastating effects on children. We talk about serious psychological effects such as anxiety, depression, pain, sometimes even suicidal. Lack of parents facilitates neglecting and abuse, frequently indicating deviant and delinquent behavior, school abandonment. On the other hand, repeated abuse affects the child's personality in a way that brings with it various dysfunctions, disorders, isolation, etc. According to a UN report, Romania is ranked second in the world in 2016 in the top countries with the largest migration in Europe - 3.4 million Romanians live in another country. A logic stemming from these figures would say that children from Romania are second in the world in terms of deprivation and suffering - that we are leading ourselves to abandon our children. Nowhere in the world, however, these regulations do not in themselves guarantee the fulfillment of the rights to which they refer.

The Ministry of Labor, Family, Social Protection and of the Elderly report annually situations of difficulty for children in Romania, situations such as child abuse, neglecting or exploitation, abandonment or disability. Another situation that places the child in a vulnerability area is the departure of parents, a phenomenon that is particularly large. The impressive number of cases of children remaining in the country with parents working abroad required the establishment of procedures for the delegation of parental authority, but not only, these cases are monitored, given the consequences of deprivation of love and parenthood.

The MMFPSPV(http://www.copii.ro/statistica-2016/) has made known the situation of these children through the National Authority for the

Protection of Human Rights and Adoption. At the end of 2016, 95,308 children in Romania were with their parents, one (49.038) or both (14.030) working in another country. 17.553 children whose parents have left remained at home with their relatives up to the fourth degree, without the need of a protective measure, which is the "happiest" option for them. For 1014 children, leaving parents abroad meant setting up a protection measure, or putting them in a foster care (133 cases), in a placement center (222 cases), relatives of grade IV (580 cases) and 79 of them were placed to other people.

The situation of the children who stayed with one of the parents looks like this: out of the 62978, 59026 remained in the family without protection, but they are in the care of the relatives up to the fourth degree; although they have a parent at home, 1462 children are in special protection:

- At the maternal assistant: 210;
- In placement center: 322;
- To relatives up to grade IV: 848;
- Other families / persons: 82

Situations of abuse, negligation, operation of the child

Abuse, or the "unseen face" of the family (Giddens, 2001, 175) is essentially the most serious form of child rights violation, perceived as a public health issue, according to WHO (WHO World Health Organization). The issue of violence is so complex and it can have so many shapes that it should be understood as a response to a lot of "deficiencies" both in terms of personal development, the family in which it is born, and as a product of the social environment. WHO defines violence as intentional use of physical force or power or the threat of applying it to self or to another person or group that is highly likely to lead to injury, death, psychological harm, underdevelopment or deprivation; Law 217/2003 on the prevention and combating of domestic violence is more "definite", more explicit in its definition: "physical violence - bodily injury or health by striking, stinging, slashing, firing, punching, cutting, burning, strangulation, biting, in any form and intensity, including the masked ones, being a result of accidents, poisoning, intoxication, and other similar actions".

Between January the 1st 2016 and December the 31st 2016, there were 14,323 cases of abuse (physical, emotional, sexual, neglecting, exploitation through work, exploitation through misdemeanor), of which 11349 children remained in the family and 2734 were established a measure of protection, being separated from the family. Of these, 216 children were placed in emergency regime, indicating extremely serious situations of abuse. These cases occurred mostly within the family (13303), 24 in the professional nursing assistance, 56 in the residential services, 81 in the educational establishments,

and 819 cases in other locations. The distribution by age group of abuses indicates a low level of parenting abilities; over 1040 children up to one year, 1464 children aged 1 to 2; the 3 to 6 year age group appears to be very affected, 3069 cases being overtaken by the age group of 10-13 years among which 3228 cases were recorded.

- For the first semester of 2017 (from January the 1st to March the 31st, 2017), the figures are even worse: 3954 cases of abuse among which 713 were separated from the family.

Conclusions

As stated by the director of the German Institute for Human Rights, the fact that there are regulations and treaties on the rights of children does not guarantee their compliance but, at least, it can politically address their observance, which has led to an improvement in this direction. Indeed, from year to year there is a drop in the rate of abandonment, but not sufficiently serious that we can say that abandonment in Romania is not a serious problem. The child in Romania experiences aggression, is deprived of the presence and love of the parents, lives as much as possible the reality of abandonment; and this statement is confirmed by the numbers I have presented above.

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A BEHAVIORAL APPROACH IN INVESTMENT PROCESSES

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Abstract: It cannot be denied that behavioral finances changed the way people think about investments. This paper aims to present the psychological factors and the biases that affect the capital investment decision. The expected result of the paper is to present the concept of behavioral finance that helps us recognize our natural biases which lead us into making illogical and usually irrational decisions when it comes to investments and finances. A full undestanding of what behavioral finance means leads us closer to our own success.

Keywords: behavioural finance, overconfidence, over and underreaction, risk aversion prospect theory.

Introduction

The field of behavioral finance tried to explain the biases and the inefficiencies present in financial markets since its creation in the 1980s. Behavioral finances studies how the behavior of the investors in the financial market is influenced by psychological factors and how the resulting influence

on decisions made while buying or selling on the market affects the prices. Amos Tversky, Daniel Kahneman, and Richard Thaler, are considered today the founding fathers of behavioral finance. The modern portofolio theory shows how financial markets should work in an ideal world, while behavioural finance shows how they really work. Reality shows that people are not always rational, they are affected by their emotional state and other beliefs.

Factors influencing investment decisions

The theory underlying the behavioral finance is the Prospect theory and it belongs to Kahneman and Tversky (1980). The theory introduces concepts such as risk aversion and regret, anchoring effect, the adjusting effect, the herd effect, representativeness heuristic etc. Behavioral finance argues that poor performance is caused by psychological factors which influence the investor's decisions. The psychological factors that we consider the most relevant are:

a.   *The herd instinct*

The herd instinct in financial markets is defined as an imitation. It represents the tendency of people to copy the actions of a large group instead of taking a decision individually. The herd instinct is a frequent mistake that the majority of people make Very often investors have the tendency to omit important information, which usually leads to unfavorable results. They are subjective and make irrational decisions. An explanation of this mistake is that people are sociable and they tend to seek acceptance from the group, rather to assume their decision.

b.   *Overconfidence*

Human beings are often overconfident about their abilities and knowledge. Greater overconfidence leads to greater trading and to lower expected utility. A research by Odean has revealed that the confident investors trade more than those who are less confident. The level of confidence is usually not reflected in the market success. An increased confidence can lead to poor or ineffective decisions. These decisions may refer to: buying investments with an increased risk, inability to diversify and finally an unprofitable transaction.

c.   *Overreaction*

Thaler indicates several recent studies that demonstrate that people put too much enthusiasm in some opportunities, thinking they had identified a trend. Investors tend to fixate on the latest information received and extrapolate from it; last earnings report will become, in their minds, a signal for future gains. Then, believing that they see something that others do not see, they take hasty decisions because of superficial reasons. Overreaction is a consequence of having emotion in the stock market when a new information comes. According to efficient market hypotesis the new information should more or less be reflected instantly in a security's price. Overconfidence appears; people think

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they understand better information than others, as they interpret it better. But it is more than that. Overreliance is extrapolated overreaction. Researchers learned behaviors that people tend to overreact to bad news and react more slowly to the good news. Psychologists call this "overreaction caused by the influence of factors". Thus, if the ratio of short-term gains is not good, the typical response of investors is steep, which has an inevitable effect on stock prices. Participants in the stock market predictably overreact to new information, creating a larger-than-appropriate effect on a security's price. Thaler describes this overreaction as an exaggerated emotionalism as a "myopia" of the investor and believes that it would be better if they do not receive information monthly.

d.   *Emotional biases*

Behavioral biases can vary depending upon our personality type. The biases are cognitive and emotional. The cognitive biases illustrate a tendency to follow the rule of thumb. The rule of thumb is a general principle that gives practical instructions for accomplishing or approaching a certain task. The emotional biases is a tendency to take action based on emotions or feeling rather than facts. A study by H. Kent Baker and Victor Ricciardi presents eight biases responsable for investment decisions: anchoring or confirmation bias, regret aversion bias, diposition effect bias, hindsight bias, familiarity bias, self-atribution bias, trend chasing bias and worry. Brad Sherman (2016) makes the following chart

Figure 1: Emotional rollercoaster and how it impacts investment decisions

Kahneman says that the concept of loss aversion is certainly the most significant contribution of psychology to behavioral economics. The concept resumed says that human tendency is not to give up the things already owned to an uncertain, potential future earning. Some investors believe that a low-risk investment is more favorable, but a greater risk may bring a higher gain. A higher gain is directly proportional to the risk that investor assumes. An investment made is a risk not to get the money back, but the investor expectations to make profit offsets the risk.
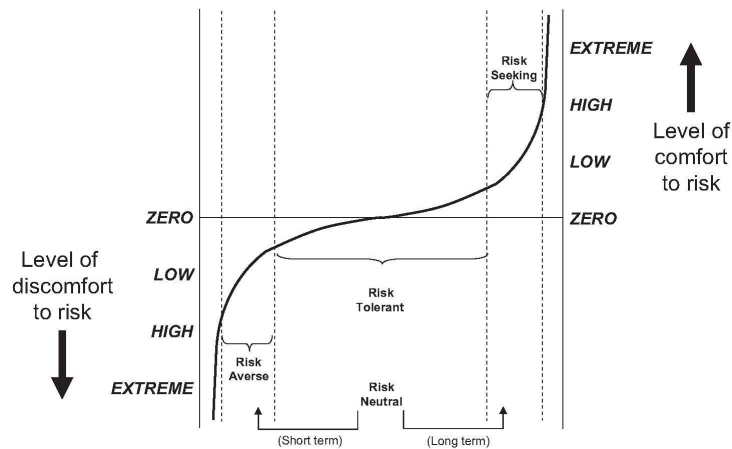
Figure 2: Risk attitude spectrum
Source: adapted from Hillson and Murray-Webster (2007)

There are two important elements to consider while we are evaluating risk: 1. the perception of risk and 2. the attitude against risk.

<table>
<tr><td colspan="2">STRUCTURAL MODEL: THE CONTEXT OF RISK ATTITUDES</td></tr>
<tr><td></td></tr>
</table>

Personal   ⟶   **risk propensity/aversion**

Societal   conext   ⟶   **risk appraisal**
risk behavior

Cultural   ⟶   **risk cognition and perception**
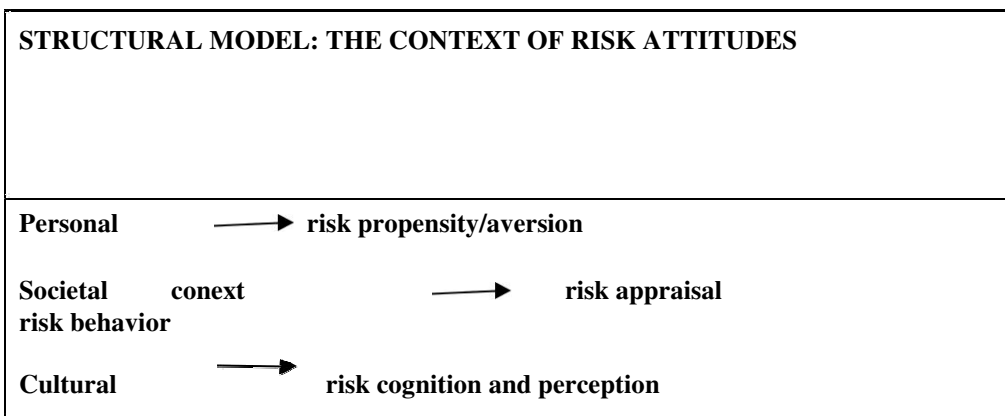
Figure 3: The potential role of risk attitudes
Source: Rohrmann B. (2005)

Prospect theory

Prospect theory presents the investors behavior in terms of gain and loss. It was found that people tend to make decisions based on the potential gains and losses or less take into account the finality of decisions on asset portfolio, giving importance to the likely results in favor of safer ones. Their decisions are being taken based on emotions. The theory talks about the framing effect treating identical situations differently. (Kishore, 2004). Framing effects express the incoherence in making decisions. According to the Prospect theory people feel more acutely the losses than they feel the gains. The emotional impact is higher. Based on this judgment it was created The Value function of Prospect theory. The function explains different emotions depending on where is the investment portofolio.
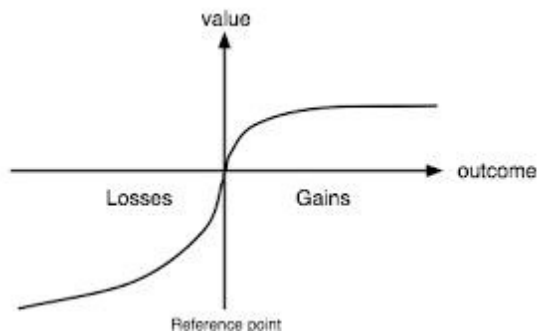
Figure 4: The value function
Source: A. Mitroi, Behavioural Finance (2014)

Conclusions

Behavioral finance intends an efficient administration of individual finances assessing and making balance between psychological factors that influence financial decision from the portfolio actively managed in relation to individual financial profile, taking into account the evolution and modification of the portfolio depending on personal, professional, economic circumstances and social rights of individuals. Behavioral finance adds a little more rigour to the traditional approach by outlining a more realistic model of individual psychological behavior. Behavioral research opens up new directions and options in order to explain the mechanisms of financial crises.

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THE EFFECTS OF SLEEP DEPRIVATION ON DECISIONAL
CAPACITY IN THE PROFESSIONAL DOMAIN
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Abstract: Sleeping is the result of complex phenomena with two elements: a passive one and an active one. The passive element is a result of the interruption of the wakeful state due to the process of progressive tiredness of the permanently used neurons, which determines the decrease of their excitability, and as a consequence of sensorial flux of the cortex. The active element is based on a series of nervous formations which are in charge with maintaining as well as inducing sleeping.

Sleep deprivation represents the period in which a person cannot sleep constantly. The absence of a deep and good sleep is most probably, the biggest ignored cause when dealing with different behavioral changes.

Key words: sleep deprivation, decisional capacity, the clinic effects of sleep

Introduction

Sleeping is defined as a reversible physiological state, which has as characteristics the behavioral inactivity as well as the somatomotor inactivity, the abolition of consciousness, the diminution of reactivity to stimuli and the metabolism decrease. (Vintilă, 2007)

Sleep and dreams are neuropsychophysiological normal manifestations of each and every person. (Enăchescu, 1996). The comparative analysis of the two states, sleep and wakefulness, showed that they are opposed. Hence, during the wakeful state, the electric activity of the cortex, measured with the

electroencephalogram, presents frequent and small amplitude rhythms, whereas during sleep, the recorded rhythms are low and with a higher amplitude. There is an exception during deep sleeping, when the rhythms are relatively alike.

The wakeful state represents the cerebral functional state which is characterized by the increase of the RAAS tonus, simultaneous with the orientation of consciousness towards a certain activity. The wakefulness starts with the establishment of the conscious contact with the environment or with the self-thoughts and it ends when this connection stops. The alternative of the wakeful state is the sleep. The commutation from wakefulness to sleep and vice versa occurs through the stimulation or, on the contrary, the inhibition of RAAS.

Sleep represents a state of cerebral activity that is characterized by the temporary interruption of the conscious contact with our inner side as well as with the outside world. Sleep has a reversible character. The transitions from wakefulness to sleep is realized very easily, in few seconds.

The sleep – wakefulness rhythm (partially) overlaps over the night-day cycle; therefore, it is also called circadian or nictemeral rhythm.

The circadian biorhythm was formed throughout the phylogenetic history of species. It has endogenous mechanisms of production but it is strongly influenced by the exogenous stimuli. Depending on the adaptation to the environment, the coincidence sleep – night, consequently wakefulness – day time is inverted in some species (bugs, some birds and mammals).

A very important role in adjusting this biorhythm is played by the diencephalon and the brainstem reticular formation. Lesions of the hypothalamus or the interruption of the reticulo-cortical system determines continuous sleep (the sleep disease).

The duration of sleep varies upon age:
- 20 hours for new-born babies;
- 10 hours for young people;
- 7 hours for elderly people.

Usually during sleep, there is a diminution of both the vegetative functions (respiration, circulation, digestion) as well as the metabolic functions (the energogenesis and the oxygen consumption decrease). Thus, the respiration frequency and the ventilation debit decrease. On the other hand, bradycardia occurs and the there is a reduction of the cardiac debit and the blood pressure. The urinary system function is reduced and the secretory and motor activity of the digestive tube is diminished, it even ceases. During sleep, there also few somatic modifications: the muscular tonus is reduced, and the locomotor activity stops. (Vintilă, 2007)

Sleeping is the result of complex phenomena with two elements: a passive one and an active one. The passive element is a result of the

interruption of the wakeful state due to the process of progressive tiredness of the permanently used neurons, which determines the decrease of their excitability, and as a consequence of sensorial flux of the cortex. The active element is based on a series of nervous formations which are in charge with maintaining as well as inducing sleeping. Vintilă describes two behavioral types of sleeping: the slow sleep and the paradoxical one. (Vintilă, 2007)

Although there are considerable inter-individual variations concerning the necessary duration of sleep, humans usually need approximately 8 hours of sleep. That means that we spend a third of our life sleeping.

However, sleeping is not a passive state of unconsciousness. It is a dynamic process of the brain which is the result of two independent mechanisms: the circadian rhythm and the homeostatic induction of sleep.

The circadian rhythm originates in the suprachiasmatic nucleus of the anterior hypothalamus – the biological watch. It is set by the light – the tendency is to sleep in the dark, the decrease of body temperature, hormones – cortisol, prolactin, human growth hormones, TSH, melatonin.

The homeostatic evolution towards sleeping is determined by the anterior quantity of sleeping and by the state of awakening. Reducing or increasing the time for sleep may alter this homeostasis.

Sleep deprivation leads to both the increase of cortisol level, of thyroid activity, of catecholamine turnover, as well as to irritation, lack of attention, cognitive abilities and performance. Risks compared to those determined by alcohol consumption appear.

The clinic effects of sleep fragmentation versus sleep deprivation: the phases of rapid movements sleep and of slow waves sleep are lost. (Bonnet, Arand, 2003, apud Tudose, 2011). The balance between the independent nervous system and sleep is favored by the decrease of the activity of the sympathetic system as well as by the increase of the parasympathetic system's activity. The sympathetic activity appears in anxiety, coffee, alcohol and nicotine consumption, during stressful periods, which leads to the increase of cortisol and adrenocorticotropic hormones. All of these extend the waking state, and inhibit the recovery sleep with slow waves. Spontaneous waking is associated with the increase of the level of adrenocorticotropic hormones. (Tudose, 2011)

Sleep deprivation represents the period in which a person cannot sleep constantly. The absence of a deep and good sleep is most probably, the biggest ignored cause when dealing with different behavioral changes.

The absence of a good sleep may also generate emotional changes. Anxiety is one of the possibilities. "Usually, people become anxious because they cannot sleep, or they cannot sleep well because they are anxious", says Dr. Fabiny. "Both situations have the same result". Every individual needs to sleep,

but this necessary varies depending on age, health condition, as well as on other factors. When a person does not have an appropriate level of vigilance, performance and health condition, one of the causes could be insufficient sleep.

Few hours of sleep during the night time or a bad sleep could have serious effects on human body. There could be different causes, such as:

A chaotic schedule:

We all have a biological watch that informs us when we are tired and helps us synchronize the thousands of body cells with the circadian rhythm (cycle of approximately 24 hours of biochemical, physiological and behavioral processes, belonging to living entities).

The main factor of synchronization is the light. The eyes react to light and darkness, even when closed. The day light determines the brain to reduce the production of melatonin, the sleep hormone. The body becomes more alert and the waking sensation appears.

In case there is not enough sleeping during the night, there is a high possibility that either "deep sleeping" stage or a representative part of the next stage – REM (rapid eye movement), that phase of sleeping when we dream the most, do not emerge.

Stimulators – coffee, alcohol, food

Caffeine is a stimulant that may remain in the body for many hours. Drinks that are rich in caffeine retain us from falling asleep fast and may lead to many hours of superficial sleeping, in the detriment of profound sleep.

Alcohol usually makes us snore, therefore we experience difficulties while breathing and we are tensed. Although initially alcohol helps us sleep faster, when in big quantities, it affects our sleep. A big quantity of alcohol before going to bed leads straight to profound sleeping, consequently missing the first phase of sleeping cycle.

As the alcohol leaves our body, we enter the REM stage, from which we can wake up easier.

During one night we usually have six or seven cycles of REM sleeping, which gives us the sensation of being fresh. But after a drinking night, we only have one or two cycles, and as a result we wake up exhausted.

Certain types of fat or spicy food may cause heartburns, which prevent us from falling asleep and cause discomfort during the night. Certain food items which contain a chemical substance called tyramine (e.g. bacon, cheese, walnuts or red wine) could keep us awake at night, due to the fact that they generate the production of noradrenaline, a brain stimulus.

The carbohydrates, such as bread or pasta, have the opposite effect. They facilitate the production of serotonin, which makes us sleepy.

Inadequate temperature

Body's temperature decreases while we sleep. It is controlled by the biological watch, which starts dilating the blood vessels of our hands, feet and face, in order to lose heat, as it feels that we should sleep.

However, if the room in which we sleep is too hot, the body cannot lose heat, and as a consequence, we become tensed. The body temperature must be only half degree lower compared to the temperature of the body during the day. We are tensed when we are cold.

A busy mind

Stress is the enemy of sleep. In bed, our mind feels free to "fly" and when we are nervous thinking we won't get enough sleep, we become even more stressed. When in this state, people tend to lose track of time. It is possible to snooze and wake up feeling you didn't sleep at all. This has as result a fragmented sleep and less hours of deep sleeping.

Sleep experts recommend that we get out of bed and undertake an activity that can distract as from worrying – for example a puzzle – before trying to fall asleep again.

According to the specialists, a natural resting cycle correlated with periods of physical activity influences all the biological functions of human body. When the biological rhythm is disrupted, metabolic, hormonal, and blood pressure disorders appear.

The main effects of sleep deprivation are:

Thinking process slowdown. Scientists who analyzed lack of sleep, discovered that this leads to the deficit of attention and concentration, and the harder it is to focus and pay attention to a certain activity, the more confuse you feel. All these affect the capacity of fulfilling tasks that involve logic and complex thinking.

Also, people who do not sleep enough could experience difficulties in making decisions, because it is harder for them to evaluate the situation and to choose accordingly the suitable behavior.

Memory impairment. The lack of sleep determines a slowdown of brain neurotransmitters' activity, which associates with concentration and memory difficulties. Memory is based on a series of nervous connections, which are formed and reinforced during sleeping. Sleep is involved in the memory cognitive processes, therefore, when we wake up, we manage to better understand the information accumulated before sleeping.

Moreover, during sleeping, the useless information is deleted, and the important one is better stored, resulting the long term memory. "Sleeping makes the experiences and information accumulated during the day to be stored in the short-time memory", dr. Avelino Verceles, Assistant Professor at the Medical Collage of Maryland University,

explains.

Longer time of reaction. Insufficient sleep leads in time to chronic tiredness throughout the entire day, lack of concentration and decrease of reaction ability. Researchers demonstrated that insufficient and poor sleep increases the reaction time, and a person that doesn't sleep starts losing the self-control and is less attentive.

Affecting the state of mind. Sleep deprivation may cause frustration, anger, and may diminish the ability of managing stress. The tired persons are more likely to cause incidents and to create conflicts. Furthermore, they may experience difficulties at work, as they have a low and inefficient performance.

Depression. A study conducted in 2005 by the University of North Texas researchers showed that the people who suffer of insomnia are with 10% more susceptible to develop a form of depression and 17 times more predisposed to anxiety, in comparison to the people who have a healthy sleep.
Sleep deprivation and depression are so connected that specialists can never say which one appeared first. "Sleeping and the state of mind are influencing each other", says Professor Verceles. "It is not unusual that people who do not sleep enough to suffer from depression, neither for the persons suffering from depression to not have enough sleep".

High blood pressure. Several studies have shown that sleep deprivation (even the lack of half sleep night) leads to a high blood pressure. During sleep, the heart rests and slows its activity on a significant period of time. Diminishing the sleep period means that the heart must work more. Moreover, sleep deprivation may stop the brain's ability of controlling stress hormones production, which leads to high blood pressure

Increased appetite. Research indicate that severe sleep loss activates that part of the brain that triggers the pleasure of eating.

High risk of cardiac morbidity. There is a series of factors that may lead to a high risk of heart attack, and sleep deprivation is one of them. The healthy people who experienced sleep deficiency presented a high level of inflammation associated with the development of cardiovascular diseases.

Weight fluctuations. Sleep deficiency may also be the cause of obesity. According to some studies, people who sleep less than six hours per night are more likely to be overweight. When our body is forced to stay awake, it experiences difficulties in processing the blood sugar and leptin (the protein that regulates the appetite and metabolism). Over time, bad sleeping can cause type 2 diabetes and overweight, as a

consequence of the body's low capacity of processing sugar and suppressing high appetite.

A weak immune system. The lack of sleep has been associated with the weakening of the immune system. In order to strengthen the immune system, it is recommended a sleep of minimum seven hours per night and healthy meals. Consequently, our body becomes stronger when facing diseases.

In the long term, the clinical consequences of sleep deprivation, unmanaged on time, are numerous and can endanger our life. They are associated with a high number of medical disorders, such as:

- High blood pressure;
- Heart attack;
- Heart failure;
- Stroke;
- Obesity;
- Psychiatric disorders (depression, behavior disorders, etc.)

Objectives

The purpose of this study was to identify the impact of working hours on the ability of making decisions, in case of sleep deprivation during night time. Moreover, we wanted to identify the main consequences of sleep deprivation on our body, on long term as well as on short term.

The lack of sleep considerably influences the aging process; the persons who sleep less than six hours per night are more likely to suffer from viral infections, stroke or heart failure, in a percentage up to 50%.

Without sleep, the body becomes vulnerable, weak, and the immune system is weakened, hence increasing the risk of cardiovascular diseases and slow brain activity.

Hypothesis

1. It is presumed that there are significant differences between the reaction time in choosing the option and the gender variable.
2. It is presumed that there are significant differences between reaction time, decisional capacity between the 3 categories of groups (day schedule, afternoon schedule and night schedule).

Lot of participants

In our study, we investigated three groups of people, enrolled in three working schedules:

-Day schedule: 100 persons, 57 men and 43 women between 18 and 35 years old;

-Afternoon schedule: 100 persons, 60 men and 40 women between 21 and 35 years old;

-Night schedule: 100 persons, 59 men and 41 women between 19 and 32 years old.

Methods/instruments

In order to collect the data concerning the reaction time to different actions and the capacity of making decisions, we applied two tests (Miclea,M., 2009):

The ability of processing information – the speed of reactions. The term "reaction time" (RT) means, broadly, the minimum time that elapses between presenting a stimulus and the answer given by the subject.

The reaction time is one of the most used independent variables in experimental psychology, ever since the beginning. The term is used both for indicating the time that the subject needs in order to respond in a specific task, as well as for the experimental procedure itself. There are more procedural alternatives of the reaction time:

- The simple reaction time
- The associative reaction time
- The discriminative reaction time
- The decisional reaction time
- The memory reaction time, etc.

A *high score* to the RT tests suggests that the person has a high level of intelligence, and in the same time, he / she has high indicators of other abilities, such as spatial, verbal, logical-mathematic, etc. Therefore, this result recommends the person for professions in which superior performance depends on the speed of processing information, and thus, on giving the right answer. A **low** score to the RT tests emphasizes low levels of the IQ, as well as of other cognitive abilities (spatial, verbal, logical-mathematic); as a consequence, the result contraindicates the person for professions in which the performance depends on high values of such abilities.

The decisional capacity – Evaluation test of decisional capacity. The objective of this task is the evaluation of the decider's rationality. This means a sensitivity reduced to the decisional cognitive bias, emphasized by the empirical research that approached the problematic of the limited rationality of the human decider. The tests comprises 14 items describing decisional situations and presents the alternatives that the subjects have, as situations with options to choose from.

Results and discussions

      1. It is presumed that there are significant differences between the reaction time in choosing the option and the gender variable.

Group Statistics					
	Gen	N	Mean	Std. Deviation	Std. Error Mean
Reaction Time in choosing	Feminine	124	3.48	1.005	.201
	Masculine	176	2.67	.994	.182

      By analyzing the t Test for independent samples, we notice that there are significant differences between the reaction time in choosing and the gender variable, at a significance level of p=0.004, for which we have obtained t=3.006, representing the fact that women manifest a higher level of reaction time, compared to men. The average for the analyzed sample of the reaction time in choosing is 3.48 for women, and 2.67 for men. Although it is commonly believed that men and women are equal from all points of view, it appears that there are few differences between sexes. Women are more capable of accomplishing more tasks at the same time and manifest a higher level of the reaction time in choosing, compared to men, because women are encountering more situations that involve choosing what is best, either for themselves, family, career or simplest decisions. Being gifted by the family, women manifest a higher level of the reaction time in choosing, compared to men, they are in control of the situations, women know exactly what are the tasks they are given and how to get them done. Furthermore, women are very receptive when it comes to accomplishing more tasks simultaneously.

      2. It is presumed that there are significant differences between RT, decisional capacity between the 3 categories of groups (day schedule, afternoon schedule and night schedule).

      The ANOVA analysis reveals the following data:

      -     There is at least one difference between the employees working schedule and the simple reaction time, because F=4.698, statistically significant on a level p=0.013.

      -     There is at least one difference between the employees working schedule and the reaction time in accessing memory, because F=8.142, statistically significant on a level p=0.011.

      -     There is at least one difference between the employees working schedule and the decisional capacity, because F=5.624,

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statistically significant on a level p=0.006.

In order to see in which group of the working schedule there are significant differences, we calculate the post-hoc comparisons.

Multiple Comparisons Tukey HSD

Dependent (I)Working schedule Variable		(J)Working schedule	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Simple reaction time	Morning 10:00-18:00	Dupa-amiaza; 16:00-00:00	.436	.384	.496	-.49	1.36
		Noaptea; 22:00-06:00	.919·	.300	.010	.20	1.64
	Night 22:00-06:00	Dimineata; 10:00-18:00	-.919·	.300	.010	-1.64	-.20
		Dupa-amiaza; 16:00-00:00	-.483	.381	.420	-1.40	.44
Reaction time in accessing memory	Morning; 10:00-18:00	Dupa-amiaza; 16:00-00:00	.136	.365	.926	-.74	1.02
		Noaptea; 22:00-06:00	1.093·	.285	.001	.40	1.78
	Afternoon 16:00-00:00	Dimineata; 10:00-18:00	-.136	.365	.926	-1.02	.74
		Noaptea; 22:00-06:00	.957·	.362	.029	.08	1.83
	Night; 22:00-06:00	Dimineata; 10:00-18:00	-1.093·	.285	.001	-1.78	-.40
		Dupa-amiaza; 16:00-00:00	-.957·	.362	.029	-1.83	-.08
Decisional capacity	Morning; 10:00-18:00	Dupa-amiaza; 16:00-00:00	.109	.392	.958	-.84	1.06
		Noaptea; 22:00-06:00	.974·	.307	.007	.23	1.71
	Night; 22:00-06:00	Dimineata; 10:00-18:00	-.974·	.307	.007	-1.71	-.23
		Dupa-amiaza; 16:00-00:00	-.865	.390	.077	-1.81	.08

*. The mean difference is significant at the 0.05 level.

Analyzing the table of comparisons, we notice that there are significant differences concerning the working schedule between the morning shift group

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and the night shift group, for the simple reaction time variable. Hence, we obtained the average of the differences 0.0919, statistically significant on a significant level p=0.010.

The lack of night sleep affects the body's health. The reaction time of a person who didn't sleep is the same as of a person with 0.08 blood alcohol concentration (high enough to get convicted for driving under the influence). The high reaction time involves a delay in reaction, in making decisions and in the capacity of making decisions. The fatigue reduces the power of concentration and negatively influences physical and intellectual efficiency.

The individuals in the study, those who work night shifts have a low ability of reaction speed as well as of attention, due to the fact that there is a delay in their activity, they respond reluctantly to commands, they experience problems in focusing on the quality of services and they are confused when it comes to completing tasks.

There are significant differences concerning the working schedule between the morning shift group and the night shift group, for the reaction time in accessing memory. Hence, we obtained the average of the differences 1.093, statistically significant on a significant level of p=0.001. The lack of sleep leads to a slowdown of brain neurotransmitters' activity, which can be associated with concentration and memory disorders. Memory is based on a series of nervous connections, which regenerate and consolidate during sleep. Sleeping is involved in cognitive processes of memory and therefore, when we wake up, we are able to better understand the information we had accumulated before going to sleep. Furthermore, during sleeping, the useless information is deleted, and the important is better stored, as the long-term memory develops.

The persons who work night shifts experience trouble in focusing and memorizing, often forgetting the received tasks and their proper completion.

There are significant differences concerning the working schedule between the morning shift group and the night shift group, for the Decisional capacity variable. Hence, we obtained the average of the differences 0.974, statistically significant on a significant level of p=0.007.

The insufficient sleep has a very strong impact on the decisional process. Sleep deprivation leads to the increase of cortisol level, of thyroid activity, of catecholamine turn-over and of increase of irritability, as well as to the decrease of attention, cognitive abilities and efficiency. Due to fatigue, there is a tendency of making the wrong, risky and fast decisions, without considering the advantages and disadvantages of certain situations.

The lack of night sleep draws nervousness, lack of efficiency at work, weakness of the body and minimizes productivity, and the decisions are not entirely coherent.
People who work night shifts experience difficulties in decisional capacity, are

not able to make fast decisions, cannot focus enough on their tasks and are liable for making the wrong decisions. They evaluate incorrectly their duties and often make mistakes in completing their tasks and in the quality of the services they offer.

Conclusions

By comparing and analyzing the data, the result indicates that there are significant differences between the day schedule and the night schedule, and that sleep deprivation leads to behavioral changes, slowdown of thinking process, memory disorder, increase of reaction time, affects the state of mind, leads to depression, high blood pressure, and risk of cardio morbidity.

The analyzed comparisons revealed *significant differences concerning the speed of reactions and the reaction time in various situations and the gender variable,* showing that women manifest a higher level of reaction, in comparison to men. This phenomenon is caused by the fact that the modern woman has known a continuous and welcomed change throughout time, being strongly motivated by her previous inferior status, hence successfully managing, with noticeable efforts, to overcome men's specific performance and mentality, harmoniously incorporating the masculine type of culture between their values and being at the edge of producing real revelations both cultural and political, as well as social, in the near future.

Research has shown that men use almost seven times more grey matter compared to women, whereas women use nine times more white matter, compared to men.

The two hemispheres of the woman's brain are more efficiently and strongly connected, compared to men's, which explains why women are better at multitasking, while men are generally focusing on a single thing, at a certain time.

Furthermore, there are significant differences between the day shift and the night shift. The individuals who work day shift have the night free, they can rest and can do their job the next day without any problems. But those who work night shifts, skip the most important hours of sleep, and when there is not enough sleep during the night, it is highly possible not to reach the level of "profound sleep" or sufficient sleep from the following stage – REM (rapid eye movement), sleep phase when we dream the most.

The lack of sleep leads to a slowdown of the brain neurotransmitters, which can be associated with concentration difficulties and low speed of reactions, meaning that the affected person hardly responds to commands.

Insufficient sleep has a strong impact on the decisional process. Sleep deprivation leads to the increase of cortisol level, and to the increase of irritability, as well as to the decrease of attention, cognitive abilities and

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efficiency.

Due to fatigue, there is a tendency of making wrong, risky and short-term decisions, without considering the advantages and disadvantages of certain situations.

The lack of nocturne sleep draws nervousness, lack of efficiency at work, weakness of the body and minimizes productivity, and the decisions are not entirely coherent.

People who work night shifts experience difficulties in decisional capacity, are not able to make fast decisions, cannot focus enough on their tasks and are liable for making the wrong decisions. They evaluate incorrectly their duties and often make mistakes in completing their tasks and in the quality of the services they offer.

The analysis of the results of the four general hypothesis shows that the night schedule affects the person's decisional capacity, limits the optimal hours of rest, and sleep deprivation leads to the decrease of attention and focusing abilities, and the harder it is to focus and pay attention to a certain activity, the more confusing it gets. All these affect the ability of completing tasks that involve logic and complex thinking.

Sleep deprivation leads to a slowdown of the brain neurotransmitters, which can be associated with concentration and memory. Sleep is related to the cognitive processes of memory, and therefore, when we wake up, we are able to understand better the information that we had accumulated before going to sleep. Likewise, the lack of sleep can draw irritability, anger and can decrease the ability of coping with stress. The tired individuals are more likely to cause incidents and create conflicts.

Once circadian rhythm dysfunctionality appears, such as during shifts, the night shift, disorientation, and fatigue along with the need of sleep appear. Either insomnia, or sleepiness, the excessive sleeping during the day or the extension of the sleeping time, with two up to five hours, appear.

In most of the cases, sleep disorders emerge, insomnia being very common. It represents the inability to sleep or to maintain the sleeping state during night time; patients suffering from insomnia supplement the night sleep with the day sleep; some forms of insomnia can allow sleeping during the night, but patients wake up much earlier than other people, as the morning sleep is not restful. For a healthy sleep, it is recommended a hygiene of sleep, as well as several rules, such as:

Maintaining a regular sleeping schedule, respecting a constant interval of sleeping, going to bed at the same time each evening, waking up at the same time, every day. This regular rhythm gives the body the base on which it can built a good sleep.

The circadian rhythm naturally adjusted, and a relaxing atmosphere

inside the bedroom. Inside the sleeping room, it should be silence, fresh air, approximately 18 C degrees, comfortable bed. This represents a room entirely designated to relaxation. Before falling asleep, a relaxation ritual is recommended, like reading a book, listening to slow music or an audio book, or a hot bath.

A balanced diet and physical activity are also important for a good sleep. It is recommended that dinner should be served early and the consumption of fat products or spices must be avoided minimum two hours before sleep.

Exercising during the day is also very important, at least 20 – 30 minutes per day, which could be divided according to the individual tolerance in sessions of 5 – 10 minute of walking fast, gardening, and home activities. The physical effort should be made morning or lunch time, preferably not evening time, because exercising stimulates the body and increases the temperature.

Avoiding anxious situations and stress. The anxious, stressed, angry persons usually experience difficulties in falling asleep and frequently wake up during the night. This is a sign that stress and anxiety must be controlled. It is necessary that the reasons of being concerned are known. The relaxation techniques for sleep improvement could be beneficial for everyone, especially for the people suffering from sleeping disorders. Practicing certain relaxation techniques before sleep represents an excellent way of relaxing, calming the thoughts, and preparing for sleep.

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SCHOOL SOCIAL WORK – BETWEEN REALITY AND DESIDERATUM
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Abstract: This paper aims to present the importance of the role of the social worker in schools, for the prevention nd improvement of the social problems and school adaptation of students. We have chosen a qualitative research method - the interview, in order to identify school problems and the extent to which those involved in educational process can cope with them and whetherinmainstream school is important. the presence and involvement of a social worker

Keywords: school social worker, school adaptation, mainstream school

Introduction

Major societal changes such as the "democratization of education, the extension of civic rights to the child and the increased role of education in modern social life" meet the need for social work in mainstream school (Neamțu, 2011).

Thus, the social worker has a special role, to identify and remove the barriers to learning, to create the necessary conditions for students to meet their basic educational needs, to develop decision-making skills, to develop adaptability to change and to take responsibility, (organizing activities, discussing regulations, administrative decisions) and ensuring a teacher-student relationship based on democracy.

Child protection is a specific form of social work and the school social

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worker has the obligation to supervise the rights of children, to prevent any form of abuse by teachers and parents (Kelemen, Harmant, Gavrila et al., 2016).

The presence of the social worker in schools is an important issue because it is necessary to invest in the education and development of children, adolescents and young people so that they are ready for life, "to acquire a desirable system of moral values, adaptability to change, problem solving skills, all of which will contribute to social balance". (Nistor, 2012, p. 244).

In Romania, currently, the school social worker is mostly active in special schools. In the literature, there are models of social services offered by the social worker also in the mainstream school, this being a necessary activity due to the existence of social problems and issues in school adaptation, the purpose being early detection, amelioration or removal and of course, the prevention of such problems. The social worker looks for causes, starting with the family environment, then in the school environment, but also in the specificity of the child's age and personality (Gavrila-Ardelean, 2014).

The emphasis will be on capitalizing on the resources available to the family and on the resources of the various connected systems. The school social worker provides support and guidance to students and parents, to cope with difficulties that have an impact on educational activity or on family and school relationships.

The potential activities can vary: preventing and alleviating school dificulties, school dropout, violence; counseling to overcome critical situations (parental separation, unemployment, family conflicts, the emergence of chronic diseases, the death of one parent, low financial possibilities, abuse and neglect of the child); informing parents in order to ensure the child's development and education needs; stimulating parents' participation in school life; preventing the separation of the child from the family; support in improving educational practices, student relations with colleagues and teachers (mediation of conflicts); measures to protect the abused child and the initiation of a special psychotherapy program. (Nistor, 2012)

In ensuring the optimal integration of children with special educational needs, the social worker is paramount in identifying the resources offered by the family and the school, proposing realistic objectives regarding the personal and social autonomy of the child, drawing up a personalized service plan and tracking the student's progress, raising awareness of parents to realistically perceive the situation and the needs of the child.

Very important in the activity of the social worker is the collaboration with the team of specialists in the school - the director, the teachers, the psychologist, the doctor, the speech therapist, the school and professional guidance counselor, the support teacher), (Gavrilă-Ardelean, Gavrilă-Ardelean,

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Grivu, 2008).

Also, the social worker can be involved in developing partnerships with community institutions in order to sponsor various activities and projects of students, and in encouraging students to participate in various activities like sports or volunteering, by providing information about the existence of community resources and needs.

Likewise, the school social worker can promote a positive image for children with special educational needs, as they can face stigma and prejudgement that will create negative attitudes which will lead to discrimination. (Gavrilă-Ardelean, 2016)

There must be a wide range of educational services available in the school, to meet all the requirements of each student. Ghergut (2016, p.15), points out that "access to education is for all children".

Methodology

The purpose of the study is to determine the importance of integrating the social worker's activity into mainstream school, as a response to school problems. The objectives of the study are:
1. To identify social and school adaptation issues;
2. To establish the social worker's role in schools;
3. To understand the need for school social work.

The study was guided by the following research questions: when is the need of specialized help justified?; If the role of the school social worker is better known, can existing problems be improved?; What is the perception regarding the usefullness of the school social worker?

This study used a qualitative aproach, by constructing an interview with 10 questions. The interviewees were 9 teachers from the following schools - Gymnasium School No. 25 (Timisoara), Waldorf High School (Timişoara), Giroc Theoretical High School (Giroc) Billesdon Church of England Primary School (UK), the Director of the Daycare center for children in Dumbrăviţa and 2 social workers from special schools ("Paul Popescu Neveanu" School of Inclusive Education (Timişoara), "Iris" Theoretical High School (Timişoara).

We wanted to find out the opinion of those who work directly with the children in the traditional school, the problems they face, and if they need help from a social worker. Also a teacher from the UK was part of the study, as there is no school social worker in their mainstream schools, only a "designated safeguarding officer" for the child at risk, and the teachers working with children with disabilities have special training, even in mainstream schools. The choice of interviewing social workers in special schools was made because we wanted to find out their opinion about the need for a school social worker in the mainstream school (also, which would be his tasks related to the complexity of

the identified problems).

Results

For the first objective, respondents indicated that there were social problems and school adaptation issues: a difficult material situation (9 answers), the situation of the children from single-parent families (7 responses), school dropout (2 responses), acts of violence (physical, verbal) in school and family (6 responses), negative consequences of a parent living abroad (6 responses) learning (10 responses), integration of children with special needs (9 responses). The respondents described various situations,that could all benefit from the involvement of a social worker, the existence and complexity of these school problems implying the need for specialized help. A few responses are presented bellow:

„Autism-diagnosed at 2 year olds, with visible progress, but with episodes of violence and frequent tantrams."
"I have supported children in the classroom with autism, ADHD, dyslexia, working memory problems and attachment disorders." (UK)
A" child from a disorganized family, with his father abroad, who is not interested in the material and educational situation of the child."
"Over the years, we have had students with special educational needs, students with certain behavioral disorders, learning disabilities and students who used verbal or even physical violence when they were disturbed by the attitudes of colleagues."

For the second objective, through the question "What are, in your opinion the atributions of the school social worker ?" we obtained the following answers from the teachers:
a) Identifying students at risk of school failure. (5 responses)
b) Counselling for the family. (9 responses)
c) Providing services for students with special requirements. (7 responses)
e) Taking action to prevent and reduce violence and school dropout. (7 responses)
f) Collaborating with school professionals (teachers, psychologists, physicians, directors), parents, local authorities and the media to provide social services to address the problems of children. (9 responses)
g) Organizing and running actions and campaigns to inform, raise awareness and empower the community. (6 responses)
h) Cooperating and offering services in the field of child protection. (8 responses)

The answers of the social workers in special schools and the director of

the Day Center, some of the identified tasks were:

"Finding students with learning problems, counseling parents, students and teachers working with students, maintaining contact with parents, teachers and specialists, monitoring the evolution of students with special educational needs."
"Identification of children from families in difficulty; knowing the needs of the child and the family through assessments; social counseling of the family; referring cases to institutions providing social / recovery services, according to needs."

The social workers consider that the majority of mainstream school teachers are adequately trained to deal with existing problems, however, teachers require specialized support and consider that the role of the social worker, together with the entire team of specialists, can be appreciated for the purpose of alleviating the problems. Following the answers received, we can state that knowing the work of the social worker in the mainstream school can be a point of support for the appreciation of his work, in order to offer specialized services to those involved in the educational act.

For the third objective, all interviewees responded that social worker is needed in the mainstream school. Their responses are as following:

„Yes, as it would be a support for children in need in the place that they need it. Using a service like this within a school setting would cut down the time from identification of need to implementation of support/intervention, thereby cut costs and maximise benefits to child, family and school."(UK)
"A better understanding of the problems of children with special educational needs and their integration into the educational and social process."
The" social worker's activity in a mainstream school is a real help to all those involved in education (teachers, parents ...) but especially to the children, through their role as mediator, counselor, social change agent........ he could link the students' families with the rest of the institutions involved in integrating students with special educatioaanl needs, with behavioral disorders, with their parents abroad."
There" would be support in making papers and informing parents about various social services, attracting community attention to school issues, linking school, family and community organizations."

As a result of the interviews, we have found that although there are a multitude of social problems, both teachers and social workers in special schools consider it „absolutely necessary" to have support from a social worker, in mainstream schools.

Conclusions

There are various problems in the school environment, regarding school and social adaptation of students. Parents, teachers but also the community must engage with responsibility in supporting children and solving these problems. Sometimes their complexity involves the need for specialized help that complements the work and dedication of those working with children. The work of the school social worker may be complex, providing a multitude of services to everyone in the school environment and the community, and if it is necessary to complete the team with a "right person in the right place", then the social worker will find his/her place in a mainstream school.

It is worth mentioning that there is a deontological responsibility to use always the „cleanest" concepts when referring to all types of beneficiaries, including children with special educational needs, being carefull not to lead to marginalization. (Tomiță & Goian, 2009).

Respect for children's rights, growth and education needs, prevention, improvement or elimination of risk situations, establishing the link between family, school and community, the advantage of a multidisciplinary team in solving cases can generate the need for social work in mainstream schools.

Social work programs in schools should help students acquire communication, critical thinking, as well as other behaviors they may need to avoid various issues (like drug related problems) (Bărbat, 2010).

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THE DYNAMIC RELATIONSHIP BETWEEN CLASSMATES' INTERACTION AND JUST-FOR-FUN ONLINE HARASSMENT

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Abstract: Bullying in cyber- space is also known as cyber-bullying which is usually described as an intentional aggressive action that is performed by a group or an individual, using electronic forms of communication, repeatedly and over time against another individual who cannot easily defend himself or herself in cyberspace. Cyber-bullying has exponentially increased in recent years, as the accessibility and use of electronic devices such as computers, laptops, tablets and smart-phones by young individuals has expanded. The project *Keeping youth safe from*

Cyberbullying, ID 2016-3-TR01-KA205-036619 under Erasmus+, was developed by our team with the purpose to deeper understand the dynamics of cyberbullying in online environments among youth, to develop educational resources for professionals involved in youth activities in order to prevent these type behaviors, to develop youth skills to protect themselves from cyberbullying and to disseminate findings among educational professionals. Present study aims to analyze the relationship between classmate's interaction and just-for-fun online harassment. We start from the assumption that the two variables are in a dynamic relationship. In order to test our dynamical hypothesis, we have used a confirmatory factor analysis, based on multiple regression analysis for curvilinear effects, just-for-fun online harassment was the dependent variable. Conclusions and implications are discussed.

Key words: cyberbully, harassmen, relationship

Introduction

In literature, bullying is usually defined as being an intentional aggressive action or behavior that is performed by a group or an individual repeatedly and over time against another individual who is perceived as being weak and unable to defend himself or herself (Slonje & Smith, 2008; Smith et al., 2006). In modern times, where technology is evolving at an increasing rate, and where social- media and the internet are deeply rooted in our contemporary society, bullying can also take place in cyber-space. Therefore, bullying in cyber-space is also known as cyber-bullying which is usually described as an intentional aggressive action that is performed by a group or an individual, using electronic forms of communication, repeatedly and over time against another individual who cannot easily defend himself or herself in cyberspace (Lile, 2017; Smith et al., 2006). Cyber-bullying has exponentially increased in recent years, as the accessibility and use of electronic devices such as computers, laptops, tablets and smart-phones by young individuals has expanded (Lile, 2017).

There are many reasons that can offer explanations on the bullying phenomenon, such as: personality features, negative social and family context and the perception that the bully is more physically capable than the victim (Wilton & Campbell, 2011). When it comes to cyber-bullying, one of the reasons discussed in literature can be victimization (Akbulut, 2010). In this light, young individuals who were victims in a way or another tend to use

electronic forms of communication to bully other individuals in cyberspace in order to cope with the victimization situation. Literature also states that traditional bullies can emerge from victimization (Wilton & Campbell, 2011; Lile, 2017). Cyberspace can offer anonymity (Wilton & Campbell, 2011; Lile, 2017) and the perceived aggressor versus victim situation can change in cyberspace. The cyber-bully can be anyone; they don't necessarily need to be physically strong, they can easily be the victims of traditional bullying, trying to plot an act of revenge (Compton et al., 2014) against the persons who wronged them. The perception of anonymity can eliminate social disapproval and concerns of being found out or punished (Willard, 2005; Wilton & Campbell, 2011). The lack of face to face contact in the cyber-bullying phenomenon can reduce empathy levels of the cyber-bully (Smith et al., 2008), mainly because the bully can't physically see what is happening to the victim. Literature also showed that traditional bullies can engage in cyber-bullying as well, and traditional victims can be cyber-victims as well (Li, 2010).

Other reasons that can motivate young individuals to engage in online harassment can be the fun factor (Smith et al., 2008; Patchin & Hinduja, 2010; Compton et al., 2014; Kyriacou & Zuin, 2016). Like in traditional bullying, the fun component can serve as a good motivational factor to engage in cyber-bulling for the entertainment of one self and others without the concern of the victim's well being, especially if the face to face contact is absent. If physical contact is absent, then there is the possibility that the levels of empathy of the cyber-bully to become low (Smith et al., 2008).

Social relations and peer influence may also offer some explanations on cyber-bullying. For instance, a study from the literature showed that social anxiety, interpersonal difficulties to communicate with peers and close friends, and lack of appropriate social skills can increase the chances of becoming a cyber-victim (Navarro et al., 2012; Betts, 2016). In this light, if an individual suffers from social anxiety or if that individual lacks the appropriate social skills, and becomes a victim in cyberspace, then the chances to interact with others can decrease, because cyber-bullying can leave serious emotional scars, having the victim believe that he or she will never improve (Lile, 2017). As the online environment can offer total anonymity, in some cases, the cyber-bully can be a close friend, classmate or neighbor (Nilgün, 2016; Boyd, 2012). Other sources showed that more cyber-bullying happens where high classroom closeness in the offline and online friendship network is present (Heirman et al., 2015).

In this light, we try to investigate in this paper the potential relationship that the fun component has in the cyber-bullying phenomenon and how social relationships and classroom interactions can relate to online harassment.

Research methodology

The project *Keeping youth safe from Cyberbullying*, ID 2016-3-TR01-KA205-036619 under Erasmus+, was developed by our team with the purpose to deeper understand the dynamics of cyberbullying in online environments among youth, to develop educational resources for professionals involved in youth activities in order to prevent these type behaviors, to develop youth skills to protect themselves from cyberbullying and to disseminate findings among educational professionals. Among the first objectives, we have proposed to analyze the dynamics of online bullying incidents, starting from youth just-for-fun online harassment behavior. In this regard, our team has designed a 7 sections online questionnaire that aims to gather descriptive data, general perception about the frequency and typology of cyberbullying type incidents, perceptions about the safety of the educational environment and parental support and an auto evaluation scale centered on self-efficacy perceptions.

One of our main focus was in analyzing the relationship between classmates interaction and just-for-fun online harassment, due to the fact thatthe scientific literature depicts several aggressor type profiles based on the existent relationship with victim.

The two items that measured classmates interaction and just-for-fun online harassment: Item 13 – *Do you have a good relationship with your classmates?*; Item 28 – *Did you ever online harassed somebody, together with your mates, with the purpose of just having fun?*. Our online respondents' instruction was to rate items on a 1 to 5 Likert type scale, where 1 stands for strong disagreement and 5 reflects strong agreement with the statement.

Present study aims to analyze the relationship between classmate's interaction and just-for-fun online harassment. We start from the assumption that the two variables are in a dynamic relationship. In order to test our dynamical hypothesis, we have used a confirmatory factor analysis, based on multiple regression analysis for curvilinear effects, just-for-fun online harassment was the dependent variable.

The study was conducted on a random sample of 92 participants aged 18-30, of both sexes, 10,9% masculine and 89,1% feminine, from both rural and urban environmental origins, with qualification levels ranging from high-school – 63% – to bachelor's and master's degree – 22,8% and 14,2%, respectively.While most participants – 68.2%, have between one and three years' experience with social media platforms, only 42.4%, have the same amount of experience with messaging platforms and 43.9%, between no experience and one yearexperience with social media platforms and messaging.

Results

In order to test our hypothesis that states that between classmate's

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interaction and just-for-fun online harassment there is a dynamic relationship, we have used a confirmatory factor analysis, based on multiple regression analysis for curvilinear effects.

In curvilinear relationships variables grow together until they reach a certain point (positive relationship) and then one of them increases while the other decreases (negative relationship) or vice-versa.

There is a very high correlation between classmate's interaction – Item 13 (MD=4,52, SD=0,654) and just-for-fun online harassment– Item 28 (MD=1,03, SD=0,179) of r = -0,335 significant at a p < 0,01 which methodologically allows us to proceed with confirmatory factor analysis.

For curvilinear relationship testing, the present study proposes a hierarchical multiple regression analysis, the dependent variable being just-for-fun online harassment, and theindependent variable in step 1 classmate's interaction, and instep 2 squared classmate's interaction.

Table 1 presents the fitting of the two models, linear – Model 1 andcurvilinear/ quadratic – Model 2. As we can see in Model 1 the model that supposes linear relationship, just-for-fun online harassment accounts for 10% ofthe variance in classmate's interaction with an F = 11.400 significant at a p < 0,01. In Model 2, the model that supposes curvilinear relationship, just-for-fun online harassment accounts for 23% of the variance inclassmate's interaction with an F = 16.267 significant at a p< 0,01.

Table 1. Linear and curvilinear regression models for just-for-fun online harassment depending on classmate's interaction**.**

Descriptive Statistics

	Mean	Std. Deviation	N
item28	1.03	.179	92
Good relations with pupils from class	4.52	.654	92
pupilsclassesqrt	20.8696	5.32301	9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.335	.112	.103	.169	.112	11.400	1	90	.001
2	.500	.250	.233	.156	.137	16.267	1	89	.000

a. Predictors: (Constant), Good relations with pupils from class

b. Predictors: (Constant),Good relations with pupils from class, pupilsclassesqrt

ANOVA_a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.326	1	.326	11.400	.001b
	Residual	2.576	90	.029		
	Total	2.902	91			
2	Regression	.724	2	.362	14.801	.000c
	Residual	2.178	89	.024		
	Total	2.902	91			

a. Dependent Variable: item28
b. Predictors: (Constant), Good relations with pupils from class
c. Predictors: (Constant), Good relations with pupils from class, pupilsclassesqrt

Coefficients_a

BetaModel		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1 B S t d . E rr o r	(Constant)	1.446	.124		11.681	.000
	Good relations with pupils from class	-.092	.027	-.335	-3.376	.001
2	(Constant)	2.943	.388		7.579	.000
	Good relations with pupils from class	-.865	.193	-3.169	-4.472	.000
	pupilsclassesqrt	.096	.024	2.858	4.033	.000

a. Dependent Variable: item28

Legend:
Item 13 – *Do you have a good relationship with your classmates?*

Item 28 – *Did you ever online harassed somebody, together with your mates, with the purpose of just having fun?*

All standardized coefficients of Beta (B= -0,335; B= -3,169 and B= 2,858) are significant at p values < 0,01 which gives a high consistency to our bothmodels. Changing Beta coefficient's sign from + to - means that the effect isgrowing in the opposite direction, which demonstrates the curvilinearrelationship between classmate's interaction and just-for-fun online harassment. The additional incremental predictive capacity of 13 percent,added by including the squared classmate's interaction variable which is accounting for the band in the regression line, clearly prove thatthere is a dynamic relationship between classmate's interaction and just-for-fun online harassment.

This dynamic relationship demonstrates that best friends and as well as not knowing anything about your classmate (extreme aspects of classmates' interactions)gives incentives for the just-for-fun type of online harassment, while situating on the middle continuum in between extreme aspects of classmates' interactions is associated with an almost zero just-for-fun type of online harassment. Thus, a balanced classmates' interactions ensures youth not to engage in just-for-fun type of online harassment.

Until now, we are not aware of any research proving this dynamic relationship between classmate's interaction and just-for-fun online harassment, thus, this study may help expanding the current body of knowledge on psychological reasons that stand behind bulling incidents.

Conclusions and discussions

We can argue that just-for fun harassment can translate, at least to some extent if not all the way through into teasing. While some literature tends refers to bullying and teasing interchangeably, thus implying they are synonyms, we would argue that the terms are actually very different.

We would also mention that we do not consider teasing as a form of bullying but more like a form of play, in the form of a simulated attack, to the same extent to which tickling for instance, can be considered a form of simulated attack while bullying is, by all means, an act of deliberate aggression.

The semantic differences become important especially when facing study results like the ones presented within this paper. Why? Because *bullying just for fun*, especially along with mates can only be considered a collective act of aggression against a person or group by another person of group with the purpose of expressing dominance and boost self-esteem by humiliating. Obviously, the fun component of the activity has to be present within the act: it's one of the elements which cause group cohesion while the act is undertaken,

a poor, yet convenient translation of the aggressive act into a socially-acceptable behavior on grounds that the activity implies fund which can be indulged. This mechanism ensures guilt is felt only as much as it is felt when indulging in what is called *guilty pleasure*.

Thus, the core differences between *bullying just for fun* and *teasing* are emphasized by at least two dimensions: (a) intent of the teaser, and (b) perception of said intent by the teased. While victims of bullying are supposed to feel humiliated, thus fueling the self-esteem of the perpetrator, *victims* of *teasing* are not supposed to feel humiliated at all, but rather amused in a self-ridiculing way. This shift occurs precisely because of the shift in perceived intention of the teaser, possibly coupled with the intensity of the act.

Since the provided comparison defines teasing as an act of simulated attack, the intensity of the attack must obviously be taken into consideration, since the simulation can grow out of proportions, becoming a full blown attack which even if perceived as simulated at first, may quickly change perception if its intensity exceeds a certain threshold: tickling is fun; but if it's too intense for too long, it quickly becomes reason for negative response – pleasure turns to pain, laughter becomes screaming and excitement degenerates into anxiety, turning fun into anger.

Even if the intent of the teaser is only to tease, that is to simulate an attack, the intensity of the act has to be proportional to the expectations of the teased and within his/her threshold of what is considered acceptable and what is considered going too far. If exceeded, the acceptance of the play gives way to suspicion of malice at best, while in worst cases it shifts to downright bullying.

Differentiating the terms in such way offers some obvious explanations as to why different levels of acquaintance to potential *teasing mates* or bully victims predict the incidence of such acts.

Since – virtually – strangers are emotionally meaningless, they are potential candidates for both bully and teasing, depending on the perpetrator's intent: If the intent is to become acquainted, teasing may prove surprisingly efficient for engaging in conversation. A risky tactic precisely since the lack of information about a person's threshold on accepted teasing may send the wrong message. Still, the tactic is commonplace among youth since its effectiveness in case of success and associated outcome anticipatory excitement. If the intent is solely to bully, then the intensity of the act will most likely be aimed at causing downright harm or humiliation. Even so, with strangers, risks are taken which may provide solid grounds for engaging in such behavior to begin with. Namely, the bully act may backfire, and if it does, the bully becomes not only a victim, but the kind of victim that doesn't even deserve compassion, since he/she's *been asking for it.* Suddenly, the pray becomes predator – a rare, but particularly satisfying sight in nature.

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While *picking* on strangers may yield various results, each of which may be aimed at by the initiator, close acquaintances and friends are prone to teasing or even – what we could name – teasing sessions: a conversational session in which mean, yet amusing arguments are played, at a certain pace, within certain contexts, taking the shape of either a competitive game or a *payback* session. The game is won by the best, as in funniest mean comment/argument, while the payback session ends with the champion of previous/other sessions finally getting ridiculed. Given the close relationship between the players, the intimate nature of the game which often involves knowledge of personal or even intimate information, implies that intruders/outsiders are excluded and may not participate. Any intrusion will be heavily penalized, attracting the displeasure of the entire group. Fair-play is as important in these sessions as it is in any game if not more so, since the aggressive and personal nature of the game makes it easy to truly offend or embarrass a player up to the point where mild/acceptable embarrassment turns into humiliation.

While the potential progression from bully to teasing manifests in the case of strangers, the same progression is inverted in the case of friends/friend groups: from teasing to bully. Hypothetically, if both progressions are distributed along an axis, measured by acquaintance levels, an area where they zero-out would be present at their intersection, which may explain why, average, collegial relationships indicate lack of bullying or teasing.

Since collegial relationships imply a certain degree of acquaintance, not enough to befriend yet more than complete strangers would share, they are allegedly intended – by either part – to be kept that way. This type of relationship, *the acquaintance*, or *the colleague* is best suited for either formal or collaboration relationships. It may well be that the need to also have such relationships keep individuals from engaging in either bully or teasing, since it would accomplish nothing but shift the relationship upwards – towards friendship – or downwards – towards enemy, neither of which is intended or desired.

While the conclusions presented here are mere speculations which do not directly derive from study results, we plan on designing a number of experimental studies aimed at thoroughly defining and explaining teasing and its dynamics in contrast with bullying, in order to precisely identify how the above mentioned progressions take place, under what circumstances, and whether or not they can be considered generic, human social behavior or just an age or culture related activity.

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EVALUATION OF EATING DISORDERS IN ADOLESCENCE
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Abstract: Adolescence brings many important changes, from stormy puberty changes, to significant cognitive and emotional changes, or to the increased influence of the group, all of them tracing lifestyle trajectories with long-term implications. Thus, the risk of eating disorders is greatly increased during the vulnerable period of adolescence, when these disorders often take the form of an adaptation mechanism by which the adolescent seeks control over a situation when other aspects of his life make him powerless.

In this paper, I have been looking at the assessment of the reality of eating disorders in adolescents in the form of screening in relation to various predisposing factors, precipitators or maintenance of the disorder, especially in the context of adolescents either minimizing, denying or not realizing the importance of these disorders. Feel fear, guilt and shame in recognizing them.

Keywords: eating disorders, vulnerability, adolescence

Introduction

There are different dimensions involved in differentiating eating disorders or attempting to subcategorize a particular disorder. Weight or body mass index (BMI) is such a dimension. A person with a food disorder can be, in the normal weight range, underweight or overweight (Stice, Peterson, 2009).

A second aspect relates to the binge eating defined by DSM (DSM IV – TR, 2000) as: (1) eating a larger amount of food during a discrete period of time than it would be expected from most people to eat at that time and (2) the feeling of lack of control over eating during this episode. However, questions

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arise around the importance of the amount of food consumed in defining a compulsive eating episode, some authors (Andreson, Murray, 2010) suggesting that the sense of loss of control and breach of dietary standards are the central features of such an episode.

The third aspect to be considered is the method the person uses to control their weight, often we distinguish between restriction strategies (severe limitation of food intake and / or extreme exercise) and purging (purging unwanted calories by methods such as vomiting or laxative abuse, diuretics or enema).

Regarding how these dimensions are involved in describing eating disorders, it is of particular interest the fact that subclinical concerns with unusual weight, form and eating behaviours are becoming more common among young adolescents and even preadolescent girls. Thus, although eating disorders that meet the full diagnostic criteria usually occur in late adolescence, the diet, behaviour, and eating attitudes may occur early (Goodman, Scott, 2010). These problems can be precursors to more serious eating disorders. Starting with the fourth and fifth grades, many girls are worried about being or becoming overweight, wanting to become supple. Among schoolchildren, weight concerns remain prevalent, manifesting extreme weight control behaviours (Hill,2007). Evidence suggests that excessive weight concerns in young girls are a predictive factor for the later occurrence of symptoms of food disorders and depression, of low self-esteem, and feelings of inappropriateness and personal uselessness (Stice, Peterson, 2009). Such manifestations may, in turn, lead to a greater worry about weight and shape among girls who already attach great personal value to these physical attributes. Even at this age it was noted that girls are more concerned with weight and body shape than boys (Wertheim, Paxton, 2011) although increased concerns about a disorderly diet and discontent with the body are noticeable among adolescents boys as well (Ricciardelli, McCabe, 2011).

Based on the ICD-10 classification (The International Statistical Classification of Diseases and Related Health Problems, version 2016), the psychiatric eating instinct disorders are commented in the behavioural syndromes associated with physiological disorders and physical factors (F50-F59) chapter, indicating a broad group of psychological disorders with abnormal eating behaviours that cause physiological effects due to overeating or insufficient food intake; a group of disorders characterized by physiological and psychological disturbances of appetite or food intake. The eating disorders (F50) listed and described in ICD-10 (The International Classification of Diseases, 2016) are:

- Nervous anorexia (F50.0);

- Atypical nervous anorexia (F50.1)
- Nervous bulimia – NOS bulimia and nervous hyperorexia (F50.2);
- Atypical nervous bulimia (F50.3);
- Over-feeding associated with other psychological disorders - due to stressful life events and psychogenic over-feeding (F50.4);
- Vomiting associated with other psychological disorders - psychogenic vomiting (F50.5) eating disorders without specification (F50.9)
- Other eating disorders - Pica disorder of adults and psychogenic loss of appetite (F50.8)
- Eating disorders with no specification (F50.9)

According to DSM-IV-TR, eating disorders, depending on the age of onset and the similarities between the symptoms, cover two categories (DSM IV – TR, 2000):

- eating disorders and eating behavior disorders of the infant or of the young childhood period (Pica syndrome, rumination and eating disorder of the infant and young childhood period);
- eating disorders (nervous anorexia – restrictive type and compulsive eating / purging and nervous bulimia – type of purging and non-purging)

DSM-V (APA, 2013) brings several changes to better represent the symptoms and behaviours of patients with eating disorders throughout their entire lives. The most significant changes are: recognition of the binge eating disorder, revisions of the diagnostic criteria for nervous anorexia and nervous bulimia, the abandonment of the category of eating behaviour disorder without further specification, and the introduction of two new categories (the eating or eating behaviour disorder with specification and the eating or eating behaviour disorder without specification) and removing the chapter on eating disorders and eating behaviour disorders of the infant or young childhood period, all eating disorders being treated together.

Bryant-Waugh and Lask describe eight forms of eating disorders that can occur during childhood and adolescence (Bryant-Waugh, Lask, 2013):

- nervous anorexia;
- nervous bulimia;
- the food avoidant emotional disorder (avoidance of food products, slimming, mood disorders, no distorted cognition and / or intense weight and / or shape concerns, there is no organic brain disease, psychosis, illicit drug use or secondary effects of prescribed drugs)

- selective eating (restrictive range of food products for at least two years; the refuse of trying new food products; no distorted cognition or morbid concern regarding weight and/or shape; weight can be reduced, normal or high)
- restrictive eating (lower quantities than the usual ones in relation to the age requirements; the diet is normal in terms of nutritional content but not quantitative; no distorted cognition and / or intense weight and / or shape concerns; weight and height tend to be low)
- Refusal to eat (tends to be episodic, intermittent or situational; no distorted cognition and / or intense weight and / or shape concerns)
- Functional dysphagia and other phobic conditions (avoidance of food products, specific fear that is the base of avoiding food products - fear of swallowing, suffocation, vomiting; no distorted cognition and / or intense weight and / or shape concerns);
- Pervasive rejection syndrome (deep emotional excitement and withdrawal manifested through avoiding eating, drinking, walking, talking or self-care, resistance to helping efforts)

For Iftene, eating instinct disorders begin between 11-18 years and do not represent diseases by themselves unless they interfere with physical and mental health, bringing severe medical complications andisrupting the person affected to a high degree (Iftene, 1999). Nervous anorexia and nervous bulimia are usually affecting adolescent girls and young adult women, most of whom receive treatment for eating disorders at the aged 15 to 35 years old (Calderon, 2010). Nutritional disorders are not limited to this population, also occurring in boys and men and in pre-pubertal children of both sexes (Bryant-Waugh, Lask, 2013).

Although there may be some variability in the details of the clinical presentation based on age and gender, the baseline characteristics are constant throughout the entire life.

In the studies on the adolescents, body image disorders and over-concern about body shape are common, although the prevalence of eating disorders remains low. These results reinforce the probability of epigenetic effects in which the development of eating disorders reflects the intersection of genetic predisposition, environmental triggers and personal experience (Rosen, 2010).

The etiology of eating disorders in adolescence is multifactorial (Nicholls, 2013). Genetic theories and sociocultural theories focus mainly on biological and psychosocial predisposing factors. Transition and life-cycle stress theories attempt to explain how various precipitating factors lead to the onset of eating disorders. Psychoanalytic, cognitive-behavioural and systemic theories focus mainly on intrapsychic and interpersonal factors that maintain

eating disorders as predisposing factors. The theories of starvation concern, first of all, how biological sequelae of self-starvation contribute to maintaining abnormal eating patterns.

Objectives

The purpose of this paper is to study if there is any relationship between eating disorders and personality factors.

Hypothesis

1. It is assumed that there is a direct correlation between the risk of eating behaviour disorder and adolescent anxiety in the sense that the more anxious the teenagers are, the more they will eat inappropriate food.
2. It is assumed that there is an inverse correlation between the risk of eating behaviour disorder and body esteem. In the sense that the more teens have a lower sense of well-being towards their body, the risk of eating disorders increases.

Methods/Instruments

For the hypothesis verification, we used the Eating Disorder Inventory for Children (Site Cognitrom, provider of psychological tests, 2017) Zuckerman-Kuhlman Personality Questionnaire (ZKPQ - Cognitrom), The Body Esteem Scale for Adolescents and Adults – BESAA (Mendelson, Mendelson, White, 2001).

Lot of participants

The sample includes 60 teenagers between 15 to 18 years old. Inside the sample, the age is distributed as follows: 30% of the participants are 18 years old, 25% of the participants are 17 years old, 21,67% are 16 years old and 23,33% are 15 years old. Gender representativeness is achieved by 54.10% of adolescent girls and 45.9% of adolescents in the research sample.

Results and discussions

For the first hypothesis, we correlated the results for the 60 teenagers at the Risk of Food Behavior Disorder in the Inventory of Food Behavioral Disorders Composite Scale - 3 with the scores obtained at the Neuroscience-Anxiety Scale of the Zuckerman-Kuhlman Personality Questionnaire. For both scales, the scores have been translated into T notes, the high values indicating a high risk of food disorder, or increased neuroticism (anxiety).

The Pearson correlation coefficient is r = .350, significant at p = .006, the hypothesis according to which there is a direct correlation between the risk of eating behaviour disorder and neuroticism - hence the anxiety is statistically

confirmed (Rus, Sandu, 2015).

Based on the effect size calculation, it is highlighted that the risk of food disorder for adolescents is 12% associated with the neuroticism-anxiety personality factor.

The direct relationship between the risk of eating disorder and neuroticism-anxiety indicates that the risk increases with a high level of neuroticism in adolescents, a relationship symbolically highlighted in Figure 1 through the cloud of points aiming towards the upper right side.
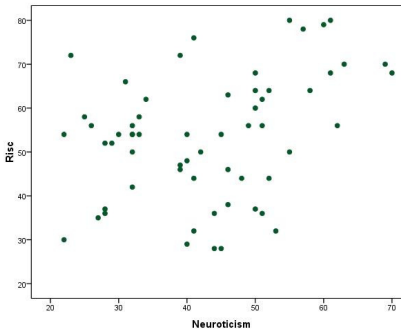

Figure 1. Cloud of points for the correlation between the risk of eating disorder and neuroticism-anxiety

Adolescence involves intense and rapid changes that can lead to a high level of anxiety, anxiety symptoms are common for teenagers with eating disorders and are often appreciated as comforting or rewarding in reducing anxiety and guilt. In this context, a high level of neuroticism - anxiety, as a personality factor describing people who experience emotional tensions, annoyances, worries, lack of self-confidence, constant indecision and criticism sensitivity may increase the risk of eating disorder for adolescents (Hill, 2007).

In order to investigate the second hypothesis, we used the responses of participants in the Risk of Food Behavior Disorder of the Inventory of Food Behavioral Disorders Composite Scale - 3 and the answers from the Body Esteem Scale for Adolescents and Adults. For the scale that probes the risk of eating disorders, high scores indicate increased risk, and for the instrument that measures body esteem, high scores indicate a high body esteem.

The Pearson correlation coefficient had a value of r = -.693, significant at p = .00, which statistically confirms the hypothesis that the risk of eating disorder correlates negatively with the body esteem. Thus, the risk of eating behaviour disorder increases as the teenagers' body esteem is lower, with 48% of the risk associating with the body esteem.

The significant reversal correlation of the risk of behavioral disorder with

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the body esteem is also reflected at the level of body esteem dimensions, and in this sense the risk increases along with the decrease of the body esteem (ρ=-.575, p=.00; the risk associates 33% with the body esteem), the attribution (ρ=-.566, p=.00; the risk associates 32% with the attribution) and the weight esteem (r = -.557, p =.00; the risk associates 31% with the weight esteem).
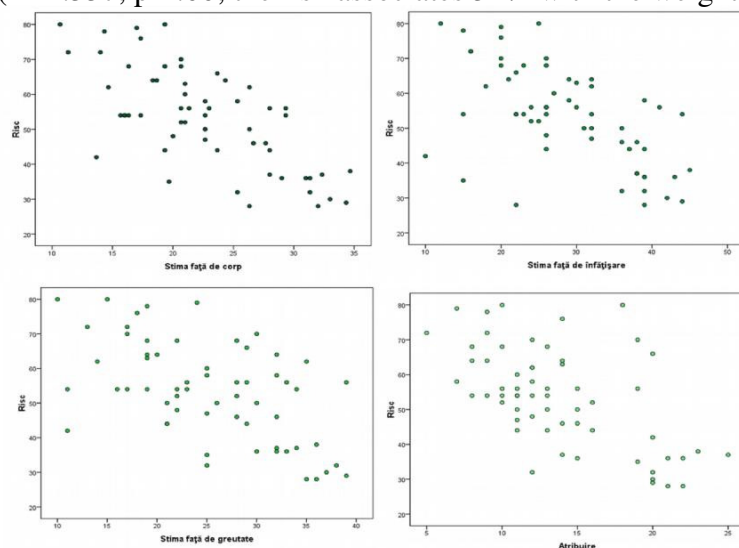
Figure 2. Cloud of points for the correlation between the risk of eating disorder – the body esteem and its dimensions

The body esteem represents a measure of the body image of a person and can be appreciated as a self-esteem related to the body. In the development of eating disorders, the body image is a robust factor that brings a significant contribution, in adolescence, its influence being significantly higher unlike other periods of development.

Between the body esteem and the body composition of adolescents there is a well-established connection, as adolescents have a lower body esteem, as they have a higher body mass index (although not all the studies support this relationship). Depending on the gender, researches (Enache, Giurgiu, 2017) indicate that girls experience a lower body consciousness as they have a higher weight, and boys can experience a low body esteem as much as they are underweight or overweight. Overweight teenagers are not only more likely to have a negative body image, but also to be teased and harassed by their peers (Smolak, 2009).

Mendelson, Mendelson and White have suggested that a person's body esteem involves three areas: weight esteem, appearance esteem and attribution.

To support the correlated study, the risk for food disorder is even lower as the adolescents are more satisfied with their own body, having a positive body esteem, manifested through positive feelings about their own appearance, positive beliefs about how others see and appreciate their bodies' weight and positive feelings about their own weight (Mendelson, Mendelson, White, 2001).

Conclusions

Adolescence brings many important changes, from stormy puberty changes, to significant cognitive and emotional changes, or to the increased influence of the group, all of them tracing lifestyle trajectories with long-term implications. Thus, the risk of eating disorders is greatly increased during the vulnerable period of adolescence, when these disorders may often take the form of an adaptation mechanism by which the adolescent seeks control of a situation when other aspects of his/her life make him/her powerless.

As we can see, adolescents with high levels of ineffectiveness, emotional problems, interpersonal problems and exaggerated control, neuroticism and internalization of the ideal of the athletic body and perfect body in general, with oppression to have a perfect strong body and with low levels of body esteem show a high risk of eating disorders.

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RISK AND PROTECTIVE FACTORS FOR CHILDREN FACING THE CRIMINAL JUSTICE SYSTEM

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Abstract: Juvenile delinquency as an antisocial phenomenon is characterized by features and specific notes of the age category as well as by personality characteristics within a particular socio-economic and cultural framework. Juvenile antisocial manifestations should be understood by taking into account the conjugate (perspective of multiple causality) of individual psychological, social, cultural factors.

The aim of this paper is to highlight the socio-cultural diversity within the criminal justice system as protective or risk factors for the resilience of youth delinquents.

The educational and residential climate in which the minors live marks significant differences between resilient and non-resilient minors. Resilient adolescents live in a positive emotional climate and are immersed in a non-conflictual environment, cohesion, in which their autonomy and openness are improved. At the same time, their educational climate pleads for the value of success and promotes stable religious values.

Key words: criminal justice system, diversity, socio – cultural context, resilience, minors

Introduction

Through its various manifestations, aggressive and problematic, delinquency is a general, universal human phenomenon that arouses

interpretations and reactions, both social and individual. Delinquent acts violate the law and the illegal act is transgressive as it attempts to exceed the imposed limits by taking a risk. Thus, illegal acts are personal and collective experiences that allow testing capabilities, autonomy, assertiveness, personal boundaries and the meaning of life.

Nowadays, the juvenile justice reform has become a largely bipartisan issue as lawmakers work together to develop new policies to align fiscal responsibility, community safety and better outcomes for youth offenders. New legislative reforms reflect an interest in developing appropriate approaches towards more evidence-based methods and cost-effective alternatives to incarceration. It is important to take into consideration the researches available to lawmakers in the field of adolescent development—which includes the latest neuro, social and behavioral science that distinguishes juveniles from adult offenders. Recent trends in juvenile justice legislation across the country represent a significant new direction to broadly reform the justice systems. Specific trends have emerged to:
  - Restoring jurisdiction to the juvenile court.
  - Shifting resources from incarceration to community-based alternatives.
  - Providing stronger public support for youth in risk.
  - Addressing racial and ethnic disparities in the criminal justice systems.
  - Responding more effectively to the mental health needs of young offenders.
  - Improving aftercare programs for young offenders.

The association of many behavioral problems with deviance led to numerous links between individual, social and family risk factors during childhood and adolescence and delinquent activity of young people. Family and social risk factors have the most important influence and parenting practices and contextual variables are often linked to the early-onset of antisocial behavior.

Often, at school and in the community, young people experience inappropriate and punitive reactions in response to their own aggressiveness or violent behavior, such as punishment, suspension, expulsion. These zero-tolerance approaches are in most cases inefficient, resulting in increased aggression and violence (Leone et al., 2000).

Research supports the idea that, in return for these approaches, a proactive, integrative approach would be desirable to identify those factors that contribute to resilience in the presence of risk factors, but also to create strategies for prevention.

Problematic

Much of the research on resilience has focused on the risk factors that contribute to problematic behaviors rather than on the factors that promote

positive development (Smokowski, 1998). Although information on risk factors is important from a theoretical perspective, developing interventions focused on changing the risks for delinquent youth may not be the most effective approach. The knowledge that a child is at risk for delinquency because she lives in a disadvantaged neighborhood or has a history of abuse is insufficient information for researchers and practitioners to develop an effective intervention program because these risk factors are not easily amenable to change in intervention programs (McKnight & Loper, 2002).

As the study of violence risk has proceeded, risk factors have been identified. Lipsey and Derzon (1998) found that risk factors predicting violence were somewhat different for younger children aged 6 to 11 than for older children aged 12 to 14. The younger group's later violent behavior was better predicted by factors that are more difficult or impossible to change such as prior antisocial behavior, male gender, parent antisocial behavior, and low socioeconomic status, whereas older children showed social predictors such as problematic social relationships and lack of strong social ties and prior antisocial behavior. A comprehensive list of empirically derived risk factors is grouped into individual, school, peer-related, and community factors (Hawkins et al., 1998). Similar categorizations of risk factors along community, family, school, and rebelliousness classifications suggest that juvenile violence is a product of our unique norms and social conditions (Howell, 1997).

The deficiency of social maturity and also personality development is structured in some of the negative features encountered more frequently at delinquents, considered caracterologically immature.

G. Canepa groups these features of psychosocial immaturity into: low frustration tolerance, deficient self-control, egocentrism, impulsivity and aggression; underestimation of the seriousness of committed mistakes and antisocial acts; lack of moral feelings, superior social motives (learning, work); the avoidance of voluntary effort; the desire to achieve a mild life without work; opposition to legal norms, morals and their rejection; devaluation of oneself and adherence to delinquent status and undesirable social life; false image about the world, interpersonal relations, autonomy and individual freedom, usually conceived under the sign of aggression. The characteristic symptoms that arise from childhood are exacerbated in adolescence, due to individual disturbing factors (the gap between physical and psychological maturity) and especially family disturbances (Petcu, 1999, pp. Preda V. 1998).

Typically, in the structure of human personality, the following components are retained as essential: affectivity, motivation, determination, temperament and character. Those components which, in the case of deprivation of liberty, acquire a very special importance in supporting the youngster: the body, the clothing, the family, the house, the close friends, the

family objects, the consideration of the peers.

It is only in this context that the drama of their presence in the education and detention centers environment becomes visible. The sudden separation of these elements contributes to the psychological disintegration of the child / young person, who attempts to compensate for the "loss" through various defense behaviors. It is to be understood that those who have a weaker endowment will suffer less coming into this closed environment, in some cases the conditions in the centre are appreciated by them as being better than the outside ones.

In view of the limitations of risk focused intervention strategies, research on resilience turned toward protective factors—aspects of individuals and their environments that buffer or moderate the effect of risk (Fraser, Kirby, & Smokowski, 2004; Wright, & Masten, 2005). The socio-cultural protective factors discussed in this paper offer an explanation for why children and adolescents who face similar risk factors may or may not have a propensity toward negative outcomes like delinquency. Given the multiple processes involved in resilience, there are also multiple pathways to resilience, embedded in various contexts that require our attention and understanding (Masten & Obradovic, 2006). In this respect, Ungar underlined that ''resilience has global as well as cultural and contextual specific aspects'' (Ungar, 2011). The Minority World (also referred to as the West or Developed World) includes people who form the dominant culture in countries that are numerically small but exert a eurocentric bias in areas of politics, economics, science, and art. Majority World cultures, which include economically underdeveloped nations, former East Bloc nations with economies in transition, and marginalized populations such as immigrants and native peoples living in the Minority World, have yet to be systematically included in studies of resilience. Most commonly, Minority World researchers describe resilience as a quality of individuals that reflects their capacity to engage in processes that make it likely they will overcome adversity and achieve normal or exceptional levels of psychosocial development (e.g., they will go to school, maintain a prosocial peer group, and avoid delinquency (Ungar & Liebenberg, 2011).

Reflective analysis

The social development model combines key elements of social control, social learning, and differential association theories in order to explain how risk and protective factors influence behavioral problems such as delinquency. The primary sources of social control refer to the bond between children, youth and their families and peers, and the community context that surrounds them (Snyder, Merritt, 2014). Thus, neglect and lack of supervision, control and attention of the child may affect the development system of internal and

external social control.

The cultural context in which adolescents live, the way they are treated by the community they live in, the fact that there are people they respect, are aspects that demonstrate the importance of protective factors for the healthy development of adolescents, and these issues should be given priority in the construction of individualized intervention programs for the juvenile delinquents.

Their social situation also includes, for the most part, poor school involvement, often academic and social failures, lack of consistency in compliance with rules, poor administrative and/or inconsistent support, rejection by conformational congeners, and association with antisocial congeners.

In these cases, individual risk factors often include a certain focus on strong sensations, poor control of impulses, attention deficit, hyperactivity, risky actions, low social skills, instability, anger, and certain beliefs and attitudes (eg Necessity of revenge). They often suffer from certain disabilities, such as emotional disorders, attention-deficit deficiency, certain learning disorders, usually presented in psychological literature as risk factors for aggression and violent behaviors (Leone et al., 2000).

This profile may lead to a certain type of manifestation, such as posttraumatic stress disorder or a variety of psychopathological manifestations including depression, alcoholism, generally addictive behaviors, and permanent sadness (Dohrenwend, 2000).

The importance of psycho individual causes stems from the involvement of the personality of the young person in the delinquent act, deciphering the insufficiency of social maturation and the presentation of the difficulties of social integration, including respecting the legal norms. The delinquent, due to a socialization deficit, fails to actively adjust his conduct to social relations, presenting a failure or disruption of assimilation processes and adaptation to social requirements and norms.

The system of interpersonal relations comprises, in general, two poles that are in interaction, on the one hand, the collective with its structure, dynamics, role and functions; on the other hand the individual with his/her psychic peculiarities, his/her interests and needs, aspirations and desires.

Understanding the child/adolescent internment in an educational center is absolutely necessary in order to impart a positive course to the training and manifestation of interpersonal relationships in order to carry out effective re-education work.

By the very situation in which he is, the delinquent child represents a specific human universe, full of contradictions, frustrations and incompleteness. Everyone comes to this "closed" universe, as a result of flagrant antisocial

conduct, committing crimes of which, some particularly serious. Many are socially unresponsive, refractory or incapable of integrating with the normal requirements of social cohabitation, come with a life subordinated to primary instincts and needs, with a dubious morality and often a painful childhood that presses their conscience.

The impact of deprivation of liberty on personality components is in many cases dramatic, generating different behaviors than those in the free environment.

The decisive factor for the child's evolution is the position it takes towards the committed deed and the degree of biological and psychological security it perceives in the new living environment.

If the adaptation to the life in the center is good, the tolerance towards environmental conditions is greater. But even in this situation, the problem of incompatibility between delinquent children admitted to re-education centers - as a result of individual histories and personality peculiarities - remains a difficult task to solve.

Another aspect that has an effect on the affective feelings of children and young people at the educational center is the constant violation of intimacy: everything happens in front of others, which in turn leads to sensuality and often to the conviction that everything is allowed.

The social and psychological profile of most of the juvenile delinquent population shows that many of these adolescents have at least one risk factor, usually more, for aggression and violence patterns.

Many times they face difficult environmental factors: their neighborhood promotes unofficial laws and rules favorable to antisocial attitudes; the socio-economic status of their family is often defined by poverty and economic deprivation, with a low level of education and few economic opportunities.

These young people also face interpersonal and social risk factors. In the family profile we can discover different traits often considered to be responsible for chronic patterns of antisocial attitudes (McEvoy, Welker, 2000). They often come from difficult families, dominated by poor communication, disorganization and conflict, with a weak link between parents and children (for example, the family can break direct or indirect links with the delinquent teenage immediately after entering the center and throughout the re-education process); inefficient parental discipline, lack of parental involvement, parental criminality, alcohol and drug abuse in the family, abuse or neglect, rejection. Farrington (1995) identified poor childhood growth as one of the most important independent predictors of juvenile delinquency (Farrington, 1995, p. 930). Henry et al. (1993) considers that the existence of domestic criminality and parental characteristics may be responsible for a greater proportion of

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delinquent behavior.

Conclusions
Reforming criminal policies for minors and young people remains a desideratum. Risk and protection factors that influence the behavior of juveniles in the criminal justice system, and especially recuperative interventions that can trigger positive changes, need to change the focus, from the negative aspects that influence or have influenced the negative behavior, to the potentials and protection factors. All these have to create a new perspective on recuperative treatment.

In this entire context, social awareness plays an important role. There are two reasons why it's important for those working in the justice system to have an understanding of multicultural differences. First, when a group of people is alienated from a system because of disparities, that group's distrust with the system will grow. Secondly, an awareness of social differences is necessary to ensure a harmonious environment in the workforce of the social justice system itself.

From the point of view of improving the resilience of this category of children and young people, it becomes essential to change, in relation to which a specific position must be taken over significant issues such as the future, the family, the relations with the center's staff, a position that provides an important leverage for the recuperative effort.

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THE LANGUAGE OF SOCIAL WORK – COMPARATIVE STUDY BETWEEN ROMANIAN AND AMERICAN TERMINOLOGY

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Abstract: This study aims to analyze the terminology of social work with reference to the reality existing in Romania and to a general extent in the United States. We highlighted the most important examples of excessive synonymy, exemplifying eleven such situations that are created in certain activities in the professional social work environment. Also, we wanted to identify the eleents of common terminology, but also the different terms in the social work language of the United States and Romania. The conclusions of the paper show that on both the theoretical and the methodological side, in Romania the social work language is loaded with English words, excessive inconsistencies and synonymy.

Keywords: terminology of social work, excessive synonymy, semantic inconsistencies

Introduction

The motivation of this paper starts from the fact that the study of the social work language is insufficiently analyzed from the scientific point of view, both internationally and especially in Romania. (Hall, Slembrouck, Sarangi, 2006)

In Romania, the specialized terminology in the field of social work is called specialized language, jargon or social work vocabulary and this

terminology has some important features:

a. There are terms borrowed from English;

b. There are concepts taken from the legal, medical or psychological field

c. There is a differentiation of language depending on the geographic areas of the country or the practice domain.

An important work in the field of social work language is the study made by Goian (2010), "*Zece categorii de inconsecvenţe semantice prezente în limbajul asistenţei sociale din spaţiul românesc*" (Ten cathegories of semantic inconsistencies present in the social work language in Romania) and also *Ethical dimensions of the social work language reflected in mass-media* (Goian, 2010). Thus, the author identified various fields where the language is marked by various inconsistencies:

- Semantic inconsistencies due to differences in the language of practitioners.
- Semantic inconsistencies present in the literature.
- Semantic inconsistencies present in the relevant legislation.
- Semantic inconsistencies present in specialized papers.
- Semantic inconsistencies present in the context of public presentations.
- Semantic inconsistencies developed by translators of specialized works.
- Semantic inconsistencies due to the different understanding of the specialized language by the beneficiaries.
- Semantic inconsistencies determined by concepts/phrases that may enhance the social exclusion status of beneficiaries.
- Semantic inconsistencies caused by ad hoc concepts created in certain academic areas by members of the academic body in the field.
- Semantic inconsistencies caused by the assumption and use by social workers of concepts in the medical, legal field, etc.
- Semantic inconsistencies present in the media.

Methodology

The aim of the present study is to analyze the language (terminology) of social work between Romania and the United States of America. The specific objectives of the study are the following:

1. To make a terminological inventory of the social work language of the two states.

2. To identify the role of Anglicisms in the terminology of Romanian social work.

The following hypotheses underpin the study:

- Comparatively, the language of social work in Romania has less specialized terms than the language in the United States of America.

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- The dictionaries of social work published in Romania contain a large number of Anglicisms taken from the United States of America.
- The number of American dictionaries is more numerous, given the years of existence of social work in the United States.

To test the aforementioned hypotheses, we conducted a qualitative research on various works of dictionaries in Romania and the United States. **Results**

Following an inventory of Robert Barker's Social Work Dictionary (+9000 social work concepts), edited by NASW in 2014, the Encyclopedia of Social Work (200 concepts) published at Polirom in 2016 and the Terminology Guide on Social Work (700 concepts) published in 2007 in Alba Iulia, we identified a number of 1109 social-work specific concepts that are common to the three papers, which clearly show a predominance of those who come from the work published in the United States of America. Under these circumstances, we can assert that hypothesis 1 is confirmed, as the language of social work in Romania has less specialized terms than the language in the United States.

In a comparative analysis of the three dictionaries used in the qualitative study, we have found the presence of a large number of anglicisms that can be divided into two categories: anglicisms taken with a correct filter that have been imposed in the literature and even in the Romanian Language Dictionary (*genogram, interview, ecomap, community*, etc.) and a second category, that of concepts taken without a correct filter, consisting of words that had a correspondent in Romanian (*client*, which has a commercial connotation and is more or less suitable than the concept of *beneficiary* or *assisted)*, or the concept used predominantly in the 1990s, which had a better correspondence in the already used *assessment.* We also note the inappropriate use of the *case-work.* The use of this concept has diminished as a result of finalization the process of preparing the *case management* syntax in Romania (management de caz). In these circumstances, we can assume that the second hypothesis is confirmed, due to the existence in the Romanian literature of concepts taken from English, especially from the North American literature.

For the third hypothesis, we used the Google Books search engine and obtained the following results: in the United States, we have identified three bibliographic reference sources: Robert Barker's Social Work Dictionary (which reached the 6th edition), a more comprehensive dictionary by the University of Montana and the Encyclopedia of Social Work, published by the National Association of Social Workers. In Romania, we have only two reference works, the Social Work Encyclopedia coordinated by George Neamţu and the Terminology Guide on Social Work. By conducting a comparative analysis we can conclude that there is some balance in quantitative terms

regarding the specialized dictionaries between the two states and therefore the hypothesis is partially confirmed, but it is relevant to say that the works in Romania are recently published and only in one edition, whereas the North American ones are high visibility works, known in the social workers' professional community and published in numerous editions (NASW Encyclopedia of Social work has reached the 20th edition).

Conclusions

The terminology of social work in the United States is much more varied than the one in Romania (we have inventoried over 9,000 words in Barker's dictionary as opposed to the 700 words in the Terminology Guide, or about 200 words in the Encyclopedia of Social Work). Also, the language of social work in Romania has a number of concepts that are anglicisms taken with a correct filter or others that are useless as there already are corresponding words in Romanian.

The comparative analysis of the number of dictionaries between the United States and Romania showed that there are no relevant quantitative differences (eg, three dictionaries of social work in the USA and two in Romania) but the element that makes up the difference lies in the number of added editions printed in the two countries. In Romania, both are published in one edition, and in the United States, in addition to much higher circulation, we have discovered that Barker is at the sixth edition, and the Encyclopedia of Social Work published by NASW is at the twentieth edition.

There is a difference in terminology between academics and practitioners, the latter using more concepts present in social work legislation, and those in the academic environment use English-language words.

Also, the ambiguity of language in social work can contribute to reducing the recuperative effects of a social intervention, thus it is a deontological responsibility for social workers in all areas of activity to always use the „cleanest" concept when referring to their beneficiaries and their situations. (Tomiță & Goian, 2009)

Also, by not using a proper and coherent language, we can enhace the stigma felt by the beneficiaries, which may create negative attitudes that can lead to discrimination and prejudice. (Gavrila-Ardelean, 2016)
The situations where the social worker refers to the same reality by excessive synonymy may cause the emergence of professional difficulties.

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THE CONCEPT O SOCIAL JUSTICE – A BRIEF HISTORICAL ANALYSIS

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Abstract: This work represents a brief critical analysis of the ongoing debate on the concept of Justice and the possibilities of achieving its goals. First, the article presents the idea of Justice as the supreme virtue. It then continues with the idea of freedom as the manifestation of the individual will. Next, it addresses the idea of equality - all humans are equal as personal worth and status - and then the idea of fraternity, which is reflected in the relational model and in social solidarity. The analysis makes use, on the one hand, of notions such as values, virtues, choices, obligations, voluntary work, etc., and on the other hand, it addresses the applicability criteria for such notions. In conclusion, it is noted that the worldview of moral individualism leaves little room for collective responsibility or for the duty of carrying the moral burden of social injustice. If this view of freedom is deficient, then there is a need to rethink the way we perceive human beings, as narrative beings, with their own social stories, grounded in the history of the community.

Keywords: justice, freedom, equality, community, debt

Introduction

Sociologically approached, the subject of justice is essential and, one might say, even indispensable to the idea of social structure or human community, both in terms of its theoretical meanings, which often border on utopianism, and especially in its practical applicability, with direct impact on the community and the individual.

The idea of postmodern and multicultural society (Neagoe, 2009, pp. 65-66), which resides under the sign of relativism, constantly generates paradigmatic mutations at the level of thought, without taking into account the authentic inner needs of the human being but often even undermining them and forcing thereby the adaptive capacity of humans. Thus, the focus of the present paper is this particularly complex dynamic of contemporary life, which tends to isolate the individuals from their narrative dimension and create dissociated entities with disparate visions on the socio-political life, no longer able to define even the fundamental social values, such as family, life, sexuality, etc. More specifically, our intention is to approximate a framework for discerning those values which could strengthen the basic structure of the society and of the human being, thus contributing to social cohesion and justice.

If we consider the philosophical expression of liberalism, according to Rawls' theory of justice (Rawls, 1999), we can see the way in which the ideal of unburdened, morally independent self propagates by choosing its own destiny. The idea of community or society, in this context, is becoming more and more diluted, so that every individual is entitled to choose anything other than the burden of community heritage. This perspective places the value of what is right above the value of what is good. But, as a prerequisite, we need to ask, Can we think of justice, ignoring our goals and attachments? Even though some critics tend to support the relativistic worldview, according to which justice would be what a community defines as justice, the very idea that every individual may choose his/her own social values and moral principles, seems destructive, inasmuch as individualism is the measure of all things. How is it, then, possible to give moral weight to the community and, at the same time, to allow for the reality of human freedom? If the voluntaristic understanding of the person is redundant and if our social obligations do not represent the product of our will, then how could we possibly see ourselves as belonging to a certain position and yet being free?

In order to address these questions, we will start from what is generally accepted by philosophers as the supreme ethics – the notion of love. However, indispensable to this notion is the notion of free will, or, in a broader sense, freedom. Without freedom, the idea of love dissipates into determinism, leading to the total abdication from its basic meaning. Within the framework of current debates on social justice, the notion of freedom appears repeatedly, playing a

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very important role in the Kantian motivated liberalistic approach, in contrast to the Aristotelian vision, focused on setting up the idea of good. Given the fact that human freedom is not absolute (and this can be inferred from the mere fact of our existence, genetic membership, etc. which are not a matter of choice), we want to discern the limits of human perceived freedom, on the one hand, and of exercisable freedom, on the other hand. We also need to take here into consideration the spectrum of rights and duties, the idea of good and evil, aiming to follow the way moral precepts are projected into secular ethics, based on human reason and on the contingency of political speech. We will thus pay specific attention to certain theories and analytical approaches, which have influenced modern thought and still influence today's socio-political thought, constituting a debate factor at the level of social application.

Justice - "Complete Morality"

In Plato's thought, each soul tends toward *good*. This, however, applies beyond the individual sphere, extending to the community, with everything which this implies. Justice may signify, in this context, the layout of a right or correct order, meant to reflect its indispensability and usefulness in the economy of human relations, on the one hand, and the achievement of individual happiness, on the other hand, therefore "the just is happy and the unjust is miserable" (Plato, 1985, p. 40). Since man is not accomplished/fulfilled in isolation, but living along with other people, in a form of organization that meets the cohesion function of individual needs, the concept of justice will be more easily recognized at the *State* level, rather than at the individual level (Plato, 1985, p. 58).

Theoretical premises that underline the platonic *Ideal State*, could be described starting from the *ideal of Justice.* In a society, however, given the fact that human nature is so diverse, the State social order is designed according to the natural differentiated abilities of man, uneqally allotted. Speaking critically about this model, Hegel (1969, p. 219) called it "a chimera of abstract thought, like a simple ideal".

It is to be noted that Plato assigns to the ideal values *a divine nature*: "but, as I said, in heaven, however, may be available a model for the one who wants to see, and, after seeing, to find orientation" (1985, p. 315). Yet the way he conceives the process of establishing justice, as the supreme value, merely by appropriating the adequate social position virtues, considered to be the essential features for classifying people into three unequal categories, which allow justice to attain *perfection*, hide, as a consequence of this classification, precisely the *injustice*. However, in light of this conception, the *injustice* is rather seen as a rebellion of *a body component* against *the whole*, the reasoning being that *justice*, as a central tenet of the State, should be an inherent virtue,

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taught or appropriated for each member of the society: " but now we agree, the virtue of the soul is justice, and the lack of morals, injustice" (Plato, 1985, p. 40). He would admit, however, that social life is in reality much more complex, encompassing a multitude of individual aspirations.

Thus, discussions on the concept of *Justice*, on the way in which an individual moral perspective may constitute the foundation of a *good life* - "the just soul therefore, as well as the just person, will live good, but the unjust will live bad" (Plato, 1985, p. 40) - or can lead to *happiness,* reveals a tendency to give the concept a tellurian character, precisely because it is linked to human abilities/features, the divine origin being attributed only to the *model*. The legitimacy of justice, therefore, is the result of the metaphysical level, through the *idea of good*, in which "what is right and what it still uses, can become useful and healing" (Plato, 1985, p. 237), but the responsibility for the ideal implementation reflected by *idea* is assigned to the person, being a matter of individual ethics. Human searches should move towards a *good* to be desired not for the subsequent satisfactions it may offer, but out of *love* , *for what it represents as an idea* (Plato, 1985, pp. 41-42). Starting from the Platonic conception, we can see *Justice* both as *individual* and as a *collective dimension*. On the one hand, we have the *individual* acting properly in accordance to the individual principles of Justice; on the other hand, the *community* acting correctly according to the collective principles which are valid at the societal level.

Following the Platonic thought, Aristotle brings a significant contribution to the understanding of the concept of Justice, starting from a teleological model according to which nature is seen as an order which is full of meanings: "Aristotelian metaphysics means absolutely no denial of life, but her supreme glorification; for there is nothing more alive, more *energetic*, more *active* than thought. The divine Intellect puts in motion the entire universe and enjoys contemplating it; the human intellect imitates him. He dominates, in a sense, the world, whose essence he does know - this very world he leads towards himself, in its genuine place." (Vianu, 2005, p. 8)

In this context, to justice conceptualization, under its various forms, it will be attributed a broader meaning, related to the idea of *universal justice*, as all-encompassing virtue: "Justice has many meanings, and in addition to justice as a central concept of any morality, there is yet another one", narrower, particular, socio-economic vectored (Aristotle, 2013, p. 91). That what is right and proper comprises the entire ethics and morality, so that not only what the law provides is right, but also what is morally proper has to be considered right, as a private life standard: "the bond that unites the people is in itself a moral reality or occurs based on morals and thus belongs to the indispensable conditions of human life" (Aristotle, 2013, p. 159). Justice is therefore precisely

the symbiosis between the general and the particular, between legal and moral, and the balance has to be found somewhere in the middle. This fact is better reflected in the particular form of justice. The balance represents here the correct, fair distance between excess and shortage. Considering that in a society there are rich people, poor people and the middle class, it is assumed that right and good features lie in the middle. This is the idea of proper distribution. Different forms of proper distribution result from a personal perspective on the justice or injustice: Aristotle considered that what is right corresponds to law and equity, and what is unjust contradicts these principles (2013, p. 90). The allocation on the basis of merit or suitability/ability - based on reputational honor - justify a higher socio-economic position. An uneven allocation, in this sense, would be entirely fair.

"We see in fact, that anyone, who can be described by using righteousness as a character trait, is consequentially appropriate to act in accordance with it, to practice justice and be oriented towards what is right" (Aristotle, 2013, p. 90) .

Relevant here is the *universal* conception of justice, which comprises a collection of forms of action in accordance with the concept of justice, applicable at the level of society only when the self is facing the other: "justice alone between all forms of morality is an advantage for others, because it is exercised in relation to others and it does what is good for others, whether masters or ordinary citizens" (Aristotle, 2013, p. 93). The personal good is sought through the good of the other, while the collective welfare generates the personal good: "justice, therefore, [...] is complete, as an absolute, not as merely moral but moral reflected in relations with other humans " (Aristotle, 2013, p. 92). Starting from the idea of *good*, as something to which the person is meant to strive ("what is in itself good, would be also good for us, and in this regard, it would be desirable to aspire to what is good for us") (Aristotle , 2013, p. 92), Aristotle distinguishes "the good man, who directs all his powers towards right ... on his own volition, serving the reason which lives in him" (Aristotle, 2013, p. 187), whose origin is of divine nature. God does everything good, because He makes what defines Him. In the same way, man can give voice to reason, which is of divine nature, and may be defined in light of this (Aristotle, 2013, pp. 187-188). Aristotle (2013, p. 92) considers that any virtue resides in *justice*, and that "it is the most comprehensive form of morality, because it is the expression of the full moral orientation of the will; it is however perfect, because who has it, with respect to the other, not just for themselves, exhibit moral character."

If for Aristotle the meritocratic distribution was sufficient, this vision will become too confined, since, from a certain perspective, it considers the merits of the participants to the social life, and from another perspective, it does

not recognize the equal value of each individual in the society as undeniable. Relying solely on merit, we can easily ignore those particular special needs of people or their particular expectations. Belongingness criteria cannot play any role in the process of fair distribution. Thus, if all humans are considered as equally valuable, distributive principles aimed at equality will be sought.

Between Justice and Freedom

Modern theories of justice seek to separate the issue of equity and rights from debates on notions of honor, virtue and moral merit, searching for neutral justice principles, concerning finalities, which allow people to choose and achieve their own goals. For Aristotle, however, justice cannot be neutral, from this point of view. He is convinced that debates on justice are inevitable debates on virtue, honor, and on the nature of well-being, as the social roles should be distributed according to suitability criteria.

On the other hand, liberal political theories, based on Kant and Rawls, argue that social roles must be allocated by choice, and not eligibility. Liberalism based on the belief that freedom is the essence of humanity, receives the task to achieve the compatibility of individual freedoms. The solution would be a rejection of the telos and suitability ethics, in favor of a choice and consent ethics, motivating even moral individualism, which claims the idea of freedom. For the moral individualist, being free means to submit only to the obligations which have been voluntarily accepted; if you owe anything to others, you owe based on consent (a promise or an agreement), either implicitly or explicitly. The idea of limited liability, with regard to personal acceptance is, in this sense, liberating. It assumes that the humans, as moral agents, are free and independent of moral incidences, being able to choose their own goals. Neither tradition, nor custom, nor inherited status, but only the free choice of each individual is the source of moral obligation. We note thus that this vision of freedom leaves little room for collective responsibility or for duty to bear the moral burden of a social or political injustice, and, if this concept of freedom is deficient, then we need to rethink some fundamental aspects of public life.

Autonomy of the Will and the Veil of Ignorance

John Rawls adapts the Kantian concept of autonomous will, noting that the choices we make often reflect the moral arbitrary circumstances, launching thus the idea of a "veil of ignorance". For example, if we want the society we live in to be a complex of voluntary relationships, we cannot found it on consensus per se, but we need to ask ourselves which are the justice principles upon which we would we agree, if we were to reason aside from our personal interests and advantages and act from behind a veil of ignorance. Thus, Rawls promotes a model of social contract, the best justification for the existence of

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the State, meant to generate a more just society, whose mechanisms are supposed to gravitate around the concept of *justice as fairness* . "Justice is the first virtue of social institutions, as truth is the first virtue of the systems of thought" (Rawls, 1999, p. 3). The basic principles of a just society would be, first, access to political and economic institutions for each of its members, then ensuring the exercise of individual freedom in its most comprehensive form, nevertheless compatible with the freedom of others, and last but not least, opposing social inequality through appropriate policies. For Rawls, a just society is the result of cooperation between free and responsible citizens, with the same fundamental rights, putting justice and equality on equal footing and thus defining the concepts of liberal egalitarianism.

The Kantian idea of autonomous will (2003, p. 53) and Rawls' hypothetical agreement idea, behind a *veil of ignorance* , have a common aspect: both conceive the moral agent as independent of personal purposes and attachments. However, when we dwell on the issue of *moral law* (Kant) or choose the *principles of justice* (Rawls), we do so without reference to the roles and identities that place us in the world and define the particular status which we possess. If we must set our particular identity aside, when reasoning about justice, it is difficult to justify ancestral or community responsibilities. The concept that a person is a free and independent self, not only raises big question marks, with respect to collective responsibility over generations, but has more profound implications: namely, this way of thinking of the moral agent, has consequences for the way we think about justice in general. The idea of a self-determined independent person presupposes that the justice principles, which define human rights, should not be based on any moral or religious conception, per se, but rather it should adopt a position of neutrality in the competing visions for a good life.

For Kant and Rawls, justice theories that rely on a particular way of thinking when defining good life, whether religious or secular, are in contradiction with freedom. Imposing upon some people the values of others fails to show respect for the status of the free and independent self of a person, who is able to choose his or her own objectives and goals in life. So, the self-determined individual and the neutral State go hand in hand. Precisely because we are free and independent entities, we need a neutral judicial framework, equidistant when deliberating on morals or religion, which provides the citizens with the freedom to choose their own values. If the priority of what is right over what is good is asserted, then the principles which define our duties and rights have nothing to do with our understanding of a good life.

Social Justice Exposed to Subjective Knowl

The way Rawls (1999, p. 28) argues his case, referring to the supremacy

of what is right over what is good, reflects the belief that a "moral person is a subject who chooses his/her own finalities." As moral agents, we are not defined by our purposes/finalities, but by our ability to choose.

The idea of a neutral justice, concerning ways in which a good life is perceived, reflects an understanding of the person, as capable of free choices, independent of any previous moral commitments. All of these ideas, when seen together, are characteristics of the modern liberal political thought. Liberal does not mean here the opposite of the term conservative, after customary current policy, because the ideals of the neutral State, as well as the free choice of the person, are found in almost all democratic political spectra. The share of debates is the role of Government and markets in empowering the individual to achieve intended purposes, at least at the theoretical level. Social solidarity and community obligations arise only in the background of individual rights and freedom of choice. Neutral State, for libertarian, presupposes civil freedoms and a strict regime of rights on private property. A State oriented towards social protection (with socialist orientations), they say, does not empower individuals to choose their own specific finalities, but constrains them somewhat for the benefit of others.

Even though Lyotard (1993, p. 15, pp. 36-48) claims distrust of metanarratives, Alsadair MacIntyre (1998) asserts that humans are narrative beings, grounded in the search dimension of narratives, and any unfolding narrative has a teleological character. The narrative perspective is in contradiction to modern individualism, whereby the individuals choose what they want to be. This contrast is obvious, because the story of a lifetime is always embedded in the story of the community from which its identity derives. This narrative understanding of the person is presented in a clear opposition to the voluntaristic view of a self-determined and free-of-duties individual.

Which one of the two perspectives would be more appropriate in regard to the experience of moral deliberation? Which of these offers a more compelling basis for moral socio-political obligations? Are there any binding moral duties, which we have not chosen and are not covered by any social contract?

In most cases, we consider the need for solidarity as complementary to the duties of the human rights. So, one may say that these realities point out one aspect which even liberal philosophers will freely admit: as long as we don't violate the rights of anybody else, we can peacefully carry out the general duties of helping others, beginning with the closest ones, family members, friends, fellow countrymen. All the same, there is nothing wrong for a richer country to establish, for its own citizens, a level of public services and insurance higher than in other countries, provided that it respects human rights in the context of any person, wherever they might be. These obligations of

solidarity can be challenged only if they lead to the breach of duty.

Emphasizing the search after justice at an interpersonal level, as a form of respect for human dignity, Avishai Margalit (1999) considers decency/morality as the first and vital duty of all citizens. Thus, his philosophical view of dignity transfers Hegelian master-slave dialectic (Hegel, 2011, pp. 127-130) to the man-underman antitheses, considering that the greatest evil people can make is cruelty, and this very cruelty must be avoided and implicitly fought off. Cruelty is the greatest injustice, which, through the promotion of a dishonorable behavior, i.e. "any type of behavior or condition that constitutes a solid reason for a person to be considered harmed in terms of self-esteem" (Margalit, 1998, p. 9), can destroy the self-confidence of man.

A social organization whose culture, whose behavioral models and whose institutions do not systematically disregard individuals or social groups, is adequate, even if it doesn't represent a democratic structure and doesn't distribute the means or the goods justly or evenly. Thus, comparing Rawls' social ideal of justice with this model, we might consider it reasonable, at least from the point of view of the ethical-political approach to respect the *humanity* of each individual. As soon as the danger of oppression has been removed and the destructive tendencies have been limited, it is possible to achieve a *decent society* model, which represents a superior level in the hierarchy of ideals, where the highest level is represented by a society which is characterized by ubiquitous justice in all of its structures.

In the words of Nietzche (2014, p. 42), "know yourself, here's the whole science. Only attaining the knowledge of all things humans will know themselves. For things are but human limits." Along with this new perspective on knowledge, i.e. the self-knowledge, through which humans are walking in the original realm of truth and fulfilling an ideal by fighting oppression, all moral values and social ideals may be ordered to form the social-democratic items of justice.

Conclusion

The ongoing discussions on the notion of Justice and on the possibilities of achieving it are highly complex. The notions of good or right, as applied to a social system, are subject to contextual relativism. The theories of a just social system, meant to ensure on the one hand the autonomy of the individual, as an intrinsic factor of welfare, and on the other hand the measure of equity among the members of a community/society and which can compensate at the level of distribution, are constantly bound to a practical mutability, whose dynamic refuses to submit to the cogitated statement.

Some concepts bring freedom to the forefront of achieving Justice, while others consider the right as essential. The ethics of telos and suitability is

meritocratically marked, while the ethics of choice and consent only exalts voluntarily assumed obligations. However, such a vision of freedom leaves little room for collective responsibility or for the duty to bear the moral burden of social injustice. If this conception of freedom is deficient, there is a need then to rethink the way we perceive the human being, as a narrative being, with his or her own social story, grounded in the history of the community.

Liberal political theory came into being as an attempt to isolate law and politics from the moral and religious controversy. In our opinion however, this ambition cannot be implemented successfully, since most ardent problems related to social justice and rights cannot be considered without confronting these controversial moral and religious issues. In the process of laying down the rights and duties of citizens, it is not always possible to exclude certain competing views of a good life, and even if this were possible, it might not be desirable.

Requiring citizens within a democracy to renounce their moral and religious beliefs, when entering into public space, seems to be a way to ensure a spirit of tolerance and mutual respect. In reality, however, it is just the other way around. Deciding on important public issues under the guise of an unrealistic neutrality, is but a recipe for resentment and negative reactions. A political system which is devoid of a substantial moral commitment leads to a poor and insipid civic life, one which is nothing but an open invitation for intolerant and restrictive moralism. The Fundamentalists rush in, where Liberals are afraid to step.

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A GENERAL PERSPECTIVE ON THE IMPACT THAT RELIGIOUS AND SPIRITUAL BELIEFS HAVEWHILE ADAPTING TO NEOPLASTIC DISEASE.

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Apparently, religious orientation, religious and spiritual beliefs are regarded as important factors in adapting to the disease.Religious orientation as opposed to religious coping is seen as having a lower impact on one's adapting to the disease from the perspective of life quality. It is supposed that both religious orientation and religious coping are equally efficient in increasing one's life quality.The aim of the research is to highlight how the spiritual (inner peace, faith, meaning) and religious factors (religious coping and religious orientation), as predictors of increasing quality of life, contribute to increasing the quality of life of cancer patients.The sample is made up of cancer patients (161), mixed sample, women and men, between the ages of 30 and 70, admitted to the Radiotherapy of the Municipal Hospital of Timisoara. We are using the following instruments: Brief Measure of Religious Coping (RCOPE-Pargament K.I., SmithB.W. , Koenig H.G. and Perez L., 1998), Quality of Life in Adult Cancer (QLAC - Nancy E. A., Smith K.W., McGraw S., SmithR.G, PetronisV.M and Carver C.R.), Religious Orientation Scale Revised (ROS-R-Gorsuch R.L. and McPherson S.E., 1989), Functional Assessment of Chronic Illness Therapy - Spiritual Wellbeing Scale (Andrea L. Canada, Patricia E. Murphy, George Fitchett, Amy H. Peterman şi Leslie R. Schover, in 2007).Hierarchical multiple regression was used in data analysis.The results of the study indicate that the factors with the highest weight in explaining the majority of the quality of life are: personal extrinsic religious orientation, negative religious coping and inner peace.

Key-words: religious orientation, religious coping, the state of spiritual well-being, neoplastic disease, adaptation to neoplastic disease.

A survey of the data presented in specialised literature:

Cancer, as opposed to other chronic diseases, is regarded as having the highest destructive potential for an individual, being the most frightening disease. Social perception of this disease is linked to being quickly sentenced to death. The treatment that the ill person is exposed to is a very aggressive one, with major side effects affecting life quality. This disease makes the patient face one of the main fears of human beings and that is – one's own death. Fear

of death, of no longer being alive, activates individual's self-defence/ self-conservation and at the same time determines the ill person to ask oneself fundamental questions connected to the significance of life and death. The ill person, facing one's own death, activates one's own coping mechanisms in order to face the threat, being susceptible to developing a series of new reactions and behaviours which have the very purpose of succeeding in managing the wave of new emotions and thoughts that one confronts with. Specialised literature mentions the fact that among the symptoms most frequently developed by an ill person, one can find those of anxiety and depression.

In 2001,Koenig, Larson, andLarsonemphasise the fact that religion and spirituality play an important role in one's adapting to cancer and that is the one of finding significance and meaning to the disease, of maintaining one's hope of healing alive and also of helping one explain and control the disease. All these elements are very important in adapting to the disease because they have the role of reducing the pressure associated to the disease. Attributing the incontrollable and the intolerable to God, the ill person finds peace in the belief that God is present and supportive of human suffering (Gall &Cornblat, 2002). Transposing religious beliefs into behavioural patterns ensures the individual's pressure relief, the maintaining, for a period of time, of a state of peacefulness and inner comfort, as well as the satisfaction of the ritual needs imposed by each religion at a time.

One can notice that one can find much more powerful and more transparent connections, if one measures the strategy of religious coping and not the religious dispositions in general. As religious dispositions indicate religious involvement in general, religious coping directs and focalises the specific way in which the patient becomes more interested in religion at times of crisis (Pargament, 1997; Sherman and Simonton, 2001). Also, a more detailed analysis of religious coping provides information connected to the functional aspects of religion which can be more or less distinct as opposed to religious dispositions. In several studies made based on different samples than those of oncologic patients, which examined the specific types of religious coping, one emphasises the fact that adaptation to difficult circumstances is better predicted by coping strategies than religious orientation (Pargament, 1990). From this perspective, the strategies of religious coping present differentiated relations of results in connection with various life situations which presuppose the existence of pressure. More specifically, religious coping was found as beneficial or damaging according to the particular type of coping strategy involved. Also, religious coping appears as an ambivalent phenomenon which does not automatically involve beneficial results too.

A more detailed analysis highlights the fact that particular methods of religious coping can be classified into two global patterns: positive and negative religious coping (Pargament, 1998). Generally, the strategies of positive religious coping

are those which reflect a fully confident and constructive turn to religion for support, these having the tendency of being beneficial to persons facing a stressful event in their lives (Vasconcelles, 2005; Koenig, 2001). As opposed to this strategy, negative religious coping reflects a conflictual and full-of-doubts involvement in religion, which is generally less adaptive for a person.

Turning to cancer patients, one can find that some studies have examined religious coping strategies (Alferi, 1999; Carver, 1993; Nairn andMerluzzi, 2003; Sherman, 2000). In psycho-oncologic research, these investigations have served as a means of turning one's attention from patient's religious disposition to one's specific answer to disease. There was a limited preoccupation for the various links between coping strategies, on the one hand, and religious conflict and doubt, on the other hand. Only recently, has Sherman (2005) investigated positive and negative religious coping on a sample made up of patients with multiple myeloma who had undergone bone marrow transplant. Results show that after the control of the demographic and medical factor influences, only negative religious coping obtained significant links as opposed to the differing results of the measurements connected to psychological-social adaptation. For the process of researching and caring for cancer patients, these discoveries underline the necessity of making a distinction between the different patterns of religious coping and of emphasising the importance that the influence of religious conflicts and doubts can have on the process of adaptation.

Besides the differentiation between positive and negative religious coping, there also are some doubts regarding the potential of religious coping strategies. One of these would be whether these religious coping strategies directly and solely contribute to psychological-social adaptation or rather whether these contribute to patient's adaptation through other ways, such as non-religious coping strategies (Siegel, 2001). This approach also appears in Pargament's studies, so religious coping can be a predictor of psychological-social adaptation, still only as a functional equivalent of traditional non-religious coping measurements.

If things were like this, there generally would not be any necessity of identifying the variables of religious coping as specific predictors of results obtained for adaptation to disease. Nevertheless, in the studies conducted among the members of Christian churches, who plan their life events in a serious manner, Pargament (1999) emphasises the fact that the variables of religious coping predict results for psychological-social adaptation more accurately than the effects of non-religious coping strategies. Similar results were obtained in a study conducted by Burker (2005), on a sample of subjects who needed a lung transplant, so the conclusion of the study was that religious and non-religious coping strategies are not functionally redundant, being independent components of psychological-social functioning.

Seen from a different perspective, religion is represented as a cognitive schema (Dull andSkokan, 1995), which can influence individual attitudes (control,

optimism) to the meanings one attributes to life events, even disease. In their vision, religion is more than an affiliation to a group, it is a life philosophy which strongly affects the cognition of those who belong to that particular group and last but not least, individual's health. It is a central attitude or a personal disposition which can generally direct and guide individual's thoughts in the process of adaptation. As a life philosophy or personal predisposition, religion would be described more appropriately by the term spiritual or spirituality. The terms, religious and spiritual, are distinct constructs, but they superpose (Hill, Pargament, Hood, McCullough, Swyers, Larson, &Zinnbauer, 2000). While religion as a measure is associated to one's being religious, participating in religious service, spirituality is seen in much more personalized and experiential terms. Both religion and spirituality are seen as connected to one's relation to God. Intrinsic religiousness and praying frequency also imply sacral essence and a process of searching that identifies and articulates what is sacred, maintains what is sacred and presupposes personal transformation (Hill et.all, 2000).

Thus, one's religious orientation can influence a person's individual answers to stressful life circumstances, such as one's state of illness. Religion as general guiding tool can take on two forms: extrinsic religiousness and intrinsic religiousness. Extrinsic religiousness is seen as a form of immaturity, of superficial orientation, which in the first place serves an individual's own ego. From this point of view, one's self is not reflected in one's relations with others but in the situation when they are seen as a means of helping the individual to increase one's comfort and security (Allport 1961, Hergenhahn & Olson, 1999).The practices of extrinsic religiousness are not oriented by beliefs; they are motivated by the feeling of guilt, anxiety and the sentiment of external pressure which consequently affect coping, results showing that they are less efficient in the process of adapting to neoplastic disease (Pargament, 1997).

Individual's faith and trust that disease lies at the basis of one's entire reality, of one's state of well-being, motivate intrinsic religiousness (Allport, 1961; Hergenhahn & Olson, 1999).Those intrinsically motivated live with their own beliefs which should bring them satisfaction and meaning to their lives. They are tempted to return to their religious beliefs during a time of crisis. Intrinsic religiousness was associated with an evaluation of one's potential of development and with one's commitment to coping centred on problem solving in connection with stressful situations in one's life.

Closely related to the effects of intrinsic religiousness, during one's fight against cancer, one can also mention the role that spirituality has. Spirituality can also include both transcendental experiences and religion. Spirituality is linked with one's own transcendental relation with a certain superior force. Oncologic patients' spiritual needs often include the need of finding meanings and hope, of having access to spiritual resources and also of giving meaning to the suffering they have been through. One can notice that the effects of

spirituality are mostly similar to those of religious factors. However, spirituality plays a more important role in one's adaptation to disease compared to religious factors. This could be understood in the context of the effects that spirituality has on a person's whole psychological construction. Spirituality is rather connected to the way in which what one feels influences the way one thinks, while some religious factors are rather connected to the fact that the way in which one thinks can possibly influence what one feels.

Levine (2007) assesses a multi-racial sample of women with breast cancer and discovers that some women become more faithful as a result of confrontation with the disease, while others start asking themselves questions about their faith. Simonton (2007) also conducts a qualitative study examining the role of spirituality among African-American women suffering from breast cancer. On initial diagnosing, spirituality was found to facilitate the acceptance of disease, guiding their treatment-related decisions and also ensuring their family support. Along the treatment stage, spirituality offered support in coping with effects that treatment produced and also help in finding meaning. Patients report the raising of their spirituality level and of their hope of survival. After the final stage of treatment, spirituality offers female patients a reason for survival, helps them dismiss the possibility of cancer relapse and also helps them adapt to treatment effects. For cancer patients in the final stages of disease, one discovers that those whose level of faith is higher report a better perception linked to life quality than those with a low level of faith.

Research methodology:

Hypotheses:

1. Oncologic patient's religious orientation significantly contributes to the raising of one's life quality.
2. Religious coping is a significant predictor of raising neoplastic patients' life quality.
3. Spiritual factors explain the raising of cancer patients' life quality.

Sample:

The participants (161) are persons diagnosed with cancer, admitted at the Municipal Hospitalof Timişoara, who are under radio-therapeutic treatment. Among the study criteria, one does not pay attention to disease type, localisation and stage, with a sole remark in this respect, the study excludes the patients who are administered a palliative treatment. Also, this study does not include patients with relapse, those who suffer from significant pain or those who are immobile. The age of patients included in this study varies between 30-70, without differentiation from the point of view of this criterion. This is a mixed sample made up of both men and women.

Methods:

- Brief Measure of Religious Coping (RCOPE- Pargament K.I., SmithB.W. , Koenig H.G. and Perez L., 1998),

- Quality of Life in Adult Cancer (QLAC - Nancy E. A., Smith K.W., McGraw S., SmithR.G, PetronisV.M and Carver C.R.),

- Religious Orientation Scale Revised (ROS-R- Gorsuch R.L. and McPherson S.E., 1989),

- Functional Assessment of Chronic Illness Therapy - Spiritual Wellbeing Scale (Andrea L. Canada, Patricia E. Murphy, George Fitchett, Amy H. Peterman and Leslie R. Schover, 2007).

Results:

Religious factors are predictors of life quality improvement in neoplastic disease

Starting from the premise that religious factors contribute to life quality improvement, the obtained results support this theory, with a sole remark. Their share is still low and the highest influence can be found for psychological, social and spiritual dimensions as far as life quality is concerned.

Table 1. Results obtained following hierarchic regression for religious factor influence on life quality (N=161):

	Δ R²	Coping positive rel.		Coping negative rel.		Intrinsic religiousness		Extrinsic religiousness. Pers		Extrinsic religiousness. Social	
		β	answer	β	answer	β	answer	β	answer	β	answer
Neg. feelings	0,43%			.16*	.15			-.24**	-.20		
Positive feelings	0,19%			-.32**	-.30	.14	.11				
Cog. problems	0,24%	-.10	-.08	.25**	.24	.14	.11			.11	.10
Pain	0,21%			.11	.10			.15	.13		
Tiredness	0,33%							.12	.10	-.18*	-.16
Sexual function	0,58%	-.10	-,0,78					.25**	.21	-.18*	-.16
Soc. avoidance	0,69%	-.14	-.10	.31**	.30			-.30**	-.25		
Financial	0,47%	-.25*	-.19					.24*	.20		
Benefits	0,84%					.15	.13	-.11	-,0,98	.28**	.26
Fam. suffering	0,20%	.11	.0,85			-.11	-,0,96	.13	.10		
Body image	0,19%	-.18	-.14	.12	.11					.14	.13
Relapse	0,11%			.29**	.27			.12	.10		

As a result, if one considers religious orientation, one can notice that *personal extrinsic religious orientation* mostly indicates a factor that contributes to the explanation of most life quality components.

For the second component, that of *extrinsic religious orientation*, i.e. social religious orientation, the influence that it exercises on life quality dimensions is much more reduced than in the case of the personal one.

The influence of *intrinsic religious orientation* does not represent, as one can notice, a very high share of life quality explanation results. Still, for the benefits that the patient perceives as being determined by the existence of the disease, intrinsic religious orientation explains this criterion, even if to a smaller extent.

From among the strategies of *religious coping, negative religious coping* contributes to the explanation of most of life quality dimensions, thus helping the explanation of half of these dimensions.

Positive religious coping is inversely proportional with most of life quality dimensions. Thus, its highest influence is on explaining financial problems.

Spiritual factors are part of life quality improvement in neoplastic patients

As a conclusion, following the analysis of the data obtained, one can notice, as expected, that the highest influence of spiritual factors can be found in the case of positive feelings, which, in specialised literature, are also associated to the state of well-being felt by the ill person, a state of well-being which in some questionnaires that measure the life quality of neoplastic patients is viewed as a dimension in itself. Consequently, one can state that persons with a rich spiritual

life will have the tendency of perceiving the disease in a positive manner, generally feeling well, due to soul tranquillity, giving meaning to disease and living according to their faith.

Table 2. – Results obtained following the analysis of relapse, focusing on the influence of spiritual factors on life quality:

Predictor Criterion	Δ R²	Peace		Sense		Faith	
		B	answer	B	answer	B	answer
Neg. feelings	13,4%	-.40**	-.35				
Positive feelings	24%	.44**	.39	.20**	.18	.23**	.21
Cog. problems	0,89%	-.30**	-.27				
Pain	10,1%	-.35**	-.31				
Tiredness	0,66%	-.29**	-.25				
Sexual function	0,37%	-.18*	-.16			-.14	-.13
Social avoidance	0,64%	-.27**	-.24	.13	.12	-.18*	-.16
Financial	0,83%	-.29**	-.25	.20*	.18		
Benefits	0,08%					.19*	.17
Fam. Suffering	0,41%	-.23*	-.20				
Body image	0,86%	-.32**	-.28				
Relapse	0,96%	-.35**	-.31				

Conclusions:

The share of religious factors in the results explaining life quality has a relatively low influence on explaining the life quality of oncologic patients in Romania. Thus, one can conclude that according to the cultural environment and the way in which religion is promoted and then perceived by the individual, one can discuss the impact that religion has on the individual's life. As opposed to the results of specialised literature that support the important role of religion and to which one refers as well, for Romanian population it has a reduced implication, but still it cannot be neglected. One can notice that there are several dimensions of life quality in whose case religion has a higher impact, bringing an additional explanation and these are: experiencing positive feelings, social avoidance, benefits and fear of relapse. Consequently, one can notice that religious factors are mainly involved in estimating the psychological and social dimension, something that is otherwise reasonable considering the sphere of influence of religious factors. Also, as one has anticipated, both coping religious and religious orientation are involved in explaining life quality.

As opposed to religious factors, spiritual factors have a significant share in improving the life quality of patients suffering from cancer, on the one hand, becoming a part of the explanation of most life quality dimensions, and on the

other hand, their share of the results explaining them being much higher. Looking at these results, one can state that by their contribution to the appearance of positive feelings, by explaining their appearance to an overwhelming extent, spiritual factors contribute to increasing life quality. According to the data of specialised literature, one can also state that, following the results obtained at the level of Romanian population, experiencing a state of peace by having positive feelings both towards the disease, and towards life in general, the ill person will not suffer so intensely because of the disease; the pain diminishes, the tiredness is no longer felt, the fear that the disease can appear no longer has the same impact on one's feelings, the ill person accepting and living with the changes that appear regarding one's physical appearance, all these ways of relating to the new situation and to the disease determining the improvement of one's life quality.

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- REVIEW -
CONGRES OF INTERNATIONAL CHILDREN'S RIGHTS

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"Humanity has to do its best for the child."
(Declaration of Geneva)

Abstract: In the first decade of October, a congress of specialists involved in the protection of children's rights took place at the location of Düzce University, Turkey.

This meeting, that aimed to improve recognition and respect of children's rights, brought together specialists in the field of work with children. During the three-day congress, a hundred papers on regional analysis of children's rights protection were presented, along with debates and brainstorming sessions, intended to highlight children's rights.

In conclusion, the congress responded with solutions and recommendations regarding the following categories of problems: Education for all children (healthy, gifted or with special needs); Exploitation and violence against children; Child labor; Refugee children; Addictions; Harmful habits of children; Cyberbulling etc.

There have been analyzed and concluded several solutions and recommendations, several methods and ways, aimed to raise awareness of children's rights.

Keywords: children's rights, specialists, congress, solutions and recommendations.

General framework of issues

According to the *Declaration of Geneva*, 26 September 1924, children are human beings with rights and dignity (Declaration_of_Geneva_1924.PDF). Adults are responsible for ensuring that children's rights are respected. *The Declaration of the Rights of the Child* was adopted by the General Assembly on 20 November 1959 (www.humanium.org).

After more than half a century, children's rights have started being taken into consideration, through new additions that are mentioned in the *International Convention on the Rights of the Child*. This convention is the first international legally bound text, recognizing all the fundamental rights of the child, in 20 November 1989, United Nations (www.humanium.org). In accordance with the present Convention, the respect for the child is an act of expression of freedom and peace in the world. Respect for the rights of the child in a nation represents a measure of the country's social and economic progress.

The first Turkey Congress on Children's Rights took place four years ago, when *The United Nations International Children's Emergency Fund* (UNICEF) declared that year as *Innovation for Equity in Children's Rights*. The social and economic progress that is taking place worldwide induces the necessity of developing new solutions for children's well-being."Throughout 2014, UNICEF will convene a series of «Activate Talks» which [...] bring together change makers from all walks of life to rethink and rework how we can deliver results for the most vulnerable and marginalized children" (www.unicef.org).

After UNICEF desiderates in child's well-being, in Turkey begun a series of conferences, meetings, and discussions, aimed to better children's lives.

This autumn, the *Second Congress on the Children's Rights* was organized by Turkish scientists.

Review of *2nd Congress on International Children's Rights*, CRC-2017

On 5-7 October 2017, in the Congress Hall of Düzce University in Turkey, took place the *Congress of International Children's Rights*.

Turkey is a country located in western Asia and southeastern Europe, in the Anatolian Peninsula, with the capital of Ankara. The official language is Turkish.

Düzce University is a young university that was founded in 2006, and now, in 2017, has 26 000 students.

Düzce is a province of hazelnut cultivation, and is located near a Turkish part of Black Sea, and about 200 km of the megalopolis Istanbul

(population:18,8 milion/year 2016), (www.stiripesurse.ro).

The *2nd Congress of International Children's Rights* (CRC-2017) was organized by the Düzce University in cooperation with The Ministry of Family and Social Policies, Ministry of National Education, Düzce Provincial Directorate of Family and Social Policies, and Düzce Provincial Directorate of National Education. An important step forward in the field of children's rights in Turkey was constituted by the involvement of the national administration in supporting this congress. The fees of this congress' participants were supported by the Ministry of Family and Social Policies. Another important scientific result of the specialists' meeting, is the opportunity for the abstracts of presentations to be published online in an abstracts' e-book. The full texts of papers will be optionally published in the congress' proceedings book (http://childrenrightscongress).

This meeting that aimed to improve the recognition and respect for children's rights brought together specialists: professors, psycho-pedagogues, teachers, educators, psychologists, journalists, computer system engineers, researchers, doctors, and artists, responsible for work with children.

"Being loved and taken care, eating regularly and healthy, having rest and fun, benefitting from health services, playing games independently, sheltering and protecting are among the essential rights of children all over the world. Going to school, getting a modern education, protection from violence, exploitation, neglection and all kinds of danger are their main primary rights. At the same time, living in peace and freedom, not working before the age of 18 and living in an immaculate environment has an important place in children's rights. All these rights should be applied to all children without any exception"
- fragment of the 2nd 'Congress of International Children's Rights' presentation (http://childrenrightscongress).

For all these reasons, the aim of the congress is to raise awareness of children's rights, and share scientific studies, implementations and experiences on children's rights; and by putting forward the problems in the implementation of children's rights

The Congress was organized by the academical team of the Faculty of Education of Düzce University. This Faculty has seven departments: Pre-School Education, Elementary Education, Mathematics Education for Elementary Schooling, Pedagogical Education, Science Education, Special Education, Turkish Language Education, English Language Education, Psychological Counseling and Guidance. It provides new approaches on teaching and learning in: Quality and Accredidation of Teaching, Analysis of Education Programs, Educational Statistics, Human Rights and Democracy, Globalization and Education. The Faculty of Education uses language teaching materials: Measurement and Evaluation, Literature and Language Teaching,

Adaptation and Development, Research Methods.

Romania was represented by three papers. Two of them were from the Aurel Vlaicu University of Arad: ′Education for Children with Special Needs′ written by Mihaela Gavrila-Ardelean, Düzce University invited member of Scientific Committee of Congress, and ′The Human Rights – No Child Left Behind, Gifted or Not′ writen by Gabriela Kelemen (Gavrila-Ardelean, 2016; 2017, Gavrila-Ardelean & Gavrila- Ardelean, 2017; Kelemen, Gavrila-Ardelean et al., 2016; Mitrofan, Buzducea et al., 2001). The authors are professors at the Faculty of Educational Science, Psychology and Social Work, Department of Pedagogy, Psychology and Social Work.

During the three-day congress, a hundred papers on regional analysis of children's rights protection were presented, along with debates and brainstorming sessions, intended to highlight children's rights.

The presentations were focused on varied domains of children's rights:
- Children's education;
- Exploitation and violence against children;
- Child labor;
- Refugee children;
- Acces of children to health services;
- Addictions;
- Harmful habits of children;
- Cyberbullying, etc.

At the opening of the congress, that took place at *Atatürk Cultural Center Cumhuriyet* Conference Salon of Düzce University, the following political and administrative personalities participated: Deputy Minister of Family and Social Policies of Turkey, the Rector of the University, figures belonging to the Turkish scientific world, and national artists with educational attributions in the field of children's rights.

During the three-day congress, a hundred papers on regional analysis of children's rights protection were presented, along with debates and brainstorming sessions, intended to highlight children's rights.

The needs, rights and responsibilities of children, from their parents' perspective; knowledge of the Department of Special Education about child protection against sexual abuse; special education in consonance with children's rights; students' attitude towards children's rights, are some topics that have been debated within the conference. A ′Guide to School Violence′ and various studies on violence and suicide prevention have been presented, along with solutions. An assessment of child sexual abuse cases, that took place over the past five years, has been presented, together with proposals of preventive solutions. The topic of violence, reflected in children's books and stories, children's cartoons, paintings and children's games has been approached. The

analysis of children's knowledge of their own rights through story-composition technique, which was carried out on children aged 5 to 6 years, has had an interestig result.

Other presentations have approached children's intellectual disability, through informations regarding legal rights of parents and abuse of mentally handicapped people. ′Media and Children's Rights′ is a work that has explored Newscasts and media sources for children, online abuse and the role of the internet in children's lives. The effectiveness of ′Addiction Control Programme', applied to secondary education in Turkey, has been evaluated. The development of social skills in children, and the addiction protection programme have been discussed.

The area focused on children's right to education and learning included presentations on:
- The evaluation of children's attitude towards teachers and towards school;
- Six different learning environments;
- Summer school type classes are opportunities to learn children's rights;
- The right to education of children with special needs, Education for children with special needs Mihaela Gavrila-Ardelean (INS, 1999; L.487/2002/2013; Bucur, Goian et al., 2012);
- Children's right to quality education;
- Gifted children's right to education.

The right of children to health services has been highlighted through the following presentations:
- The right of children to health services in all specialties;
- Children's rights regarding the perception of the concept of nurses;
- Are health professionals aware of neglect and / or abuse in the medical act?

Children's work, and social abuse of children are topics that have been presented in a special section of the congress, through papers that have described the following issues:
- Mental image of adults regarding child labor;
- Two violations of children's rights from the point of view of labor during agricultural season;
- Solutions against child labor;
- Musical workshop for children: Have you ever asked me?;
- Aspects of child marriage, is the marrige of child girls with adult men, in the culture of Islam, through the eyes of children's rights, which is an example of children rights' violation in Islamic

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states, where the law allows marriage at young ages (minors);
- Sexual abuse, long-term effects: a case report;
- Prevention of child sexual abuse and intervention of social services;
- The right to participate and Local Governments: developing the conscience of children's rights through the practical application of Child-Friendly Town;
- Visual Arts: child's perceptions of his/her rights and a basic education of teachers with regard to children awareness of their own rights;
- Raising public awareness regarding the rights of preschoolers and adolescents;
- Determining mothers' opinions on children's rights;
- Investigating parents' attitudes towards children's rights.

Conclusions:

In conclusion, it can be stated that the work of the ′Second Congress of International Children's Rights′ has highlighted the visibility of children's rights in Turkey. During the three days of meetings, public debates, that have been carried out by scientists and by different categories of public actors involved in the field of children's rights, have generated innovative solutions to specific problems.

Researchers from Turkey and other countries participating in the conference have established the strengths, weaknesses, opportunities and threats regarding children's rights, and the particularities of each country.

These findings constitute the foundation of the future *Congress on International Children's Rights*, that will take place in five years. They also constitute a new universitary collaboration opportunity for Erasmus students' mobilities.
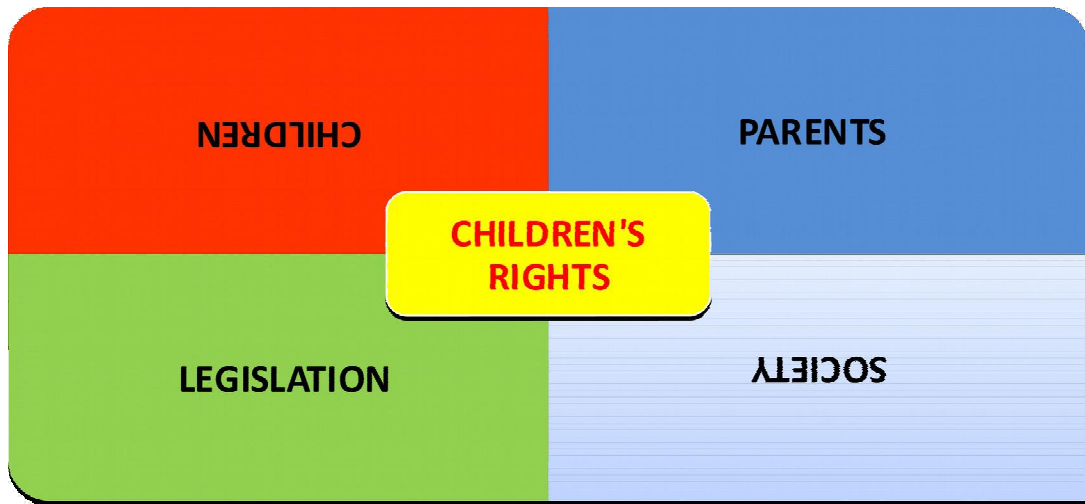
Figure 1. Scheme of work in the next meeting of the steering committee of the project

The following pictures show the congressional activities.

Figure 2. Congressional activities

Figure 3. Universitary Campus of Düzce University

Figure 4. Mr. Vice-Minister of
Family and Social Policies of Turkey
in oppening

Figure 5. Mrs. Rector and congress
team from   Düzce University
                                                       Congress

Figure 6. Building a universitary
collaboration with Mr. Vice-Rector
of Düzce University,

Figure 7. Certificate of participation
in conference on education of the
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