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DIFFERENCES OF SELF-SERVING COGNITIVE DISTORTIONS AND ANTISOCIAL BEHAVIOURS BETWEEN INSTITUTIONALISED AND NON-INSTITUTIONALISED YOUTH: PRELIMINARY INVESTIGATION

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Abstract: Anti-social behaviours carried out by young individuals represent an important issue currently faced by the modern civilisation. Self-serving cognitive distortions are among the essential factors that are associated with the development and maintenance of anti-social behaviours. The present study aims to examine if there are any differences regarding self-serving cognitive distortions and anti-social behaviours between institutionalised and non-institutionalised adolescents. The sample consisted of 96 adolescents (mean age = 16.05, SD = 1.21) from a high school situated in Arad, Romania and 27 adolescents (mean age = 15.04, SD = 1.74) from the Arad General Assistance and Child Protection Service, Romania. The self-serving cognitive distortions and anti-social behaviours were assessed with the "How I Think Questionnaire" (HIT; Barriga et al., 2001), which was previously

adapted for Romanian language usage (Demeter et al., 2018). The preliminary data indicates that institutionalised adolescents express higher levels of self-serving cognitive distortions and anti-social behaviours than non-institutionalised adolescents. These are discussed from the perspective of prevention programs addressing the self-serving cognitive distortions in institutionalised adolescents.

Keywords: anti-social behaviour, juvenile delinquency, self serving cognitive distortions, institutionalised adolescents.

Introduction

Anti-social acts carried out by adolescents underline the essential difficulties that are faced by several societies, including Romania, from the large perspective of young generations representing the future of humanity. The development of anti-social behaviour can be explained mostly by the multiple and diverse variables that may be possible causes or may be associated with this phenomenon; these explanations can be provided through individual factors (biological and psychological) and social factors, such as educational / schooling and family factors (Shoemaker, 2009; Shoemaker, 2010; Marica, 2007; Ojo, 2012). Anti-social behaviour is described in literature as outsourcing behaviours that have a negative effect on other persons, directly or indirectly, by violating essential and important moral and or social rules, that include aggressive manifestations with a dangerous or very dangerous background (e.g. murder or rape) and less dangerous aggression (e.g. stealing or burglary) (Barriga et al., 2001; Millie, 2009).

Among the essential factors that are associated with the development and maintenance of anti-social behaviours are the self-serving cognitive distortions (Gibbs, 2003; Barriga et al., 2001). The concept of self-serving is described in literature as a series of distorted cognitive processes, which may occur due to the generally over-dispersed tendency of self-perception and evaluation (Myers, 2015). Several of the explanations in literature offer different perspectives on the occurrence and persistence of antisocial and violent behaviour. From the perspective of the social cognitive theories, explanations are based on cognitive distortions related to antisocial behaviours or individual deficiency in interpreting social events (Nas et al., 2008; Barriga, Morrison, Liau & Gibbs, 2001).

Based on social cognitive theory (Luszczynska & Schwarzer, 2005), it is assumed that individuals act according to the interpretation of social events, and anti-social behaviour can be based on the processing of wrong prejudices,

which can lead to misinterpretation of social information (Dodge, 2011) and cognitive distortions that reduce the level of empathy and the level of guilt or moral judgment (Gibbs, 2003). Cognitive distortions are considered misconceptions or inaccuracies in participating in life events or giving meaning to life experiences in general (Barriga, et al., 2001).

In order to outline cognitive distortions that are associated with outsourcing behaviours such as aggression or delinquency, some authors use the term of self-serving cognitive distortions (Barriga et al., 2000), which can play a very important role in providing some explanations to the development of anti-social behaviour (Barriga et al., 2001). These patterns of thinking have the potential to be criminogenic because they isolate or diminish guilt, remorse or negative concept of self or ones actions from the individual that associates with or develops anti-social behaviour and self-serving cognitive distortions (Barriga et al., 2000).

Self-serving cognitive distortions (Barriga et al., 2001) can be divided into four categories, as it follows:

1. Self-Centred – represented by the focus on one's own opinions, expectations, needs and rights, to the extent that the views and needs of others are very little, or never taken into account or respected;

2. Blaming Others - involve cognitive schemes excludes guilt, by externalizing it at sources outside of the individual at blame;

3. Minimizing/Mislabelling - are distortions in which anti-social behavior is viewed as an acceptable means to achieve certain goals, as well as the dehumanizing and negative way of referring to other individuals;

4. Assuming the Worst - represented by the attribution of hostile intentions to others, considering that the most horrible scenario is inevitable or the perception that one owns behaviour is beyond the scope for improvement (Gibbs, Potter & Goldstein, 1995).

The present study focuses on the investigation of self-serving cognitive distortions of adolescents at risk, i.e. institutionalised teenagers who have serious problems and difficulties in adapting to their environment as a result of internal and external stressors. These teenagers tend to have difficulty to respect rules, have feelings of inferiority or a negative self-image, and have a low tolerance to frustration (i.e. they tend to quit when they face challenging work at school , instead of seeking solutions and attempting to solve the problems) (Hutchinson et al., 1992). These individuals usually come from broken homes, abandonment, abusive families and are usually institutionalised and taken in by the child protection system (Luna et al., 2011). The self-serving cognitive distortions will be also assessed in non-institutionalised teenagers, not only from the perspective of providing a control group, but also from the perspective of identifying those components of self-serving cognitive distortions that might

represent an educational and interventional priority in preventing and managing the anti-social behaviours in adolescents.

Objective and hypothesis

The present study aims to examine if there are any differences regarding self-serving cognitive distortions (Self-Centred, Blaming Others, Minimizing/Mislabelling, Assuming the Worst) and anti-social behaviours (Opposition-Defiance, Physical Aggression, Lying, Stealing) between institutionalised adolescents and non-institutionalised adolescents in Romania. We are fully aware that the institutionalised adolescents represent an already selected category of participants based on specific social causes. However, we consider that the psychological screening of their levels and types of anti-social behaviours might provide a deeper understanding of their needs in terms of intervention programs and education in the institutions they are currently assigned in order to address not only their own quality of life, but also the social wellbeing (e.g. by preventing the occurrence of anti-social acts). This study is part of a larger investigation regarding a doctoral thesis, which aims to investigate the juvenile delinquency phenomenon from a psycho-social, cognitive and behavioural perspective, in order to underline those factors that are able to rehabilitate or prevent anti-social behaviours. It is hypothesised that there will be statistically significant differences between institutionalised adolescents and non-institutionalised adolescents regarding the levels of self-serving cognitive distortions and anti-social behaviours.

Methods

Participants

In the present study, a number of 123 adolescents from Romania voluntarily participated in the study. Out of the 123 young individuals, 96 belonged to the non-institutionalised group and 27 adolescents belonged to the institutionalised (or at risk) adolescents group. The participants were selected from the Arad General Assistance and Child Protection Service (Institutionalised adolescents) and the Arad High-School of Economics (Non-institutionalised adolescents). The approval for the gathering of data was obtained through a request signed by Babeş Bolyai University, Cluj Napoca, in order to obtain access to the institutions where the study took place (General Assistance and Child Protection Service of Arad and the Economic High School of Arad).

Within the non-institutionalised group (N = 96), 52 participants belong to the female gender (54.2%), 43 participants belong to the male gender (44.8%) and 1 participant did not declare the gender (1%). The participants ages were between 14 and 20 years and with an average of 16.05 (SD = 1.21). All

participants had an appropriate level of education in relation to their age and most of them come from bi-parent families (86.5% - bi-parental families, 11.5% - single-parent families, and 2.1% - without parents).

Within the institutionalised group (N = 27), 10 participants belong to the female gender (37%) and 17 participants belong to the male gender (63%), ages between 13 to 18 and a mean of 15.04 (SD = 1.74). Institutionalised participants were classified with: low education (14.8%), medium level education (44.4%) and appropriate education (40.7%); 25.9% are without parents, 29.6% are from mono-parental families, and 44.4% bi-parental families. Participants were institutionalized due to the following identified causes: neglect (44.4%), poverty (14.8), deviant behaviour (11.1), abuse with neglect (7.4%), abandonment (7.4%), lack of shelter with neglect (3.7%), maternal abuse (3.7%), maternal illness (3.7%) and lack of shelter (3.7%).

Instruments

The How I Think Questionnaire (HIT; Bariga et al., 2001) – This questionnaire was designed to evaluate anti-social behaviours (Opposition-Defiance, Physical Aggression, Lying, Stealing) and self-serving cognitive distortions (Self-Centred, Blaming Others, Minimizing/Mislabelling, Assuming the Worst; Barriga et al., 2001). HIT (Barriga et al., 2001) consists of 54 questions, with 6-point Likert response scale ranging from strongly disagree (1) to strongly agree (6). Of the 54 items, 39 were designed to evaluate the four self-serving cognitive distortions and the four categories of antisocial behavior, 8 questions assess the level of Anomalous Responding and 7 items were designed as positive filters to masquerade the 39 questions (Barriga et al., 2001). The sum of sub-scales Opposition-Defiance and Physical Aggression compose the Overt Scale (anti-social actions are represented by direct confrontation with the victim) and the sum of Lying and Stealing sub-scales builds the Covert Scale (represented by antisocial acts that confront the victim indirectly); overall, the questionnaire consists of 12 scales and sub-scales (Barriga et al., 2001). HIT was linguistically validated for usage in Romanian language in a previous study, indicating an internal consistency varying between .531 (positive filters) and .863 (scaled scale) with a coefficient on the whole .914 questionnaire (Demeter et al., 2018).

Design and procedure

In the present study, a non-experimental comparative design was used. The independent variable is the personal status of the participants: non-institutionalised and institutionalised adolescents. The dependent variables are the levels of self-serving cognitive distortions and anti-social behaviours, which were assessed with the HIT Questionnaires (Barriga et al., 2001).

HIT (Barriga et al., 2001) was administered to the participants by the pen and paper format and they were informed that they were participating in a

research regarding young individuals, guaranteeing the confidentiality of the data. The data collection took place between October 2017 and November 2017, and the completion of the questionnaire was approximately 20-25 minutes for each participant. Some of the participants needed assistance regarding some items of the questionnaire, because of their difficulties to read and to understand the meaning behind the investigated concepts.

Results

The data was processed using the SPSS 17 software. Besides the variables mentioned above, the scores for the Anomalous Responding scale of the HIT Questionnaire (Barriga et al., 2001) was calculated in order to control the sincerity of the answers given in this study. According to literature (Barriga et al., 2001), if the score on the Anomalous Responding scale is higher than 4.00, then the protocol is suspect as to the sincerity of the response; if the score is higher than 4.25 then the protocol may not be considered as valid. The mean values for the Anomalous Responding scale of the two groups were: M = 3.21 (SD = .95) for non-institutionalised adolescents (N = 96) and M = 3.04 (SD = .84) for institutionalised adolescents (N = 27). These values indicate that the participants provided honest answers to the questionnaire elements.

The normality of the data distribution was assessed using the Shapiro-Wilk test (Table 1).

Table 1. Shapiro-Wilk test for the HIT (Barriga et al. 2001) scales and subscales for the 2 groups (institutionalised and non-institutionalised adolescents).

	Non-institutionalised			Institutionalised		
	Statistic	df	Sig.	Statistic	df	Sig.
Anomalous Responding	.982	96	.218	.952	27	.233
Total HIT	.939	96	.000	.958	27	.341
Overt Scale	.947	96	.001	.943	27	.142
Covert Scale	.941	96	.000	.941	27	.132
Self-Centred	.956	96	.003	.924	27	.050
Blaming Others	.956	96	.003	.976	27	.766
Minimizing/Mislabelling	.954	96	.002	.977	27	.786
Assuming the Worst	.941	96	.000	.963	27	.427
Opposition-Defiance	.978	96	.114	.945	27	.160

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	Non-institutionalised			Institutionalised		
Physical Aggression	.927	96	.000	.976	27	.761
Lying	.982	96	.218	.977	27	.783
Stealing	.900	96	.000	.973	27	.689

The normal distribution of the data was respected for all the scores to the scales and sub-scales of the HIT questionnaire (Barriga et al. 2001) for the institutionalised adolescents. As for the non-institutionalised adolescents, only the Anomalous Responding, Opposition-Defiance and Lying scales respected the normal distribution (Tabel 1).

Table 2. Mean values and standard deviations for the self-serving cognitive distortions and anti-social behaviours for the two groups: institutionalised and non-institutionalised adolescents.

	Statut	N	Mean	Std. Deviation	Std. Error Mean
Total HIT	Non-institutionalised	96	2.5216	.74597	.07614
	Institutionalised	27	2.9823	.76134	.14652
Overt Scale	Non-institutionalised	96	2.6562	.82469	.08417
	Institutionalised	27	3.0259	.81670	.15717
Covert Scale	Non-institutionalised	96	2.4165	.75025	.07657
	Institutionalised	27	2.9442	.79157	.15234
Self-Centred	Non-institutionalised	96	2.7130	.97115	.09912
	Institutionalised	27	3.2428	.99621	.19172
Blaming Others	Non-institutionalised	96	2.5177	.78055	.07966
	Institutionalised	27	2.9963	.79879	.15373
Minimizing/ Mislabelling	Non-institutionalised	96	2.3519	.83921	.08565
	Institutionalised	27	2.8642	.87235	.16788
Assuming the Worst	Non-institutionalised	96	2.4451	.79521	.08116
	Institutionalised	27	2.8148	.83870	.16141
Opposition-Defiance	Non-institutionalised	96	2.8760	.79561	.08120
	Institutionalised	27	3.1296	.87170	.16776
Physical Aggression	Non-institutionalised	96	2.4365	.94414	.09636
	Institutionalised	27	2.9222	.92209	.17746
Lying	Non-institutionalised	96	2.8776	.87528	.08933
	Institutionalised	27	3.1343	1.00893	.19417
Stealing	Non-institutionalised	96	1.9555	.75819	.07738
	Institutionalised	27	2.7542	.78964	.15197

The statistical analysis indicates differences regarding the scores of the scales and sub-scales of the HIT questionnaire (Barriga et al., 2001) between non-institutionalised and institutionalised adolescents (Table 2). In order to investigate if the differences between the means are statistically significant, t-test was used. Literature indicates that t-test can be used with not normally distributed data if the sample is not so small and if there is similar variance between the groups (Skovlund & Fenstad, 2001; Statistics How To, n.d.). As it can be observed in Table 1, only the non-institutionalised group did not respect the normal distribution, but all the variables respected the variance condition at the Levene's Test (Table 3).

Table 3. Levene's test and t-test for the self-serving cognitive distortions and anti-social behaviours between the two groups (institutionalised and non-institutionalised adolescents).

	Levene's Test		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total HIT	.096	.758	-2.822	121	.006	-.46065	.16323
Overt Scale	.443	.507	-2.062	121	.041	-.36968	.17928
Covert Scale	.037	.848	-3.190	121	.002	-.52769	.16541
Self-Centred	.017	.897	-2.491	121	.014	-.52984	.21274
Blaming Others	.006	.937	-2.800	121	.006	-.47859	.17090
Minimizing/ Mislabelling	.049	.826	-2.779	121	.006	-.51235	.18439
Assuming the Worst	.292	.590	-2.109	121	.037	-.36974	.17531
Opposition-Defiance	1.523	.220	-1.433	121	.155	-.25359	.17701
Physical Aggression	.000	.988	-2.374	121	.019	-.48576	.20465
Lying	.502	.480	-1.301	121	.196	-.25666	.19729
Stealing	.095	.758	-4.792	121	.000	-.79872	.16666

As it can be observed in Table 3, all the registered differences are statistically significant except the scores for the Opposition-Defiance and Lying

scales, with the non-institutionalised adolescents having higher mean values that the non-institutionalised adolescents, regarding self serving cognitive distortions and anti-social behaviours.

Discussions and conclusions

This study investigated if there are any differences regarding self-serving cognitive distortions (Self-Centered, Blaming Others, Minimizing/Mislabelling, Assuming the Worst) and anti-social behaviours (Opposition-Defiance, Physical Aggression, Lying, Stealing) between institutionalised adolescents and non-institutionalised adolescents in Romania. The hypothesis of this study is confirmed, all the registered differences are statistically significant (except for the Opposition-Defiance and Lying scales), with the non-institutionalised adolescents having higher mean scores that the non-institutionalised adolescents, regarding self serving cognitive distortions and anti-social behaviours.

It is stated in literature that there are a lot of risk factors that may be predictors or may have a significant link with juvenile delinquency or anti-social behaviours, and some of these factors were met at the institutionalised group, i.e. low levels of education, dysfunctional family background, abuse and neglect (Moitra & Mukherjee, 2010; Draper & Hancock, 2011; Steinberg, 2008; Maccoby, 2000; McConnell, Breitkreuz & Savage, 2011; Patterson et al., 1998; Zimring, 1981; Marica, 2007). In our study, the statistically significant differences might be explained by the fact that most institutionalised adolescents from this study have a low to medium education level, most of them are without parents or come from a single parent homes and most of them were treated with neglect, suffer from poverty or come dysfunctional backgrounds.

These findings underline the necessity to take into account institutionalised adolescents as well, when addressing the anti-social behaviours and delinquency. Institutionalised adolescent are individuals at risk, because they come from dysfunctional backgrounds or face serious difficulties and these children have higher chances to become juvenile delinquents or engage in criminal activities when they become adults. As it is stated in literature as well (Marica, 2007, Shoemaker, 2009; Shoemaker, 2010) there are a number of factors that encourage the development of anti-social behaviours and these institutionalised children are enveloping a high number of these factors. For example, a recent study that took place in Sweden showed that self-serving cognitive distortions were more common among adolescent offenders as well as adult offenders then in non-offenders (Wallinius et al., 2011).

In order to reduce the levels of self-serving cognitive distortions and the emergence of anti-social behaviours in adolescents, it is recommended to

explore the already existent educational programs in the literature. For example, an efficient educational program that is often referred as an example of good practice is the EQUIP program (Gibbs, 1995). The EQUIP program is a multi-component peer-helping plan that aims to reduce recidivism among delinquent adolescents by decreasing the levels of their cognitive distortions, by developing and remodelling their social skills and by stimulating and cultivating their moral development (Brugman & Bink, 2011). Our preliminary data presented in this paper indicate the necessity of taking into consideration the development and implementation of such educational programs targeting the decrease of the levels of cognitive distortions in the Romanian categories of adolescents at risk, such as the institutionalised ones.

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THE SOCIO-PROFESSIONAL REINSERTION FROM THE SOCIAL ASSISTANCE PERSPECTIVE

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Abstract: Socio-professional integration is the process of assimilating a person in the professional environment, adapting it to the work and behavior requirements of the team in which he works, the suitability of his / her personality to that of the group. The research has started from the assumption that finding a workplace and job satisfaction is a function of the skills and competencies of the social worker's professional counseling. It had been studied a group of 30 job seekers with different forms of disability. The subjects were introduced into a career counseling program, counseling that was did with the social workers of the institution. The results show that the involvement of the social-assistant by counseling was beneficial for finding a job faster and in accordance with the abilities of the subjects.

Key words: people with hadicap, counseling, job, professional integration

Theoretical frame

The qualification of young people in the institutions should be done taking into account the trends in the evolution of the labor market and the expressed skills and desires of those concerned. The imposition of a young

man's profession from the outside can attract frustrations and professional exhaustion at work, failure to adapt to the job requirements. On the other hand, the skills of those concerned to one profession or another are a basic requirement in ensuring professional success and shaping a career (Axelson, 1985).

For young people qualified in areas that are not topical in the job market, continuing education and training programs play an important role. For this purpose, it is necessary to establish contacts and partnerships with the accredited NGOs in this field and the County Agencies for Occupation and Vocational Training.

Professional insertion and adaptation

Working with AJOFM to include young graduates in their re-insertion programs, hiring through the agency also involves empowering employers with respect to the rights of young people in employment.

Socio-professional integration is the process of assimilation of a person into the professional environment, adapting it to the work and behavioral requirements of the team in which it works, the suitability of its personality to that of the group. For quick and effective integration, the new employee must receive both information on the subject matter, organization, occupation in the socio-economic context, facilities offered to staff, as well as information on the occupied post and subdivision from which he / she is doing part, tasks, components, responsibilities, working condition, results evaluation criteria, expected behavior, person to collaborate, etc. In this respect, it will be ordered to use a welcome flyer containing all useful information as well as to designate a mentor to help the new employee both in his work and in the relationship with colleagues and superiors (Botnariuc, 2001).

A professional integration program aims at assimilating a person in the professional environment and adapting it to the requirements of the group he / she is part of. The wide variety of jobs and employees' attributions make it impossible to establish strict rules on professional integration. However, when drawing up a program in this area it must be taken into account that the motivations, requirements and behavior of potential employees are constantly changing.

Professional integration is a post-employment phase. During the integration period, new employees receive information about their job, colleagues, heads, subordinates, and organizations in general. Professional integration has psychological, social, organizational and pedagogical implications. It targets a number of objectives, of which the most important is to support new candidates in familiarizing themselves with new working conditions, facilitating the accommodation of the new employee with the working group and creating an atmosphere of safety, confidentiality and

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affiliation. Confidentiality and affiliation issues can materialize in an affective integration program. Thus, the new employee will gain self-confidence (Popa, Sava, 2007).

As far as the responsibility for the professional integration is concerned, it will be shared between the manager (senior hierarchical superior), the supervisor and the staff department. In addition to presenting the new job, the employee explains that integration will be easier if he / she respects certain principles in relations with others.

Integration programs aim at acquiring new employees the information they need in order to gain confidence in their ability to adapt quickly to job requirements. The main requirements of such a program are as follows:

- provide all necessary information;
- to identify the main loopholes of the new employees and to provide the means for their quick removal
- to give priority to the quality of work and responsibilities
- to insist on the principles that allow for a favorable working environment (Porlier, 2001).

The ultimate goal of integration is to create a sense of belonging to the firm and then to identify with the company and its mission.

Nirje states that "integration means allowing you to be able to be yourself among others" (Albu, and Albu, 2000). In other words, integration refers to the relationship established between an individual and society and can be considered in several levels, from simple to complex. Thus, we can speak of:

Physical integration

- allows individuals with special needs to meet the basic needs of their existence, ie providing a residential space in residential areas, organizing classes and groups in regular schools, professionalisation in various fields, jobs (in a protected system) etc

Functional integration

- the possibility of access of persons with special needs to the use of all facilities and services offered by the social environment / community to ensure a minimum of comfort (eg using public transport, street access facilities or in various public institutions etc.)) (Albu, A., Albu, C., 2000);

Social integration

- refers to all social relationships established between people with special needs and other members of the community (neighbors, colleagues, street people, civil servants, etc.). These relationships are influenced by attitudes of respect and esteem, and by the mix of interaction between normal people and those with special needs;

Personal integration

-This is related to the development of interaction relationships with

significant people at different times of life. Here are various categories of relationships, depending on the age of the subject-for a child relationships with parents, relatives, friends; for an adult relationships with husband / wife, friends, children, relatives, etc. In other words, effective integration implies certain conditions, namely, for a child the existence of close relations with the family, and for an adult, ensuring a dignified existence, with various relationships within the social groups in the community (Jigău, 2001);

Integration into society

- refers to ensuring equal rights and respecting the self-determination of the person with special requirements;

Organizational integration

- refers to the organizational structures supporting integration. Public services need to be organized in such a way as to meet the needs of all individuals in society (Ghergut, 2006)

The classic concepts of counseling and guidance that emerged at the beginning of the 20th century were based on the principle of "maximum yield with minimal effort" (Tomsa, 1999). The "right man in the right place" is sought, through the diagnosis (testing of the individual's abilities) and his orientation towards the appropriate skills profile. The prognosis of success in a job was carried out by an expert adviser and was based on the results of questionnaires and psychological tests.

Modern career counseling concepts, developed in the early 1960s, change the perspective of career counseling. Thus, the process is considered to be a true education for career choice and begins at the earliest age. It is emphasized that throughout the lifetime the individual is confronted with many aspects of career choice. In early childhood, through play, the first ways to practice the skills of different professions appear. There is a direct relationship with concrete concrete persons in the child's immediate universe and empirical contact with different professional roles: the educator and the teacher, the doctor, etc. (Kaamenui et al., 2008). Modern concepts on career counseling emphasize that choosing and shaping careers is thus a process that continues after school years. The adult may be vulnerable to social or economic realities and, in turn, needs guidance, information and support. The process of adult career counseling appears as a social and individual need, requiring specialists with specific knowledge and working methods.

In advising adult careers, the methods used will help to clarify the professional path and the active integration of the individual into the labor market. Depending on the age and psychological characteristics of the target group they are working, the methods of self-knowledge and the development of communication / communication skills will be combined with the information and knowledge of labor market opportunities, to widen the field of alternatives

based on to which the individual can make a decision.

Depending on the standardization criterion, Gibson and Mitchel (1981) share the methods and techniques used in career counseling in:
- Non-standardized: observation, autobiography, questionnaire, interview, sociometric techniques;
- standardized: psychological tests.

The integration methods used vary depending on the purpose of the engagement. Thus a person can be hired for an execution post or for his / her potential of knowledge and experience or intellectual qualities, creativity, skills, dynamism in a position of leadership. In the first case, it is possible to use direct direct integration methods and direct guidance, and in the second the discovery of the organization and the assignment of a mission (Porlier, 2001).

Direct integration into the post.

This entails the direct taking over of the duties and responsibilities of the post from the first day. The method gives the new employee a sense of security and trust, but his success depends on the help and guidance he will receive from colleagues and especially from the direct boss.

Direct guidance.

The method consists in guiding the new employee from the first day by a company employee with the same level of training, being part of the same workgroup but in a higher hierarchical position. The facilitator has the task of facilitating the integration of the new employee by providing them with the necessary guidance and clarifications, constantly communicating with them, following their progress and intervening to correct any errors in the actions of the new employee (Neacşu and col.2001).

Discovering the organization.

Assumes the new employee passes in a period of two to three months through all the departments of the organization. During this closed loop, the employee observes and summarizes all the observations and findings he then analyzes with the human resource manager.

Assigning a mission.

It aims to stimulate the initiative of the new employee from the time of the integration plan. The new employee explains how the company is organized: what it produces, on which markets it sells its products. After giving all the necessary explanations, the new employee is entrusted with the task of conducting an own investigation into the various aspects of the organization and operation of the firm. The mission has a serious practical character and is finalized with a report whose conclusions and recommendations are brought to the attention of the top management (Zlate, 2000).

Theoretically, in the case of execution activities, the psycho-socio-professional integration of new employees ends when they are able to properly

fulfill the job-specific tasks they occupy. In the case of management activities, the integration of managers has a different approach to that of a performer. Whether it's about promoting an employee on a management post or hiring a manager outside the organization, new managers need to be given a longer adaptation period, during which they must be guided by a member of the management team, which will facilitate their accommodation with the complex and difficult tasks of managerial work, specific to the managerial position entrusted (Jigău, 2001).

The integration period of an employee lasts from a few months to one year. During this time specialists of the human resources department have to organize meetings with the new employee at intervals of 2-3 months and after one year after enrollment, in order to appreciate the way in which he integrated himself / herself in the activity.

The decisive, positive or negative role in the integration activity is the direct head and the working group. Depending on the attributes of the new employee, personality, intellectual qualities, knowledge and experience, but especially according to the attitude of the direct manager and collaborators, colleagues, it will integrate later or earlier or, in some cases, will bring a new breath.

Hypothesis and objectives

In our research, which is a constatational type, we started from the following hypothesis: *we assumed that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.*

The formulation of this hypothesis required the establishment of the following research objectives:
- selecting the group of subjects on which to conduct the research;
- building a questionnaire that reflects job satisfaction;
- questioning the question of the skills of the social worker who has done the career counseling;
-the statistical processing of the results and their qualitative interpretation in the context of the theoretical aspects presented in the previous chapters;
- establishing the design of the research.

Lot studied

We studied a group of 30 people looking for a job with various forms of disability. The distribution of our lot according to the forms of disability is presented in Table 1 and Figure 1.

Table 1. Lot distribution by type of disability

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Type of disability	Subjects
Physical handicap	9
Somatic Handicap	11
Visual handicap	6
Mental handicap	4
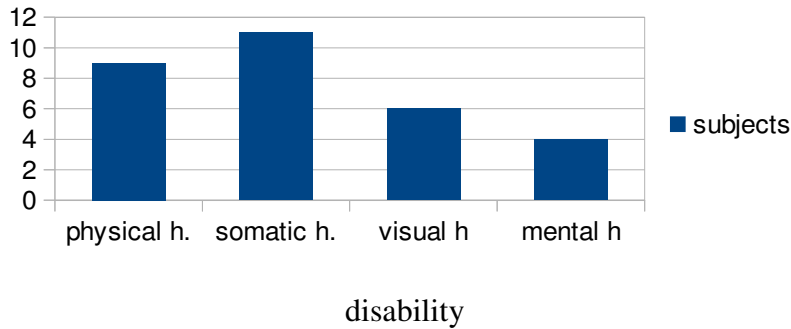
Figure 1. Lot distribution by type of disability

Most of our subjects were with somatic disabilities (11 subjects), followed by those with physical disabilities (9 subjects), visually impaired (6 subjects) and mentally disabled (4 subjects).

Working Methodology

Subjects were selected from those who submitted to the County Agency for Employment (AJOFM, Arad), but in their selection the selection condition was the presence of a certain type of disability (see Table 1).

After selecting them, the subjects were introduced into a career counseling program, which I did with the social assistants of the institution. After the counseling and hiring of the subjects at 6 months, the subjects were searched again and asked to respond to a questionnaire we made about work satisfaction, integrity and quality of service offered by the social worker.

Results and discussions

A first aspect to be presented is the situation of hiring the subjects that were counseled by us, ie the answers to question 1. In Table 2 and Figure 2 is illustrated the situation of hiring our subjects.

Table 2. Employee status

Employee status	subjects
employed	28
unemployed	2

It can be seen from the table that most of the subjects counseled by us after 6 months were employed - 28 subjects employed by only 2 subjects who had not found a job after 6 months.
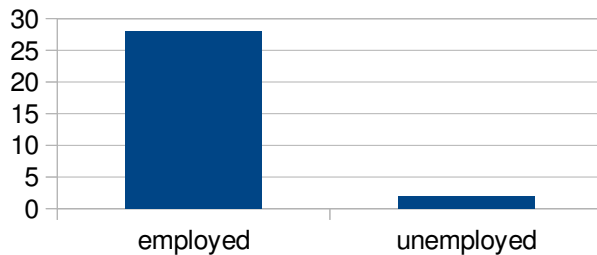
Figure 2. Employee status

The fact that two of the subjects are not yet employed, even after six months of counseling, is evidence at first glance that in these cases the counseling did not give the expected results. But if we look at the situation more deeply, we find that one of the subjects - mentally handicapped - suffered a relapse and was retired second grade for a period of two years, so he did not even try to look for a job. The second case was a subject with somatic disabilities who suffered serious surgery, which made him unable to work for a certain period of time.

Thus, we can say that the failure of the counseling is the cause of not engaging the two subjects, but the problems of physical, somatic or psychological decompensation that led to a temporary incapacity to work.

The responses of the employed subjects (N = 28) to the second question - job satisfaction - are illustrated in Table 3 and Figure 3.

Table 3. Satisfaction at work

Degree of satisfaction	subjects
yes	17
no	7
I don't know yet	4

Most of the employees are satisfied with the work they have - 17 subjects. We have a total of 7 subjects who are not happy with the job. Of these, 4 subjects occupy a job under their professional training and in a completely different field than their initial training (they are college graduates and have not found a job but as bartenders and waiters). The other three subjects are not satisfied with other reasons - one because their salary and the other two do not suit their team.
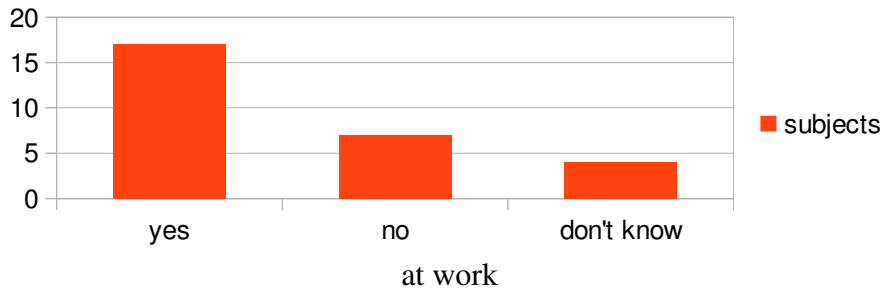
Figure 3. Satisfaction

Four of our subjects do not know yet whether they are happy or not at work. These are four subjects who have been engaged for a little while - less than a whole day - and who can not yet say about the degree of contentment because their integration into the collective and the workplace is not yet completed.

For question 3, how long did it take to find a job after counseling, the answers are summarized in Table 4 and Figure 4.

Tabel 4.The time elapsed between counseling and employment

Time elapsed	subjects
under a month	19
1-3 months	5
over 3 months	4
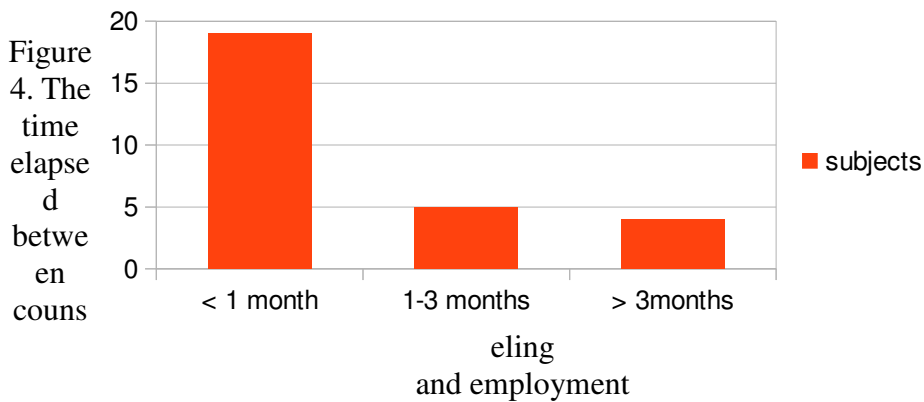
Figure 4. The time elapsed between counseling and employment

Most subjects (19) manage to engage within one month of counseling. It is a positive point in favor of the counselor, demonstrating that his career

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counseling mode has yielded favorable results since nearly 90% of the subjects find their job less than a month after counseling sessions.

Five subjects (5) found a job in a timeframe of one month and three months. These were those who, although they had job offers, did not commit themselves immediately, waiting for something better and more convenient. However, after two and a half months, they also managed to work in a job to meet their expectations.

Finally, the last four subjects (4) found employment only after 5 months. These are the ones who answered the previous question with I do not know. The long time elapsed between the termination of counseling and the finding of a job can not be attributed solely to external factors (illnesses or objective causes that prevented them from looking for a job, but also due to internal factors that concern the personality of the subjects concerned).

The marked failure, the inability to make a firm decision, the oscillation between the advantages and disadvantages of each job have prevented these subjects from setting on a job and making the necessary decision for the job. Probably these subjects will still need counseling in the future, but this time psychological counseling in order to overcome the decision difficulties.

For the last question in our questionnaire, the role of the social assistant, the answers of our subjects are summarized in Table 5 and Figure 5.

Table 5. The role of social assistance counseling

The role of counseling	subjects
finding a job	28
knowing his own possibilities / capabilities	26
targeting to a suitable domain	24
no role	3

This question was answered again by all 30 subjects I had in the initial batch. In many cases, the subjects even gave two or three answers, so the number of answers, as a whole, is different from the number of subjects.

The number of responses that consider that the role of social worker counseling was that they find a job is 28. They appreciate that without the help of the social assistant, the counselor would still not have been able to find a job and integrate socioprofessional.

An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities

and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing their own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time
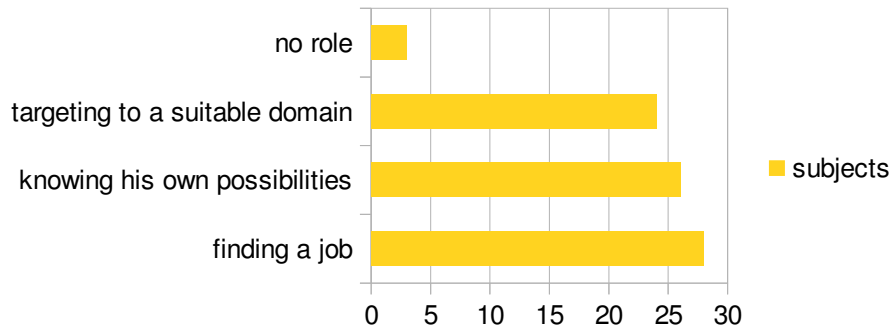
re 5. The role of social assistance counseling

A total of 24 replies states that the social worker counselor has directed him towards a field of activity that suits them. This response is in fact complementary to the previous one. Knowing their abilities and skills is easier for subjects to choose a field that suits them. Working in a field that suits you is essential to work satisfaction. This is because the work itself and its tasks are made of pleasure and not of obligation, giving implicitly a better return and producing greater personal satisfaction for the work done.

Finally, we have a number of 3 subjects who claim that for them the counseling of the social worker was of no use. Of these three subjects, two are those who have entered the category of non-employed. For them the counseling of the assistant was useless since they can not work. But the conversation with them has convinced us that they will again call the services of a social counselor when the period of temporary incapacity for work ends.

The third subject is what we called the disaffected cheerleader, who was not satisfied with salary or conditions, and who would like to change his job. He believes that he has found his current job without any help from outside and that the social worker's counseling has not helped him in any way. We can include these statements in the category mentioned above, namely the mentality of the people. In some environments being helped from outside is a sign of weakness and then it is better not to admit that you have been helped and to say that you have done it yourself. In addition, there are also extremely stubborn people who do not accept any point of view other than their own, even if they take the assistant's assistant's assertions and present them as their own.

On the whole, we can say that the social assistant counselor helped the subjects to find a job, to know their own abilities and possibilities and to direct them to areas that fit them. The social worker's counseling activity is appreciated by most of our subjects and this appreciation is materialized in the satisfaction that the subjects have at the workplace and the way they perform their job duties.

In conclusion, our research has validated in practice the hypothesis from which we have gone, namely that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.

Conclusions

The attitude of the team and the appreciation of the products of their work makes them feel useful and determines the disappearance of the sense of futility and inferiority that dominated them during the unemployment. This not only improves working-class relationships, but also improves family relationships. If, during the period of unemployment, many of our family relationships were damaged by continuous quarrels and the feeling of guilt that they can not contribute to family maintenance, now that they have a decent and steady salary, family relationships have become calmer and more affectionate, under the threat of the poverty spectrum.

Man is a bio-psycho-socio-cultural being, whose personality is reflected in the activity and its products. No man feels at ease when forced into inactivity for a longer period of time. This also impresses the personality of the subjects who become more brutal, more jerky, dominated by feelings of futility and guilt, more depressed that they can not support their family properly. Not long ago, television news has questioned the cases of subjects who have filed for short-circuit (suicide) acts because of the multiple financial burdens and the repercussions of long-term unemployment on family relationships. The role of the social assistant is to avoid precisely this kind of situation, and to explain to people that in any situation (apparently without exits) there is a wide range of solutions from which they can choose without resorting to irreversible radical solutions.

The number of responses that consider that the role of social worker counseling was that they find a job is 28. They appreciate that without the help of the social assistant, the counselor would still not have been able to find a job and integrate socioprofessional.

An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly

what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing your own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time.

A total of 24 replies states that the social worker counselor has directed him towards a field of activity that suits them. This response is in fact complementary to the previous one. Knowing their abilities and skills is easier for subjects to choose a field that suits them. Working in a field that suits you is essential to work satisfaction. This is because the work itself and its tasks are made of pleasure and not of obligation, giving implicitly a better return and producing greater personal satisfaction for the work done

On the whole, we can state that the social counselor assistant has helped subjects find a job, know their own capabilities and possibilities, and direct them to areas that fit them. The social worker's counseling activity is appreciated by most of our subjects and this appreciation is materialized in the satisfaction that the subjects have at the workplace and the way they perform their job duties.

In conclusion, our research has validated in practice the hypothesis from which we have gone, namely that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.

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TRAINING OF MATHEMATICAL SKILLS AT PRESCHOOL AGE THROUGH ACTIVE – PARTICIPATIVE METHODS

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Abstract: Through the present paper I have tried to find out the influence of the use of active-participative methods, especially the didactic game in mathematics activities on the development of pre-school children. Didactic game is of particular importance among the learning methods used in kindergarten, because it is the predominant activity of pre-school children. Play is the activity they prefer in kindergarten, as it responds to their age peculiarities and it ensures the transition from the play- based activities in kindergarten to learning-based activities in schools.

Key words: didactic plays; kindergarten activities; active-methods

Argument

The didactic game has formative-educational valences, developing the pre-schoolers` logical thinking, their divergence, flexibility and fluency in thinking. I believe that the use of these methods contributes to the development of pre-schoolers` creativity. In kindergarten activities, the child's creativity can develop by solving problems or by creating thinking problems based on given clues. The pre-schoolers` creativity is not formed only through mathematical activities or through the use of didactic games during these activities; each category of activity has its role and contribution to the development of pre-school creativity, as advocated by the Curriculum for early education.

Research Methodology

The present research has the following objectives: developing the creativity of preschool children through the use of didactic games in mathematical activities correlated with the reference objectives of the Curriculum for Early Education. It is known that the aim of any research hypothesis is to identify a situation that could improve the quality of a process or product. Because of this, we have conducted an experimental research to determine the influence of the active-participative methods and especially of the mathematical didactic game in the development of the pre-schoolers' creative thinking.

These ideas were the basis of this research: by making the didactic approaches of mathematical activities using active-participatory methods and, in particular, didactic games for the purpose of accessing scientific content. We assume that if we use active-participative methods and especially didactic games during kindergarten math activities, the pre-schoolers` creativity and thinking will be stimulated. Thus, in the experimental group we mainly used didactic games as a method of stimulating creativity, but also other active-participative methods used for the development of critical thinking and creativity.

While the didactic games were conducted, pre-school children were constantly encouraged to find new solutions in mathematical activities, to find solutions to make didactic games more complicated. We applied several didactic games to the experimental group and their aim was to train:

a) Counting: „How many pigeons are there?", „Which butterfly has flown?", „What is there just once...?";

b) Spatial relations and positions: „Where have the toys hidden?", „Get me to my place!";

c) Comparison according to characteristics: „The Zoo", „Big or small?", „Where have hidden the characters from Mickey Mouse cartoons?";

d) Identification of geometrical figures: „Detectives", „Look for my house!".

We used traditional teaching-learning methods with the control group and therefore the child was more passive as compared to the experimental group. Throughout the experimental research, we used the following methods:

-      *Didactic experiment* was used as main method of data collection and investigation of the pursuit aim. This experiment was meant to determine whether the hypothesis is confirmed or invalidated, namely that: if we use active-participative methods and especially the game in kindergarten mathematical activities, then the pre-schoolers` creativity is stimulated.

-      *Observation method* facilitates knowledge of the subjects` personality and

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involves methodological, exact and intentional record of various individual or group behaviour manifestations, in the manner they occur in the natural flux of manifestations.

- *Tests*, as standardized measurement tools aim an accurate determination of the development degree of mental and physical features. We have tried to make the tasks as accessible as possible and respected the shift from easy to complicated when designing the tests.

- *The method of analysing the children`s activity* was used to obtain data on the children`s intellectual abilities, their level of giftedness, the registered progress. It was conducted with both groups and we have applied various assessment strategies to prove or invalidate the hypothesis.

- *Statistical techniques for the measurement, comparison and registration of data in the table, charts, etc.*

The experiment began with the application of the initial tests, the data found being noted in the children's observation files. We wanted to identify the children`s level of knowledge and training at the beginning of the school year. The experimental stage consisted in applying different methods of learning mathematics during the two semesters of the school year 2017-2018. In the experimental group we used active-participative methods, especially the didactic game, as a method of stimulating creativity, but also methods for the development of critical thinking and creativity. The use of these methods has helped to establish an atmosphere of collaboration between children during the task solving activity. Teamwork has special importance in solving the work tasks.

The children acquired information through games, learning being approached from an interdisciplinary and cross-curricular perspective, as provided by the Curriculum for Early Education. During this stage, pre-school children were constantly encouraged to identify new solutions in solving the tasks imposed by the mathematical activities and to make the task more complicated. The control group pursued the same reference objectives, we applied the same evaluation tests but we used traditional teaching-learning methods. The child was placed in a more passive position, unlike the experimental group where active methods were applied, such as didactic play. The purpose of such methods is to develop the children's creativity, the spirit of cooperation in solving the work tasks and the achievement of better results by children.

Mathematical didactic games on the experimental group at this stage:

We applied several didactic games to the experimental group and their aim was to train:

e) Counting: „How many pigeons are there?", „Which butterfly has flown?", „What is there just once...?";

f)   Spatial relations and positions: „Where have the toys hidden?", „Get me to my place!";

g)   Comparison according to characteristics: „The Zoo", „Big or small?", „Where have hidden the characters from Mickey Mouse cartoons?";

h)   Identification of geometrical figures: „Detectives", „Look for my house!".

In the final stage, we applied evaluation tests that covered the same objectives as those applied in the initial evaluation, but the final test tasks had a greater degree of difficulty and the items were more complex. Through the initial and final tests, we were able to make a good comparison of the results after a one-year training period and we were able to know the progress of the children.

Data analysis. Results in the initial evaluation

The targeted objectives:

1.1. To count from 1 to 10 by recognising the groups with 1-10 objects and corresponding numbers;

1.2. To identify the position of an object in a row using ordinal numbers.

Table 1. Results for the first two items

Group	Total no of children	No of children with VG scores	No of children with G scores	No of children with S scores
A	8	4	2	2
B	8	3	3	2

A – experimental group from the Kindergarten Șiad;
B – control group from the Kindergarten Stoinești
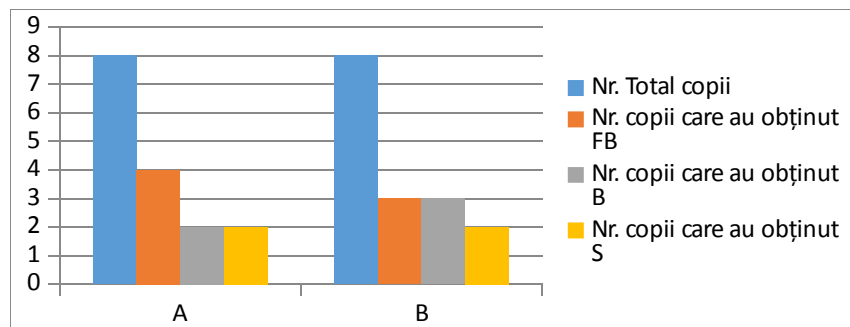
Figure 1. Results for the first two items

1.3. To understand and name relative spatial relations, to place objects in a

given space or to place him/herself in relationship to a given reference.

Table 2. Results for the item 3

Group	Total no of children	No of children with VG scores	No of children with G scores	No of children with S score
A	8	5	1	2
B	8	4	2	2

A – experimental group from the Kindergarten Șiad;
B – control group from the Kindergarten Stoinești
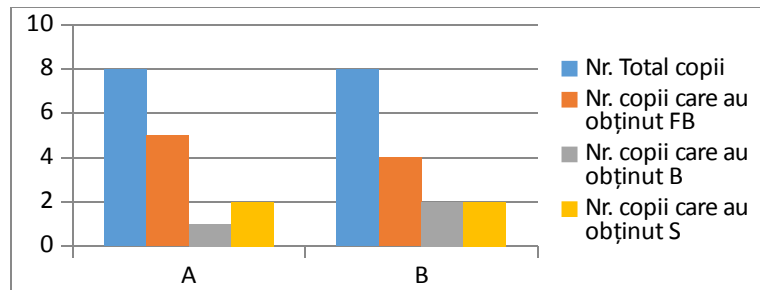
Figure 2. Results for the item 3

1.4. To recognize, name, build and use circle, squares, triangles, rectangles in games.

Table 3. Results for the item 4

Group	Total no of children	No of children with VG scores	No of children with G scores	No of children with S score
A	8	4	2	2
B	8	3	3	2

A – experimental group from the Kindergarten Șiad;
B – control group from the Kindergarten Stoinești
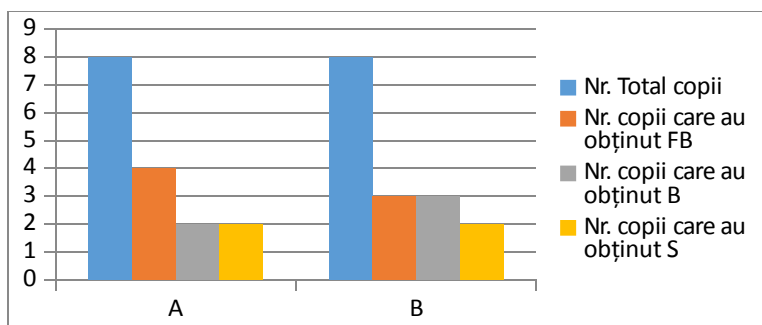
Figure 3. Results for the item 4

Results in the final evaluation:

Table 4. Objective: 1.1., 1.2.

Group	Total no of children	No of children with VG scores	No of children with G scores	No of children with S score
A	8	7	1	0
B	8	4	2	2

A – experimental group; B – control group
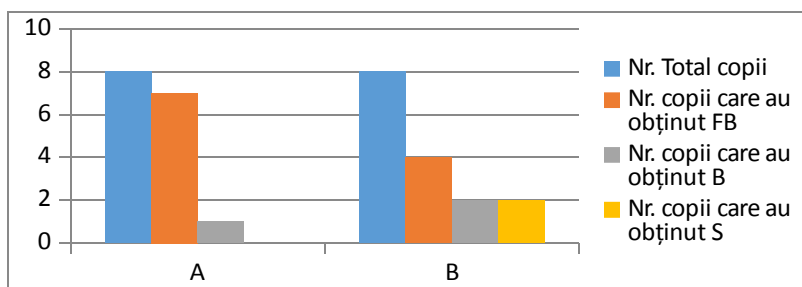
Figure 4. Objective: 1.1., 1.2.

Table 5. Objective: 1.4.

Group	Total no of children	No of children with VG scores	No of children with G scores	No of children with S score
A	8	6	2	0
B	8	4	3	1

A – experimental group; B – control group

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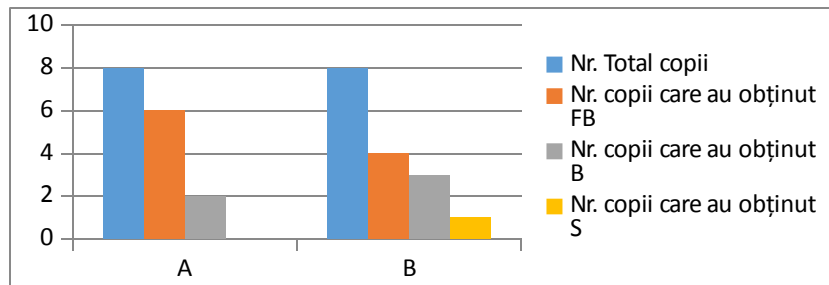
Figure 5. Objective: 1.4

The results of the experiment highlighted in the above charts validate our hypothesis, namely that the use of active-participative methods in kindergarten activities and especially in mathematical activities, activates the children's thinking, their creativity as well as the ability to understand the content is positively influenced. It has also been found that the ability to focus increases when active-participative strategies are used, the interest of children in learning increases when they are directly involved in the activity and in their own training.

The results of the experiment illustrate the importance of didactic games for children. When they are placed in different situations, they enjoy the opportunity to be trained in a warm, open, cooperative climate in which they can play the role of a playing child. The didactic game stimulates the didactic activity through playful motivation, subordinated to the teaching-learning-evaluation activities with a strong formative character.

As a result of the experiment, we can observe the improvement of the children's results. They participate actively with interest and curiosity in the mathematical activities in which the didactic game is used, and they are also more motivated for the next learning activities. Pre-schoolers from the experimental group have developed cooperative skills and team spirit in accomplishing work tasks.

Conclusions

Active-participative didactic strategies, including didactic games used in mathematical activities in the kindergarten, help to increase the interaction between the minds of children, their personalities, improve counselling, cooperation, all of which lead to a dynamic, pleasant learning and with obvious results. These strategies help children learn with pleasure because they are directly involved in the learning process, trigger interest in the activity, encourage the shy to be more confident in their own efforts.

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ATTITUDE TOWARDS PERSONS WITH DISSABILITY AND THEIR SATISFACTION IN WORK

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Abstract: Social assistance contributes not only to helping people with disabilities to integrate into work, but also to maintaining a favorable climate and an appropriate atmosphere at work, which are key elements of the employee's professional satisfaction. The research lent 28 people with disabilities who had a job for at least 6 months. The subjects were asked a questionnaire built out of 6 questions that concerned relationships with colleagues, bosses, job satisfaction, and the desire to change their workplace.

The results obtained show that work satisfaction is essential to staying on the job for a longer time. This satisfaction is directly influenced by the attitude of colleagues and bosses towards the person with disabilities who is being assisted.

Keywords: attitudes, workplace, people with disabilities

Theoretical frame

Through the intercession and intervention of social assistance, people in difficulty are supported and helped to obtain the necessary conditions for a decent life, and to develop their own capacities and skills for proper social functioning.

Aid usually takes a limited time until people with special needs find social, psychological, economic resources to lead a normal, self-sufficient life. Social assistance, as an important part of social protection, is an objective way of implementing programs, social protection measures for the following social categories, which are considered to be part of the population with special needs: poor families; children living in an adverse family or social environment; abandoned children; juvenile delinquents; young socially unintegrated; drug or alcohol addicts; people physically and sexually abused; physically and mentally

handicapped; people with chronic illness without legal supporters; helpless old people; people who have suffered from natural, social, persecution and discrimination of any kind (Miftode, 2010).

Social assistance addresses issues at different levels:

At the individual level - economic, psychological, moral assistance to those in need, such as the unemployed, drug or alcohol addicts, those with problems of integration into employment, victims of abuse of any kind;

At interpersonal and group level - family therapies, couple, groups of marginalized people;

At community level - solving ethnic, group conflicts, mobilizing individual and collective energies to restore the resources needed for their normal integration (Buzducea, 2005).

Most often, social protection is defined as a set of policies, measures, institutions, bodies that provide support to people and groups in difficulty and who can not achieve normal living conditions through their own efforts. The social protection system seeks to redistribute the material and human resources of the community to those persons and groups in difficulty in order to eliminate the large gap between them and the majority population. Social protection aims not to create a chronic dependency state of those in need, but to reintegrate them into normal life by stimulating active forces, increasing their capacities to deal with these problems, reducing periods of crisis by mobilizing their own efforts.

In general terms, social protection is a set of measures geared towards ensuring a certain level of welfare and social security for the entire population and, in particular, for certain social groups. Social protection may also address the satisfaction of collective needs that can not be adequately achieved through its own efforts through the free market (eg support for education and training for all, promotion of culture, adequate public health, environmental protection, etc.) (Bucur, Mociovan, 2003).

Social protection can be placed at distinct levels:

- *at the level of the whole community* (eg, protecting the income of the population from inflation, ensuring a minimum level of consumption, minimum income per family, protecting the population in cases of natural or social calamities, protection against crime, violence, ethnic conflicts, mass illnesses , protection at work, protection of property rights, protection against corruption, political alienation, drugs and abuse, etc.);

- *at different categories level* (children, elderly, disabled, unemployed, etc.);

- *at personal level* (solving some personal problems related to the individual's state at a certain moment.) (Miftode, 2002).

Occupational health and safety legislation is a component of the national

regulatory system, which establishes the responsibilities of the institutions involved, the framework for the establishment and organization of the activity in the field and ensures the observance of the principles of prevention of occupational accidents and diseases. Its fundamental characteristic is that it is in a process of harmonization with the provisions of the European directives in the field

The Romanian Constitution, stating the right to social protection, also refers to the measures of safety and hygiene of labor, and the Labor Code (Law no. 53/2003) contains legal provisions that, by their application, contribute to the protection of the life and health of the employees.

The legislative system in the field of occupational safety and health is a component of the social protection legislation system, which aims at ensuring the protection of workers from the risks of injury and occupational disease generated by work processes (Miftode, 2010).

Legislation in the field of health and safety at work is harmonized with European legislation in the field and is in a continuous process of transformation. By transposing the Framework Directive (89/391 / EEC) into Law 319/2006, the principles of prevention mentioned above, which, due to the global approach to occupational safety and health, determine the change in the attitude of employers and workers through their involvement in the prevention of accidents at work and occupational diseases. The law and the methodological norms for its application define the organizational framework of safety and health at work as well as the powers of the state institutions regarding the coordination and control of this activity. The provisions of Law 319/2006 apply to all sectors of activity, both public and private, to employers, workers and workers' representatives, except for armed forces, the police and other cases that contradict the provisions of the law.

In order to provide the necessary framework for the participation and information of workers on safety and health at work, Law no. 319/2006 provides for the creation of health and safety committees at the level of the economic units with more than 50 employees, obliging the employers to ensure the conditions of their activity.

The field of assistance for people with special needs takes on terms, concepts from other disciplines whose significance is used in a distinct interdisciplinary manner, depending on the variety of forms of deficiency and inadequacy following the type of deficiency (Străchinaru, 1994).

The study of professional integration is carried out by completing a complex route that includes prevention, detection, diagnosis, therapy, recovery, education, school and professional orientation of the person, social integration and monitoring of the subsequent development of the person in difficulty. Stages in work with people with disabilities can be included in a formula

specific to this area that largely justifies its pragmatic, actional nature - psycho-pedagogical and social assistance. The psycho-pedagogical and social assistance of persons with special needs constitutes a set of psychological, pedagogical and social measures for the detection, diagnosis, recovery, education, training, professionalisation, adaptation and social integration of persons with a special need a series of intellectual, sensory, physical, psychological, behavioral or language deficiencies as well as people at risk due to the environment they live in, insufficient subsistence resources or the presence of chronic diseases or degenerative phenomena that affect integrity their biological, physiological or psychological (Watts, Law, Killeen, 1996).

The social assistance of people with special needs is a fundamental component of the general assistance provided to these persons, and from the point of view of the effectiveness of the intervention it must be correlated with the psychological, pedagogical, medical intervention, etc. at the level of an interdisciplinary team.

In accordance with Law no. 292/2011 The Law on Social Assistance, these terms and expressions have the following meaning:

"g) deficiency is the consequence of loss or an abnormality of the body structure or of a physiological function;

h) Disability is the generic term for impairments, limitations of activity and participation restrictions, in the context of the interaction between the individual with a health problem and the contextual factors in which he / she finds, respectively the environmental and personal factors;

q) incapacity is the partial or total reduction of the possibility of performing a motor, cognitive or behavioral activity;

r) invalidity is a forensic law that expresses the particular status of a person who has limited work capacity and is insured in the public pension system and enjoys rights under the law;

x) Special need is the set of indispensable requirements for ensuring the social integration of people who, due to health, genetic or life-long illnesses, present a disability, as well as persons who, for various social reasons, are disadvantaged in personal development;

aa) persons with disabilities are those persons with long-lasting physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, can limit the full and effective participation of people in society on an equal basis with others. Law No 292/2011).

As aging progresses, it begins to study the various disciplines of education that lead to the crystallization of the field and the content of the work of many professions. It is a period of exploration, career aspirations, a time when the child dreams of becoming a cosmonaut, footballer or actor. Upon entry into the middle school, there is a need for self-knowledge and skill

testing, and at the end of this period, the first important option for the future career will be: choosing the appropriate way to continue studying (in secondary education). The importance of this moment for the child's future requires prior training so that the decision is not taken at random (Tomsa 1999).

There is than a period of accumulation of new knowledge and clarification of areas of interest. In addition to the theoretical training, the teenager now needs self-knowledge, exercising the skills to face the labor market, to make a second important decision regarding his career: continuing education (in higher education) or inserting (hiring in the workplace and practicing a craft). It is very important to know and analyze the advantages and disadvantages of both variants in order for the option to be made in accordance with the possibilities (talent, skills), but also with the socio-cultural and economic realities of the environment in which the individual lives (Botnariuc, 2001).

Modern concepts on career counseling emphasize that choosing and shaping careers is thus a process that continues after school years. The adult may be vulnerable to social or economic realities and, in turn, needs guidance, information and support. The process of adult career counseling appears as a social and individual need, requiring specialists with specific knowledge and working methods.

The integration methods used vary depending on the purpose of the engagement. Thus a person can be hired for an execution post or for his / her potential of knowledge and experience or intellectual qualities, creativity, skills, dynamism in a position of leadership. In the first case, it is possible to use direct direct integration methods and direct guidance, and in the second the discovery of the organization and the assignment of a mission (Porlier, 2001).

Hypothesis and objectives

In our research we have assumed that the degree of job satisfaction of people with disabilities is influenced by the nature of the relationships they have with their colleagues and direct bosses.

The formulation of this hypothesis required the establishment of the following research objectives:
- selecting the group of subjects on which to conduct the research;
- building a questionnaire that reflects job satisfaction;
- the statistical processing of the results and their qualitative interpretation in the context of the theoretical aspects presented in the previous chapters;
- establishing the design of the research.

Lot studied

A lot of 28 people with disabilities who have already had a job for at least 6 months has been studied. The disability they suffered was different and the distribution of our lot according to the forms of disability is presented in Table 1 and Figure 1.

Table 1. Lot distribution by type of disability

Type of disability	Subjects
Physical handicap	9
Somatic Handicap	10
Visual handicap	5
Mental handicap	4

Figure 1. Lot distribution by

type of disability
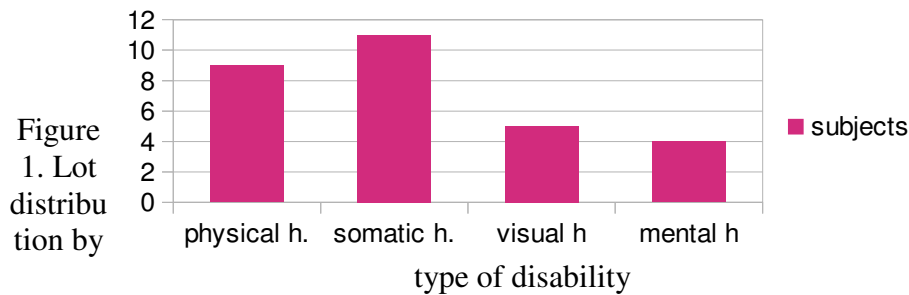
Methodology

A questionnaire of 6 questions has been built that reflects the satisfaction of the subjects in their work, the attitude of their colleagues and their attitude towards them, the desire to change the place of the mucus and the motivation of this change. The questionnaire was applied to all subjects by the examiner who actively participated in the discussion.

Results and discussions

To the question of the attitudes of colleagues at their new job towards them, the answers we have obtained from our subjects are grouped in Table 2 and Figure 2

Table 2. Colleagues' attitude towards the subject

Colleagues' attitude	Subjects
they behaved nicely	11
were indifferent	7
they treated me with contempt	10

47
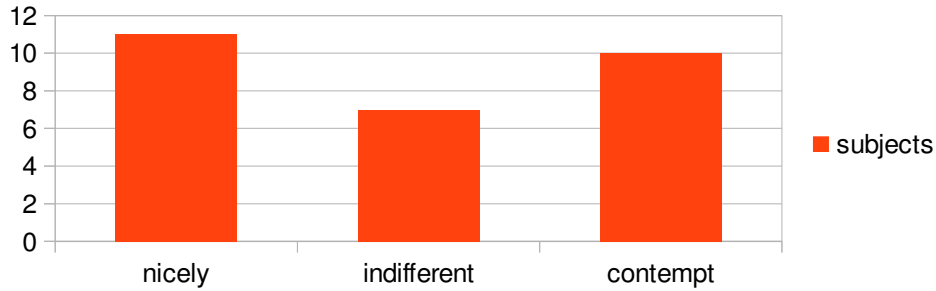
Figure 2. Colleagues' attitude towards the subject

For a number of 11 subjects, colleagues at the new job had a good attitude towards them, collegially, trying to help them with advice and make them integrate more quickly into the workforce.

A number of 7 subjects benefited from an attitude of indifference from their colleagues. This indifference is often more damaging, having worse effects than positive or negative attitudes. Subjects did not feel at ease with their workforce, often with the impetus that they did not even exist for their colleagues. A constant attitude of this kind from colleagues will inevitably lead to a decrease in the self-esteem of the subject and implicitly a diminution of self-confidence.

A total of 10 subjects had a despicable attitude from colleagues at the new job. Unfortunately, one of the great problems of our current society is the prejudices and the lack of openness to any aspect that does not fit into the so-called limits of normal. In the context of these prejudices and the associated mentality, people tend to treat with disdain and pity those who have a disability, regardless of its nature. It is one of the major challenges that current social assistance has to deal with, namely changing the mentality of people and their prejudices.

For the question regarding the attitude of the bosses towards the subject, we received the answers we received in Table 3 and Figure 3

Table 3. Bosses' attitude towards the subject

Atitudinea şefilor	Nr.subiecţi
correct	22
sometimes correct	6
have not behaved correctly	1
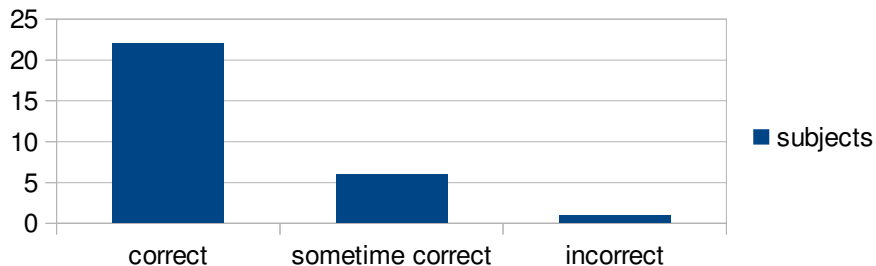
Figure 3. Bosses' attitude towards the subject

It is, in our opinion, a gratifying aspect that no boss has had an inappropriate attitude towards our subjects. This demonstrates that at least at the level of management of companies or firms, we are dealing with a real understanding of subjects with different forms of disability and a fair attitude towards them.

However, in 7 cases the subjects considered that their bosses were behaving incorrectly against them. Here, however, we must not lose sight of the fact that this appreciation is subjective and is influenced by the perspective of the topic related to that attitude. If the subject is credited with the value of a box of horns because he forgot to let them know that they will soon expire, the subject felt ill-treated, but in reality the boss's attitude was correct, announcing the expiry date of the product as part of the job's job which the employee occupies, that is, our subject.

That is why we are convinced that corporate governance shows a wide openness and understanding for employees, without discrimination between normal and disabled employees.

Subjects' answers to the question of the consistency between the tasks and the capabilities of the subject are illustrated in Table 4 and Figure 4.

Tabel 4. Concordance between job tasks and subject capabilities

Concordance	Subjects
yes	27
no	1

Most of the subjects (27 out of 28) consider that the job they occupy corresponds to the capabilities they have. The situation is positive for the subjects, because in this context, for the fulfillment of current tasks, it is not necessary to put additional volunteer and physical effort.

The additional effort to carry out the tasks could lead to dissatisfaction with job conditions, increased mental and physical fatigue and more quickly installed in the subjects, and, last but not least, increased stress over their obligations under the occupied post.
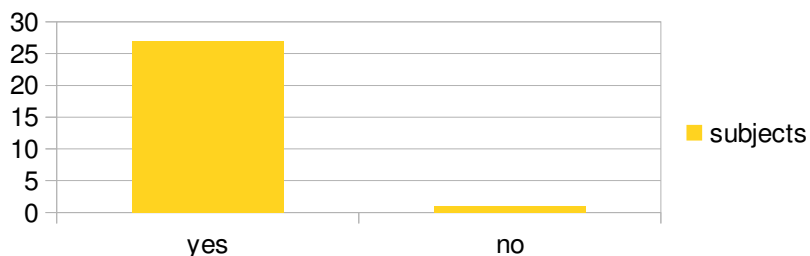
Figure 4. Concordance between job tasks and subject capabilities

Only one subject considers the job's job to be inconsistent with its capabilities. This is a topic for the job and an obligation to check the videos of the store's surveillance cameras. Because of his slight disability, the subject considers that any such requirements could aggravate his eye disease and consequently the degree of disability. Under these circumstances, he is unhappy with these job requirements, but at the same time he is very pleased with the job he is in because he is paid very well. As a result, there is an internal struggle for the reasons and, in the end, it will be decided whether the salary it receives or the possible (uncertain) possibility of aggravating the disability is more important. The subject is aware that he will never get a better job and he does not want to give up the job.

For the question regarding the wage appreciation by the subjects, the answers are included in Table 5. and Figure 5

Table 5. Satisfaction with salary received

satisfaction	subjects
yes	25
no	3
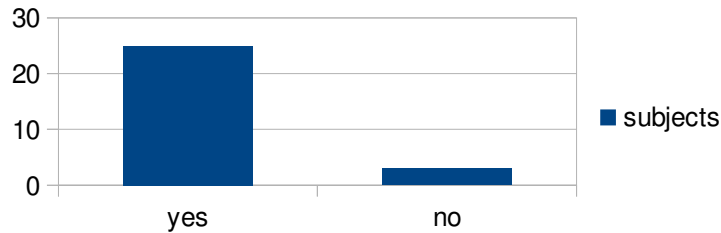
Figure 5. Satisfaction with salary received

Almost all of our subjects are satisfied with the salary they receive at the new job. If we are to think, the salary, even if it is minimal in the economy, is more than the unemployment benefit they have received so far. Many employers also pay salary with meal vouchers or various bonuses on holidays. Under these circumstances, it is not surprising that most of the artists are content with the way they are paid. They now earn much better and can support their family, or they can maintain themselves without worrying anymore.

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Three subjects say they are not satisfied with the salary they received. They consider the training they deserve a higher salary, without taking into account that their job does not need their training. In addition, we can include these three subjects in the category of discontented elders who, however they receive, are never pleased with the principle that there is always room for the better.

This type of subject would always be displeased, no matter how much you would pay, and no matter how small the task would be for that payment. Unfortunately, we still do not associate the nature of the tasks in the job with the payment they receive. The more post office tasks are more difficult the higher the payout. Subjects would like to have a job with minimal tasks but with the maximum pay if it can, which can not be found in a market economy.

The fact that most people are satisfied with the payment urges us to believe that they will keep their jobs and will not try to look for new, better paid ones to get between two jobs again in the unemployed situation.

For the question of whether to change the job, we tried to illustrate the answers of our subjects in Table 6 and Figure 6.

Table 6. Changing the job

change	subjects
yes	2
no	26
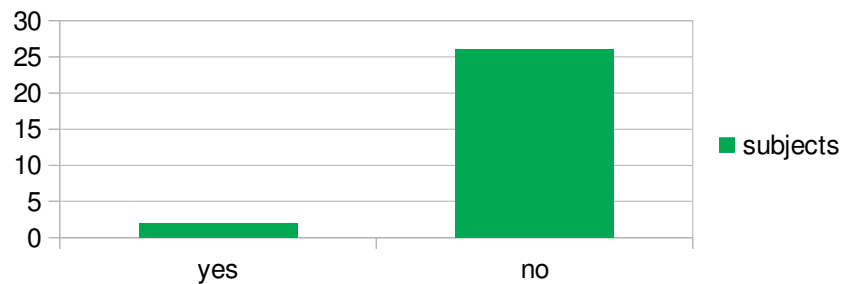
Figure 6. Changing the job

The satisfaction that the subjects feel about the new job, as well as the satisfaction of being with people and winning to support their family or them is also reflected in the fact that 26 out of 28 subjects do not want to change the work they have.

These subjects are aware that they have now made a very big step in their existence: they have escaped unemployment and found a job that meets their everyday needs. In addition to this, it is also added that the majority, as we

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have seen from the analysis of previous answers, are being properly treated by colleagues and heads. If, until hiring, they were in a situation of isolation, not knowing what to do and how to do to correct the situation, they are now in a community where they are valued as workers and where they have established collegiate relationships and friendship with some colleagues. In this way, the material benefits of employment also enjoy the psychological benefits of creating a field of collegiate and social relationships, increasing self-confidence and self-esteem, based on the attitude of those around them.

The attitude of the team and the appreciation of the products of their work makes them feel useful and determines the disappearance of the sense of futility and inferiority that dominated them during the unemployment. This not only improves working-class relationships, but also improves family relationships. If, during the period of unemployment, many of our family relationships were damaged by continuous quarrels and the feeling of guilt that they can not contribute to family maintenance, now that they have a decent and steady salary, family relationships have become calmer and more affectionate, under threat of poverty.

The responses of the subjects that would change the job with another are motivated by better pay, closeness to the home, more flexible timetable, or even lighter working conditions. (See Table 7 and Figure 7)

Tabel 7. Motivation of changing the workplace

	motivation	**subjects**
a	paid better	9
b	more flexible hours	4
c	near the house	5
d	lighter conditions	2

We find it interesting that although only 2 subjects want to change their jobs, 20 respondents are motivated to change. This can be explained on the one hand by the fact that the answers of the subjects to the questions were influenced by the social desirability, and on the other hand, because there is always a better hope, which satisfies and satisfies a greater number of conditions on the part of the subjects. That is why the analysis of these answers is done in a conditional way, if one wanted the change then he would want it for the following reasons.
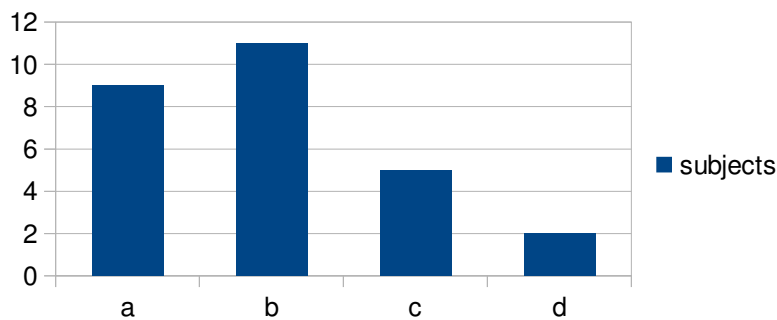
Figure 7. Motivation of changing the workplace

We can not say that there is a large majority for one or the other of the reasons that would plead for the change of the job. However, most subjects (9) would change the current job for a better paid one. It is in the nature of people that when they reach a goal they will not be content with what they have achieved and raise the bar. From this perspective, we are not surprised that the subjects would want better paid jobs. Probably they think the next step in their career is not only to ensure the decent living of the family, but also to give them the joy of a holiday spent somewhere and small surprises on the occasion of anniversaries or celebrations.

A second reason why the subjects would change their workplace is the closeness to the house (5 subjects). Many subjects believe that being closer to home with the service is an advantage. Of course, this is true if we look at the fact that the time you lose on the road to or from work could spend it with your family. Some subjects have children who need supervision or even help in performing the themes, and then the division of these tasks between the two spouses becomes necessary. If one of them is not available because he's doing too much on the road at home and when he gets tired, then the whole responsibility falls on the other's shoulders. Moreover, the time you spend on the road makes you lose a series of essential moments in the development of children that are not repeated and that bring joy and feelings of pride and contentment to the good education your child has.

The third place as the frequency of the reasons invoked for the change of the work place is the more flexible schedule. Here comes the same problem of the family and child-raising tasks of each parent. If the timetable is rigid from 7 to 15 for example, then there may not be any available parent to take the children to school, and then the subjects would prefer at least one of them to have a more flexible timetable from 8 to 16 for example, in order to be able to lead their children to school. This requirement is a must for most contemporary families who do not have grandparents or other caregivers to supervise children and who have a real problem in securing the supervision and support of children in learning.

The last motivation of changing the job, in terms of its frequency of occurrence, is a job with easier working conditions. Under heavy working

conditions, our subjects understand the state standing for a long time or the carriage of heavy objects. Naturally, nobody desires hard physical work, but when you have no qualifications, it is difficult to find a job that is easy and well paid. This inconvenience can change, we support, if the subjects will follow further training courses and continuing vocational training, which would certainly ensure that they can take jobs that are lighter.

Conclusions

The research carried out reveals that the hypothesis formulated at the beginning of the approach is validated and practiced. Relationships with colleagues and bosses directly influence the work satisfaction of people under study. An atmosphere of collegiality, fairness, appreciation of the results of the work has a positive effect on the satisfaction felt by each individual.

Of our group of subjects, only 2 wanted to change their current mucosa place due to some motivations such as: family proximity, flexible schedule, higher salary. We consider that these two subjects would also give up their desire to leave if there was a social worker who would negotiate with the leadership of the enterprise and with colleagues the tensions and demands that employees have. It is another proof of the need existetei the organizational scheme of any company, a social worker post that deal with improving relations in team work and to negotiate with management agajatilor intrepriderii desires.

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THE INFLUENCE OF PERSONALITY TRAITS AND THE SCHOOL PERFORMACE LEVEL IN CAREER CHOICE
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Abstract: The period of adolescence includes an ensemble of transformations that tend to a bio-psycho-social and extremely nuanced evolution. This period represents a complex stage of development on the road to maturity and includes a series of conflicting states: revolt, annoyance, stress, anxiety, restlessness, pressure build-up, etc., all of which take place as a result of cognitive, social, emotional and physical transformations. The high school profile followed by adolescents can determine their involvement in achieving good results, and certain personality traits can influence their school outcomes.

*Research hypotheses:*1. It is assumed that there is a significant correlation in student performance and their personality traits. 2. It is assumed that there is a significant difference in student performance and the profile of graduate high school.

*Research instruments:*To conduct this research we used the FFPI Questionnaire, and for evaluating students' performances we analyzed the overall average of each year of high school and the average in the first semester of the 12th grade. Participants were trained to give the first answer that comes to mind that matches their usual behavior. To keep the data confidentiality were used only the questionnaire identification codes without mentioning personal data.

*Lot of participants:*Considering that normality and homogeneity conditions were met, we applied the T Test for independent samples to verify Pearson's first hypothesis and the correlation for verifying the second hypothesis. Sampling was stratified by choosing from each class the first five students and the last five students as school performance. The sample comprised 100 students in terminal classes from real and socio-human profiles.

*Conclusions:*School performance is influenced by personality traits, and school performance differs depending on the lyceum profile. Vocational students are oriented towards social issues, working with children, while those in theoretic are concerned about the concrete aspects of life. Most students already have a system of interests that they set up during high school.

Key words: school performance, vocational interests, career, teenagers.

Introduction

School performance represents the total of students' achievements, respectively, the level of training in acquiring knowledge and skills for their application, but also the development of intellectual capacity, the formation of personality traits and the interest, ability and motivation towards learning. As a consequence, performance quality with a certain level of efficiency will have distinct psycho-pedagogical meanings in terms of school success. Success and school failure differ depending on the situation and from one student to another, with concrete forms of manifestation.

Evaluating the learning process is possible by measuring performance and their quantitative expression. School success or failure, in psychological terms, consists in solving and overcoming internal contradictions between external demands and the psychological development level of the student.

School success expresses a degree of adequacy in the educational process between objective demands and the psychophysical development level. The dissonance between the two poles indicates the failure. The efficiency of the learning process is done by reporting school performance or efficiency as a result of objective demands, and school success requires reporting on both the internal student's possibilities and external requirements. The analysis of school success and the efficiency evaluation of the educational process are done with the help of docimological tools for measuring and evaluating the performance quality.

Regarding school failure, in the specialized literature, there is a difference between the particular and the generalized one. In the first category are students who have difficulty in certain educational subjects, and in the second case there are students who have difficulty adapting to school life and cannot cope with the minimum scales in most of the objects. School failure, on the other hand, is a dynamic phenomenon and goes through several phases in its evolution with specific manifestations and variable intensity. Two situations can be distinguished: initially the student lags behind the teachings, and another, a

perpetual phase in which it lags behind is an obvious failure, with manifestations that predict failure through correlation and repetition.

In terms of performance in crafts and industrial schools, Togănel (fd) sustains that performance can be established in relation with professional and general knowledge because there are students with low results at the professional ones and students with a very good results at general knowledge and vice versa. Although the factors that aren't intellectual may represent students' performance, the pedagogical way and the content must correspond to the intellectual level.

There are various researches that have set the countless causes that intertwine into school performance. For starters, it can be taken into account the time allocated for the study, situation where, following a constant study during the semester, the student may have better results than another student which gives much less time. Another importance is the family environment, the time for rest, the adequate space for study, the balanced nutrition, the physical health, an active life, movement, the existence of motivation, a good emotional status, all of these have proven to be the most important aspects that support the increase in school performance.

School performance is revealed through pedagogical assessment that includes all the changes in student personality following learning. It appears changes of a cultural nature but also changes in personality development. As a result of pedagogical activity, it is required a continuous monitoring of results to observe changes in learning. The performance level achieved by the student refers to the ability to adapt to pedagogical requirements and the differences in performance are manifested both by their level and by adapting to different activities (Togănel, f.d.).

Researchers address two directions:
(1) An over-average result that all pupils have to achieve, and that would be performance;
(2) An exceptional result that is gained by 15-20% of the students, and here they refer to performances above average.

The following principles have been established for formative actions:
- conscious acquirement;
- becoming;
- complexity;
- contiguity;

In pedagogy, school performance can be found in two ways: the results of pupils or students obtained in learning activities and the students outcomes that have exceeded the average level (Togănel, f.d.).

School performance cannot be measured precisely because it is a continuous variable and it moves to an ordinal variable, such as school grades.

Thus, the performance level is achieved with the help of scoring system set by ranks and which reflects sufficient results to promote, or maximum results that reflects the performance. In other words, performance is a term that reflects the results that can be observed in learning. For the student, as a concrete result in learning activity, the performance is a source of information that influences perception of one's own skills. These effects on the student's self-perception can be both constructive and destructive. The school performance includes several variables: motivation, intelligence, conscientiousness, learning style, anxiety level, personality traits.

The motivation role in school performance

School performance has an important role in motivational dynamics, representing a motivation consequence, because the more motivated the person will be, the better the performance. A person who is motivated will persevere more by using appropriate learning strategies, and these will influence his / her performance. The relationship between performance and motivation should not be viewed unilaterally, because the performance may influence the motivation. As a result of learning activities, the performance as a concrete result becomes for the person the source of information that can represent the level of competence that can influence his or her perception of himself and of his / her own competence. Thus, the effect can be either positive or negative in terms of self-perception of the person. The person will think that performance deserves, and then he will achieve the success of a task for which he persevered and cognitively committed to solving it. After a repeated failure, however, it will be directed to the phenomenon of helplessness learned.

The relationship between performance and motivation is governed by the aspiration level thru which the person determines the value of the goals either in relation to different load categories or for the purposes in general. In the specialized literature, the psychologists talk about a difference between the aspiration level which represents a faraway achievement, to the success of complex purposes, and the level of expectation, which refers to the concrete result expected by the individual.

During the adolescence, new forms of motivation develop, such as its own system of values, the ideal of life, the concept of life and aspirations to be as close as possible to adulthood. The adolescents understand that society requires more competence, and the school provides it to a great extent. According to Sălceanu (2015), they are convinced that a very good training, guarantees a good professional future, an important place in the society, that the big school grades will support the reputation, the medals, the awards, the Olympics and the competitions success, earns the esteem of others. All this represents the extrinsic motivation. About the extrinsic motivation of learning

we can say that it is represented by the profound and long-lasting cognitive interests, the creative interests and the satisfaction obtained by solving the problems. During this period, there is also a negative motivation, with different intensity, and we can take as examples: the fear of failure, punishment, not to correspond, not to disappoint their parents. To achieve performance, there is an association that includes intricate motivation, persistence, effort, high academic efficiency, strategies used to improve conceptual understanding. Conversely, performance avoidance is associated with a negative motivational pattern, avoiding the need for help in the absence of persistence and self-denigration (Salceanu, 2015).

The relationship between the performance level and the motivation intensity depends on the activity complexity that the person will perform. Motivation is put to the job of achieving high performances, but not interpreted and considered as an end in itself. From the perspective of different forms of human activity (learning, work, play, creation), it counts the propulsive motivation efficiency and its value.

The performance refers to the higher goal level to be achieved. Zlate (2009) says that psychological research has shown that in routine tasks the performance level increases as the motivation intensity increases, because the differentiation is easily made with only one or two correct answers and the increase of the motivational impulse is not negatively influenced. In complex tasks, the performance increases are associated with an increase in motivation to one point, and then performance decreases because the action of motivational impulse is hampered by the existence of more alternative actions and critical evaluation. The effective tasks outcome depends both on the relationship between the activity complexity and the motivation intensity, as well as on the relationship between the activity difficulty faced by the person and the intensity of the motivation. Thus, the greater the correspondence between the degree of the activity difficulty and the motivation intensity, the activity efficiency will be ensured. In this context, we refer to the optimal motivation that represents the optimum of motivation intensity that allows achieving high or desired performance (Zlate, 2009, p.197). So we can speak of optimal motivation in two situations:

> - *When the task difficulty is perceived rightly by the individual ;*
> - *When the task difficulty isn't perceived correctly by the individual.*

The first situation refers to an equivalence relation, the correlation between the measures of the two variables. Thus, if the task is difficult to achieve, a high intensity of motivation will be needed to achieve it. If the task is achievable with an average difficulty, solving it will be sufficient with an average intensity of motivation.

In the second situation, there are two possibilities: either the subject understands the task difficulty or overreaches. In both cases, the subject fails to mobilize the efforts and energies that correspond to the task, because when it is *under-motivated*, it acts with an energy shortage that can lead to the task failure; and when *over-motivated*, it acts with an energy surplus that can disorganize it by consuming its energy before confronting the task. When the student overestimates or easily treats the test importance, he can get the same result: failure. Thus, in these conditions, a slight imbalance between the task difficulty and the motivation intensity is necessary to obtain a motivational optimum (Zlate, 2009, p.198). For example, if the task is perceived incorrectly as high and the actual deficiency is average, then an average motivation to achieve it (respectively, a slight demotivation) is sufficient. If the task has a medium difficulty level and is perceived incorrectly as being too small, it is sufficient to have a medium difficulty motivation to achieve the task (respectively, a slight over-motivation).

Lot of participants:

Bearing in mind that the normality and homogeneity conditions were met, we applied the T Test for independent samples to verify Pearson's first hypothesis and the correlation for verifying the second hypothesis. Sampling was stratified by choosing from each class the first five students and the last five students as school performance. The sample comprised 100 students in terminal classes from real and socio-human profiles.

Research instruments:

To accomplish this research we used the FFPI Questionnaire (Albu, Corn, 2009) that has 100 items grouped in 5 scales. Each scale has 20 items and wears the name of one of the Big Five Factors Model: Extraversion (E), Agreeableness (A), Conscientiousness (C), Emotional Stability (S), and Autonomy (D) and for the evaluation of students performance we analyzed the average of each year of high school and the average of the first semester of the 12th grade. Participants were instructed to give the first answer that comes to mind that matches their usual behavioral. To keep the data confidentiality, it has been used only the questionnaire identification codes without mentioning personal data.

Results

1. It is assumed that there is a significant correlation in student performance and personality traits.

To verify this hypothesis we used the FFPI personality questionnaire and the student average.

Table 1 Pearson correlation for school performance with student conscientiousness and autonomy

		Conscientiousness	Autonomy	Mean
Conscientiousness	Pearson Correlation	1	.157	.507[**]
	Sig. (2-tailed)		.232	.001
	N	100	100	100
Autonomy	Pearson Correlation	.157	1	.425[*]
	Sig. (2-tailed)	.232		.011
	N	100	100	100
Mean	Pearson Correlation	.507[**]	.425[*]	1
	Sig. (2-tailed)	.001	.011	
	N	100	100	100

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

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

We obtained a positive correlation between students' average and the personality traits conscientiousness, the threshold of significance is .001, p <.01, so the value of the correlation coefficient r = .507 is statistically significant.

Between mean and autonomy we also obtained a positive correlation with a significance threshold .011, p <.05, so the correlation coefficient value is r = .425, meaning it is statistically significant.

The hypothesis is confirmed. As a result of these correlations, we can say that a conscientious person with increased autonomy will prepare very well, will be sure of it, which will help to achieve a school performance.

Based on previous research, a study (Zhou, 2015) was conducted on a sample of 249 students in China, examining how personality traits influence academic performance.

Concerning the link between consciousness personality trait and academic performance, a positive correlation was reached at a significance threshold p <.01. Thus, a conscientious person prepares considerably to achieve results and obtains better school performance than a less conscious person.

Therefore, students with a high-grade conscientiousness scale are task-oriented, working orderly, and making an effort to complete the task on time, being well trained, they will achieve very good school results over the less conscientious, which will postpone the tasks, will not fit the deadlines, will

prepare less and in a short time, aspects that will reflect poor school results.

The confirmation of this hypothesis comes with the explanation that students who have been disciplined, organized, persistent, diligent, and curious are most likely to be able to do very well at school and achieve academic performance as a result of following the perseverance and the effort made towards a study in a conscientiously way.

Autonomy plays an important role in learning situations as it can help improve skills and preferences for learning situations. Individuals with a high score on the scale of autonomy are creative, imaginative, open to new experiences, trusting their skills, and engage in learning tasks that they can accomplish and which they can do very well.

Students who have achieved high scores on the scale of autonomy strongly correlate with their performance as they are creative, independent, act differently from others, have confidence in them and are fulfilling their tasks; while those with low scores have no initiative, lack their own opinions, accept what is said and are easily influenced, which correlates negatively with school performance.

2. It is assumed that there is a significant difference in terms of student autonomy and graduate high school profile.

The data were statistically processed using the t test for independent samples.

Students from the vocational profile (N = 30) are more autonomous than those from the theoretical profile (N = 30), with a significance threshold p = .045, where the students from the theoretical profile have an average of 70.43 and the standard deviation 9.565 and those at Vocational 75.37 and a deviation of 10,701.

Table 2 Calculation of t test for independent samples

		Levene's Test		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Autonomy	Equal var. ass.	1.10	.298	-2.18	58	.045	-4.933	2.62	-10.17	.312
	Equal var. not ass.			-2.18	57.2	.045	-4.933	2.62	-10.18	.314

Students who have achieved a high score on the autonomy scale are described as people who do not give up their own beliefs and principles simply because they are different from others or because others do not agree with them. In the execution of the tasks, they strive to solve by themselves and lead them to the end even if they find difficulty without being discouraged. They analyze the information's received in a critical way, they have the ability to make decisions by themselves, and they do not need others to do it. They have no reservations about expressing what they feel, even if others have other feelings.

Students who have achieved low scores on the autonomy scale are described as people who are influenced by others when they make up their own ideas, they give up their own beliefs when others are not agreed with them or have other ideas, they need others to make important decisions, they do not trust their own forces, and they are easily influenced and do not firmly maintain their own opinions. They need encouragement to carry out the tasks, because if they have difficulties, they will abandon them. Most of the time, they avoid showing what they feel, if their feelings are different from others.

Students from the pedagogical profile, the vocational pathway, are more autonomous than the theoretical, because they are oriented towards the profession, they are more creative, they know what they will do after graduation. Autonomy stems from the safety of the chosen field, the inclination they have and the fact that they are sure what they want and have a well-defined route. They chose this profile because it represent the domain to which they want to go, they are sure what they want to do and where they want to go after graduating high school. Those at the theoretical high school are less likely to be autonomous because they chose that profile at the urge of their parents, they were influenced, it was at hand, or because they did not know what to choose. Many of them do not know what they want to do after graduating high school; they do not know where to go, or what they would like to study. They wait for the others to decide for them, to be presented with variants, they ask the teachers, parents or they follow others, friends, acquaintances or close people that seem to be worthy to follow without going through their own filter if whether they fit or not, or whether they want to work in that area for a long time.

Another important aspect that makes the difference in the student's autonomy from the vocational branch, compared to the theoretical ones, is the professional safety that they have after the high school graduation. They know from the beginning how things in their career will evolve, what they have to do, how they have to prepare for it.

Conclusions

   The continuous process of modeling the human personality is the result of the sustained interaction of genetic and environmental factors. To the personality construction, participates the biological, behavioral, cognitive and emotional structures, situated in a perpetual interaction.

   The concept of personality circumscribes a dynamic and absolutely individual reality of each individual with interrelated cognitive, emotional, behavioral and physiological references. If we refer to the educational context, we can say that the student's personality has a significant impact on the entire teaching and instructional approach at the school level.

   Vocational education system differs from the theoretical by generating general culture skills simultaneously with acquiring professional skills necessary to a job or a position that the graduate will occupy. The job prospects also provide students with an importance awareness of engagement and motivate them to engage in learning.

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USAGE OF SOCIAL MEDIA BY NON-PROFIT ORGANIZATION FOR FUNDRAISING PURPOSES

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Abstract: Non-profit organizations highly depend on fundraising to accomplish their mission and remain sustainable. If initially the fundraising was accomplished by face-to-face actions, in today's age of social media and interconnectedness, nonprofit organizations have new opportunities for raising funds. However, quite little research is available on the use of social media within nonprofit organizations in general. This study is one attempt to fill this gap of knowledge by exploring and describing how the NPOs are incorporating social media in their daily fundraising practices. A cross-sectional research design was selected and a survey instrument was translated and adapted for this study. Data were collected from 43 non-profit organizations in Romania which positively replied to our online survey. Results show that NPOs know the advantages of employing this new instrument for their organization, but they are less engaged in this.

Keywords: social media, non-profit organizations, fundraising

Introduction

Non-profit organizations in Romania

Largely revived after the collapse of communism, the Romanian nonprofit sector consists of a network of diverse organizations characterized by a degree of organization, private, self-governance, non-profit distributing and voluntary features (Salamon & Anheier, 1997 apud. Săulean & Epure, 1998). In

Romania, non-profit organizations (NPOs) have become increasingly important since the State sometimes failed to fulfill some of its social responsibilities (Ceptureanu, Ceptureanu, Orzan, & Marin, 2017), among these, the reduction of poverty among old people (Breaz, 2015). Giving the recent socio-economic context, NPOs in Romania have been affected by the crisis and further by financial changes and are forced to operate in an unstable economic and fiscal environment. The growing competition for the limited financial resources available put pressure on the organizations which had to reconsider their strategies leading to dangerous effects (apud. Ceptureanu, Ceptureanu, & Sassu, 2017: 69-70):

> - *crowding out* by which a single funding source tends to eliminate others or to reduce considerably their share in the total income of the organization.
> - *crowding in*, which assumes that a source of funding acts as a leverage and helps the NGO to increase capacity to attract other financing providers easier.
> - *goal displacement/mission misalignment* refers to the alienation from the initial mission generated by the pressure of NGOs to adapt its activities to what can be funded by various fundraising programs, even if the new mission and targets do not meet the real needs of the community;
>> - *creaming*, in which the activities of organizations are turning to areas that can attract easier financing.

The latest study of Non-governmental sector (FDSC, f.a.) has drawn a few conclusions relevant to the sector:

(a) The majority of organizations (65%), either had no income, or the income was less than 40,000 showing that the sector is still operating in a precarious environment with few or very few financial resources;

(b) The main sources of income for the charitable organizations were in 2015: redirecting the 2% income tax (78%), individual donations (72%), sponsorship (57%), non-refundable European grants (38%), and economic activities (25%);

(c) At the end of 2015, NGO charitable sector included 21% of the active NGOs, 30% of the employers and nearly 25% of the total income and financial actives of the total non-profit sector.

Social Media in Non-Profit Organizations (NPOs)

Internet and social media are important instruments for communication as well for marketing and fundraising (Hackler & Saxton, 2007; Waters, 2007). Previous studies showed that NPOs have been slow in using web-sites or web-based applications (Freddolino, 2003). In the last years, however, there has been

an increase and more open attitudes towards using these instruments. Organizations are now implementing website fundraising, also known as e-relationship marketing, e-marketing, or e-philanthropy (Young, 2012).

Tredinnick (2006) defines social networking sites as those sites driven by user-participation and user-generated content. Many social media instruments (e.g. Facebook, LinkedIn) are also used by different institutional structures for promoting their purposes and their own products and services, but little is known about how non-profit organizations are taking full advantage of the social media's potential (Waters, Burnett, Lamm & Lucas, 2009). They concluded that NPOs mainly use social media to organize their management functions, interact with volunteers and donors, and educate others about their programs and services (pag. 103).

In the current socio-economic context, where NGOs must diversify their income revenues, fundraising becomes one of the main activities in the long term sustainability of organizations (Shuria, 2014). Therefore, it is useful for them to use the social media as it allows strengthening its image in the local community, gaining visibility, accessing a new target group of donors, marketing its services, generating new income, real-time communicating with people etc.. However, just being online is not enough. Creating an online presence through a profile and then abandoning it will create only minimal exposure for the organization, and it could turn off potential supporters if they witness inactivity on the platforms (Waters, et al., 2009). NPOs must invest time and sometimes additional money in creating a functional and user-friendly web-site which will allow continuous interaction with different stakeholders (Igenhoff & Koelling, 2009) and actively ask for donations from those who identify with and believe in the organizations' mission (McMahon, Seaman & Lemley, 2015). Therefore, from a marketing perspective, NPOs must be efficient in segmenting the population and targeting the groups with the biggest potential to participate, and assure that the organization is present in the collective mind of members, volunteers and donors. Having a web-site is an easy way to promote its mission and objectives and to reach potential supporters. However, not a website in itself assures success, but the interactive capabilities. Jo and Kim (2003) concluded that interactivity was essential if organizations were to develop relationships with their stakeholders, but they also should provide a calendar of events or listing volunteer opportunities to involve stakeholders offline as well.

In conclusion, for successful fundraising within the current Web 2.0 environment, NPOs must have knowledge and availability to engage in adapting the message and transmitting the values and mission of the organization to the new type of online audience. Incorporating social media in the new development strategies for NPOs is a form of generating social capital

and building a sense of belonging. Non-profit organizations and social media both represent means for individuals to participate, collaborate, and ultimately connect for some greater good (Young, 2012). Therefore, Kelleher (2006) encourages practitioners to fully use the Internet and social networking sites to advocate for their organizations and causes in a transparent way.

Methods

Aim

The aim of the current paper is to identify the perceptions and behaviors of NPOs from Romania regarding the usage of social media in their fundraising activities.

Participants and Procedure

The research population was represented by the persons with fundraising/communication attributions from the Romanian NPOs. A number of 592 organizations using the list available on the Deputy Chamber's website were contacted online (via institutional e-mail address), but the final sample included only 43 organizations that replied and filled the questionnaire. The majority of the organizations were active in education (30%), social services (21%), arts and culture (14%), and health (12%). As for their time of functioning, the majority are young organizations (1-5 years: 37%). Almost half of them (44%) reported an annual budget more than 15,000 RON, 26% a budget between 5,000-10,000 RON, 5% have a budget between 10,000-15,000, and 25% less than 5,000 RON.

Instruments

The survey instrument was created from the previous research in this area (Young, 2012). The final questionnaire consists of 29 questions of which 25 close-ended questions with opportunities to input text responses for those questions asking for "Other/Please specify." The first three questions are related to organizational demographics (type, years of functioning, annual budget) and last 4 questions are personal demographics related to the respondent. The remainder of the questions seeks descriptive and explanatory information, which will be used in the Results section.

Results

As we previously mentioned, fundraising is an important activity for the NPOs so the first step of our analysis is evaluating their own perception in their success of fundraising. The majority of our sample (18: 42%) considered their success is below average, and only 12 (30%) declared a very successful assessment. We may conclude form this that few organizations truly engage in

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fundraising in a efficient and responsible way, and mostly they do it because they have to, and do not spend time and resources in order to benefit from it.

88% of the questioned NPOs declared they use different social media instruments. The remaining 12% motivated their non-usage either but not knowing which are the relevant social media platforms, either by their mistrust in their functions (*media supports are for unstructured information, somewhat false, which means discrediting ourselves*). However, more than half declare their knowledge in social media usage is good and excellent. This creates an important opportunity in terms of institutional capabilities. The most used social media platforms are Facebook, YouTube, and Blogs (Figure 1).
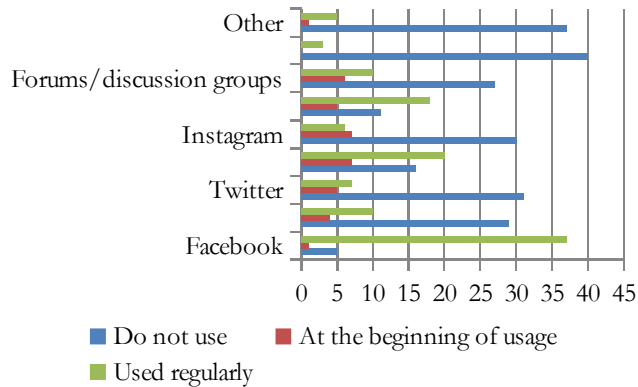
Figure 1. Level of usage of social media by NPOs

The aim of using social media is multipurpose. The majority of organization engages mainly for enhancing their visibility (83%) and for instrumenting their public relations (72%). Less than half (43%) use social media as a tool for fundraising (Figure 2)
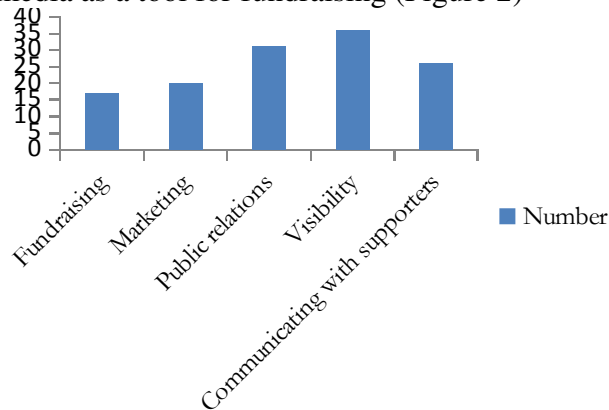
Figure 2. Aim of using social media

For fundraising purposes, the NPOs consider that Facebook is the most useful platform because it allows inviting donors to the events held and disseminating information to a wider audience compared to blogs' readers, using the 'share' function. Time investment is important in assuring a continuous involvement in updating and maintenance of social media. The majority of organizations (40%) invest between 1-4 hours/week to these tasks, 17% invest between 5-9 hours/week, while 14% less than one hour/week. Financial investments are another significant resource in the success of social media. Therefore, it is important that the organization to allocate a specific amount of money to social media development. 56% of the surveyed organizations do not budget anything in this direction, while 19% allocate more than 1000 RON/year and 25% allocate less than 1000 RON. Usage of social media does not lead to the conclusion that the fundraising becomes more successful.

Using social media is considered an important instrument in fundraising by half of the surveyed organizations, while 1:4 have a neutral attitude (Figure 3).
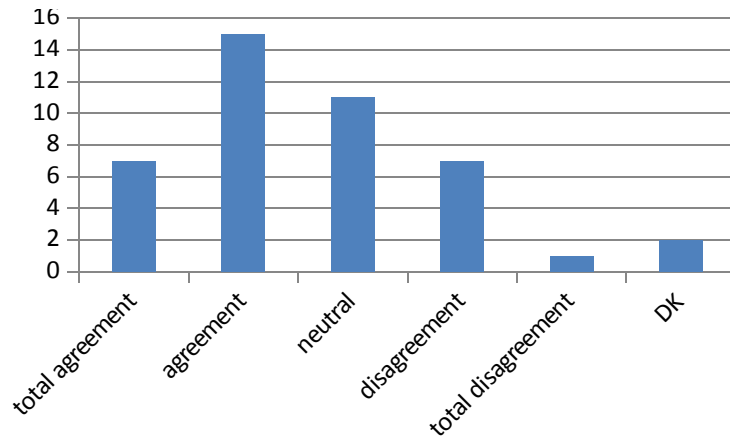
Figure 3. Level of agreement regarding the importance of social media in fundraising

Online fundraising, like e-mail request, are used by 17 organizations. Donations are an important income for NPOs. There are several types of donations and we were interested in the amount they received using social platforms. For the surveyed sample, donations varied from less than 100 RON to more than 1000 RON. The majority of organizations (17: 40%) do not use any online requests, while 9 (21%) received more than 1000 RON (Figure 4).

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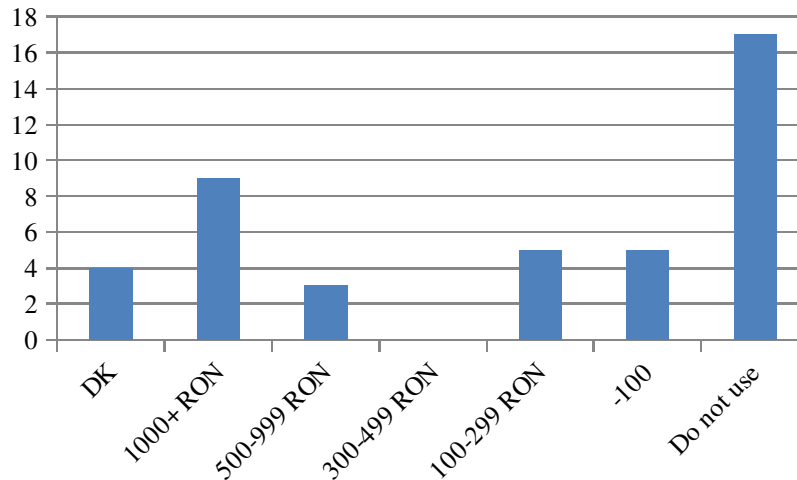
Figure 4. Amount of online donations received

Discussions

Giving that internet and social media platforms are an important component of everyday life, both for individuals and institutions, NPOs are trying to change their perceptions and to build a continuous presence in the online environment as well. Form the surveyed organizations, 4 do not engage in fundraising using social media, motivated by the inconsistency with the goal. Although a part of the organizations have an annual budget over 15,000 RON, the amount dedicated to social media is small. One explanation may reside in the fact that, compared to traditional media (TV, radio, flyers), social networking sites are cheaper and allow smaller organizations with low budgets to promote their services, attract new supporters, and target a new demographic group (Saxton, 2013). Another advantage in pursuing a stronger usage of social media is the time saving, but surveyed organizations dedicate little time to updating and maintenance of different social platforms. In order to be successful in its impact on community, organizations need to commit to knowing its audience, to using visual communications (pictures, movies capable of „telling a story"), and to be fully present online, at least for 10-12 hours/week. Very few organizations use an online donations system, and those who are engaged, do not receive a great amount of money. Lack of financing may lead to precarious mission fulfillment. As we discovered, one problem resides in the poor knowledge of using the social media. From web-pages, forums and discussion groups, blogs, to social accounts on social networking sites, the NPOs slowly adapted to the new communication methods. There is no

doubt that Facebook is the most used social network, followed by YouTube and online blogs. Online presence, allowing not only real-time communicating with target group, but also promoting the services and requesting financing, is starting to make its way into the NPOs life.

Coclusions

The emergence and the development of different community services are determined by the economic situation together with the social and political situation (Breaz, 2017). In this context, organizations started looking at social media as important instruments not only for communication purposes, but for fundraising as well. Our small exploratory research focusing on the knowledge, attitudes and behaviors of the NPOs generated the following general conclusions:

- Communication with stakeholders takes place both in an online environment (e-mail, social networking), and in a face-to-face manner (physical correspondence, conferences, meetings). Although financial contributions are important for organization's sustainability, when asked about the success of the fundraising, they declared as not being good enough in attracting funds using the online instruments;

- The majority of NPOs declares having excellent and good knowledge about social media and acknowledges their role in communication, but sees less their value in fundraising. Therefore, they engage in social media mainly for communicating with supporters, and volunteers, focus more on assuring their visibility on the service market, and less for fundraising;

- The most used social media platform in Facebook because surveyed NPOs can invite potential donors to their events, disseminate information to a wider audience compared to other social networking sites. LinkedIn, YouTube, Forums where people react to well written messages, websites, written media, TV, crowdfunding platforms, e-mail, social media pages of the supporters are conceptualized as useful, but not fully accessed.

- On average, NPOs spend less than 4 hours/week for social media, and the annual budget for this specific activity varies between 100 to 1,000 RON, not significantly related to the annual budget of the organization. Without a strong financial investment as well, the social media remains an underused instrument;

- Not all the surveyed NPOs have a web-site which is a big disadvantage on the services' market.

In Romania, NPOs are at the beginning of engaging into social media

and not all of them see the opportunities of these new instruments. But further studies are needed in this area in order to understand better the mechanism behind their decisions.

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UPSTANDERS AND THE EMOTIONAL EFFECT OF THE HAUNTING BLUE TICKS

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Abstract: Most of today's youth communication happens online, thus representing a big part of their lives. Commuting from offline to online communication, creates a bunch of difficulties, misunderstandings, gaps, in other words not realizing how our words are being received. When online communication goes wrong, in terms of youth virtually hurting other youth - bully-victim situations - there are always witnesses or bystanders who participate passively and do not take action. An upstander is a person who participates in an online aggression and acts, standing against any act of injustice or intolerance and intervening on behalf of a person being attacked or bullied. Our research team has developed the project Keeping youth safe from Cyberbullying, ID 2016-3-TR01-KA205-036619 aiming to deeper understand the dynamics of different cyberbullying aspects in online environments among youth, by creating an online questionnaire composed by single item research, questions related to core concepts and perceptions about cyberbullying motives and effects. Our focus is in analyzing the effects of "seen" messages emotional impact on upstanding behavior in cyberbullying incidents, in 507 high school students from Romania, Belgium, Turkey and Spain. Results show that when modelling effects of "seen" messages on upstanding behavior, the curvilinear model (3%) is more consistent that the linear model (2%), even if both models show statistical significance. Psychological and methodological conclusions and implications are discussed.

Introduction

From the beginning of human existence till present, communication has seen a continuous development. With the advancement of technology, the virtual environment communication has exceeded any barrier. The emergence of the Internet has brought about an explosion of mass communication. Diversifying ways of communication in the online environment, starting with the written language, which has the added potential of transmitting emotions and advancing with the addition of visual / auditory content, has enabled the Internet to become one of the most important alternatives to oral communication. Thus, online has become a continuous dialogue between people, the opportunity to provide feedback through a click of the interlocutor. The birth of social networks has achieved remarkable success today by satisfying all ages, languages, cultures, becoming an important component of human interactivity.

This research focuses on the online sender's response to the unavailability / refusal of the recipient to respond with the "seen" feature enabled, and voice activation to those who witness online bullying.

Introducing the "seen" function into online communication can result in obligations, expectations, and responsibilities for our online partners. Thus, we may notice that the "seen" function has led to new expectations for our online partners as well as to the perceived obligations to respond immediately after reading a new message, both of which are influenced by the need for user affiliation and the fear of exclusion. The perceived obligations were, however, higher than the expectations of others. We do not know if our online partner is waiting for an instant response, but we know he can see when we read a message and therefore we can sanction a slow response. (Mai, L. M., Freudenthaler, R., et. al. 2015). Noteworthy, that the promptness of the response can be negatively influenced by the lack of physical and random proximity to the categorization of people around us. It was also found that only in weak relations and in conversations with higher ranked social partners the obligations were perceived greater than the response to expectations, while in close or equal relations, the opposite.

Any additional exhortation in text-based communication may be interpreted by users. So if our online partner sees that we have read the message and interrupt it, this has an additional meaning in the same way that emoticons can be used to express how we feel. In this way, additional clues give users the ability to improve their day-to-day communication, but at the same time they

can and complicate things.

Online communication has brought along with benefits, positive and negative effects. Technology-mediated behavior often stands in conflict with the reality social norms, referred as the informal understandings that govern the behavior within a society, crucial for the feeling of togetherness and social cohesion. The potential conflicts between technology use and social norms are the so called "disrespectful technologies" (Diefenbach, S., Ullrich, D., 2018). Individuals worry that the ubiquity of smartphones has deteriorated social relationships since face-to-face conversations are replaced by superficial short messages on electronic devices (Turkle, 2011). On the other hand, youth value the possibility to be permanently connected with their network and the new ways of maintaining relationships (Pettegrew & Day, 2015; Rainie & Wellman, 2012).

Online space, inevitably, cannot be bypassed by violence, cyberbullying on social networks in our era knowing alarming odds. Referring to the behavior of individuals in online violence contexts, we are interested in their ability to take action, to intervene, to stop inappropriate behaviors, to get from simple passive onlookers, or bystanders to active people with attitude, upstanders.

Therefore, against the above mentioned, the activation / non-activation of the upstander voice after assisting to an online aggression can dynamically relate to the online sender's reaction to the recipient's unavailability with the enabled "seen" function. Blabst and Diefenbach (2017) study highlights correlations and differences of the usage and experience of specific WhatsApp features (single chats and group chats, Last Seen and Read Receipts) with perceived communication quality and wellbeing, also drawing relations to psychological theory such as human needs framework and need to belong. Perceived stress was significantly higher among participants with active usage of Read Receipts than with passive usage and especially participants who feel stressed by Read Receipts, agreeing to be more relaxed without them, considered WhatsApp communication a waste of time (Blabst, N., Diefenbach, S., 2017)

Research methodology

The Erasmus project *Keeping youth safe from Cyberbullying*, ID 2016-3-TR01-KA205-036619, was developed by our research team, with the purpose of deeper understand the dynamics of cyberbullying in online environments among youth. Among the first research questions purposed by our team was the identification of the existent relationship between upstander behavior and the emotional effect of the haunting blue ticks in cyberbullying. In this regard, we have designed an online questionnaire aiming to gather descriptive data, general perceptions about cyberbullying phenomenon and perceptions about the safety

of the educational environment, bystander motives of keeping silent, perceived parental support, and an auto evaluation scale centered on self-efficacy perceptions.

Our interest was in analyzing the relationship between upstander behavior and the emotional effect of the haunting blue ticks in cyberbullying type incidents, due to the fact that we consider that the emotional effect either positive or negative of the haunting blue ticks impact upstander behavior.

This research emphasizes that single item measures owns the same efficacy in identifying statistical trends like multiple items scales, regarding online measuring of youth opinions. Single item scales are usually used to represent global constructs (Wanous, Reichers, Hudy, 1997) that are conceptualized as mono dimensions, like the ones we have focused on, upstander behavior and the emotional effect of the haunting blue ticks.

The two items that measure upstander behavior and the emotional effect of the haunting blue ticks:

Item 31 – Please respond with "yes" or "not" to the following question: *Have you ever taken any action against daily aggression or harassment from the online environment?*

1. No
2. Yes

Item 18 – Please rate your opinion regarding the following affirmation: *I feel bad if my internet friends do not answer me when they are online.*

1. Totally agree.
2. Agree.
3. Neutral.
4. Disagree.
5. Totally disagree.

Our hypothesis states that two research variables: upstander behavior and the emotional effect of the haunting blue ticks are in a curvilinear relationship. In order to test our curvilinear hypothesis, we have used SPSS' multiple linear regression analysis, based on multiple regression analysis for curvilinear effects, where upstander behavior was the dependent variable.

The study was conducted on a random sample of 507 high school students: 98 from Romania, 130 from Belgium, 224 from Turkey and 50 from Spain, aged 17-19, of both sexes, 48.6% males and 51.4% females, from both rural and urban environmental origins.

Results

In order to test our hypothesis that states that between upstander behavior and the emotional effect of the blue ticks there is a curvilinear

relationship, we have used a confirmatory factor analysis, based on multiple regression analysis for curvilinear effects. A curvilinear relationship is described as a relationship between two or more variables which can be graphically depicted by anything other than a straight line. A particular case of curvilinear relationships is the situation where two 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, the graphically representation of the function being an U or an inverted U shape.

This relationship can be easily identified graphically by a Scatterplot, choosing additional two representations of the regression line: Linear and Quadratic model, for depicting curvilinear effects. The Scatterplot diagram presented in Figure 1, indicates the curvilinear relationship between upstander behavior on the horizontal axis and the emotional effect of the blue ticks, represented on the vertical axis. The sample consists of 507 youth from Romania, Belgium, Turkey and Spain.
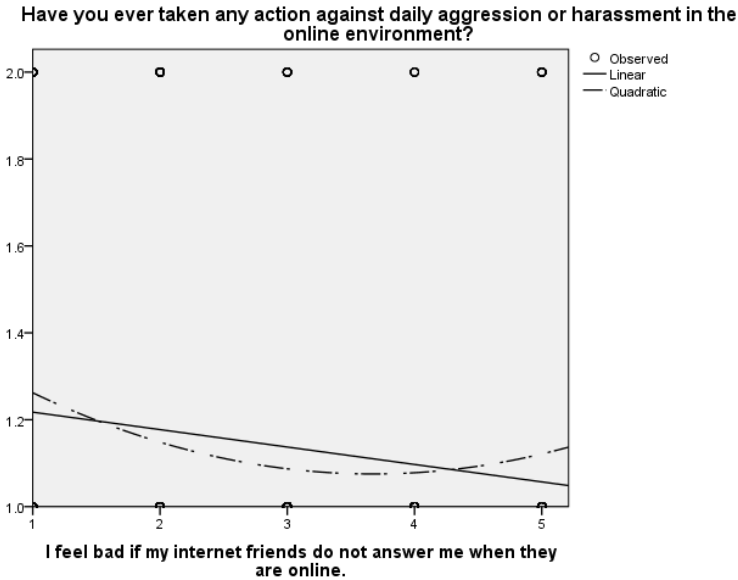
Fig. 1. The curvilinear relationship between upstander behavior (Item 18) and the emotional effect of the blue ticks (Item 31)

There is a very high correlation between upstander behavior – Item 18 (m=1.15, SD=0.35) and the emotional effect of the blue ticks – Item 31 (m=2.65, SD=1.36) of r=-.153 significant at a p<.01 which methodologically

allows us to proceed with multiple linear regression analysis.

For curvilinear relationship testing, the present study proposes a hierarchical multiple regression analysis, the dependent variable being emotional effect of the blue ticks – Item 31, and the independent variable in step 1 upstander behavior (Item 18), and instep 2 upstander behavior (Item 18), and squared upstander behavior (Item18sqrt).

Table 1 presents the fitting of the two models, linear – Model 1 and curvilinear/ quadratic – Model 2. As we can see in Model 1 the model that supposes linear relationship, emotional effect of the blue ticks accounts for 2% of the variance in upstander behavior with an F=11.982 significant at a p<.05. In Model 2, the model that supposes curvilinear relationship, emotional effect of the blue ticks accounts for 3% of the variance in upstander behavior with an F=9.894 significant at a p<.001.

Table 1. Linear and curvilinear regression models for upstander behavior – Item 18   and emotional effect of the blue ticks – Item 31

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	.153ᵃ	.023	.021	.355	.023	11.982	1	501	.001
2	.195ᵇ	.038	.034	.352	.015	7.647	1	500	.006

a. Predictors: (Constant), I feel bad if my internet friends do not answer me when they are online.

b. Predictors: (Constant), I feel bad if my internet friends do not answer me when they are online., Item18sqr

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.507	1	1.507	11.982	.001ᵇ
	Residual	63.010	501	.126		
	Total	64.517	502			
2	Regression	2.456	2	1.228	9.894	.000ᶜ
	Residual	62.061	500	.124		

Total	64.517	502			

a. Dependent Variable: Have you ever taken any action against daily aggression or harassment in the online environment?

b. Predictors: (Constant), I feel bad if my internet friends do not answer me when they are online.

c. Predictors: (Constant), I feel bad if my internet friends do not answer me when they are online., Item18sqr

Coefficients^a

BetaModel		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1BSt d. Error	(Constant)	1.258	.035		36.377	.000
	I feel bad if my internet friends do not answer me when they are online.	-.040	.012	-.153	-3.461	.001
2	(Constant)	1.428	.071		20.235	.000
	I feel bad if my internet friends do not answer me when they are online.	-.192	.056	-.732	-3.421	.001
	Item18sqr	.026	.009	.592	2.765	.006

a. Dependent Variable: Have you ever taken any action against daily aggression or harassment in the online environment?

All standardized coefficients of Beta (β= -.153; β= -.732 and β=.592) are significant at $p<.05$ which gives a high consistency to our both models. Changing Beta coefficient's sign from + to - means that the effect is growing in the opposite direction, which demonstrates that the relationship between the two variables: upstander behavior – Item 18   and emotional effect of the blue ticks – Item 31is not linear, but curvilinear. The additional incremental predictive capacity of 1 percent, added by including the squared emotional effect of the blue ticks' variable which is accounting for the band in the regression line, indicates that there is a curvilinear relationship between upstander behavior and emotional effect of the blue ticks.

This curvilinear relationship demonstrates that extreme aspects, extremely reduced and extremely high levels of emotional effect of the blue ticks, significantly influences the activation of upstander type of response, meaning that the reaction weather positive or negative towards "blue ticks" will trigger upstanding in front of an online aggression, while situating on the neutral segment of emotional effect of the blue ticks, triggers the bystander response towards the victim in a cyberbullying event. Thus any emotional reaction towards the online "seen" without a response will incline youth towards an upstanding behavior when witnessing a cyberbullying incident and the emotional flatness towards just "seen" messages will incline them to choose a bystander type of reaction towards an online aggression.

Conclusion and implications

When social media started, the feature called 'blue ticks' was not even taken into consideration by users. Past online consumers could did not worry about a message that was been read and ignored, but nowadays this becomes a form of social media anxiety (SMA).

Social media anxiety can be considered a subset of a broader phenomenon called social anxiety, which typically involves feelings of distress relating to social interactions of any kind (Gale, C., Davidson, O., 2007). The social interactions causing distress, involving a fear of being judged by other people, can be offline or online, for example speaking in public offline or using social networking tools online.

This social distress causes distorted thinking that leads to excessively worry and obsessively thinking about how other people are monitoring and judging them, in most of the cases critically. Social *media* anxiety has not gained the same level of medical attention as this broader phenomenon of social anxiety, as it is often viewed as simply a part of these broader fears (Smith, M., Segal, J., Shubin, J., 2017).

This research focuses on the online sender's response to the unavailability / refusal of the recipient to respond with the "seen" feature enabled, and voice activation to those who witness online bullying. This research emphasizes that single item measures owns the same efficacy in identifying statistical trends like multiple items scales, regarding online measuring of youth opinions.

In order to test our hypothesis that states that between upstander behavior and the emotional effect of the blue ticks there is a curvilinear relationship, we have used a confirmatory factor analysis, based on multiple regression analysis for curvilinear effects.

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ticks, significantly influences the activation of upstander type of response, meaning that the reaction weather positive or negative towards "blue ticks" will trigger upstanding in front of an online aggression, while situating on the neutral segment of emotional effect of the blue ticks, triggers the bystander response towards the victim in a cyberbullying event.

Until now, we are not aware of any research indicating a curvilinear relationship between emotional effect of the blue ticks and upstanding behavior, thus, this study may help expanding the current body of knowledge on psychological aspects of triggering upstanding responses towards the victims of online aggressions.

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STRESS OF THE TEACHING STAFF IN SPECIAL EDUCATION
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Abstract: The article contains a study in which we wanted to see to what extent stress affects teachers and whether there are differences in the type of school they teach, depending on age or gender. The results show a higher, statistically significant stress on special education teachers, the fact that younger teachers are more stressed, regardless of the type of activity they provide, and women working in education are more stressed than their men colleagues.

Key words: teachers, stress, age, gender, means of coping.

Theoretical frame

Work is part of our lives, whether we like it or not. Thus, stress also becomes a natural part of life, this being the way our body responds to professional demands.

Sometimes our reactions are exaggerated, generating anxious states, psychosomatic diseases, discomfort, irritability and other mental and physical complications. This should not lead us to the idea that stress must be eliminated, but that we must learn to manage it effectively.

The level of stress depends on each individual. Our response to stress is subjective, depending on the importance that each person attributes to professional activity, but also to everyday life in general. Requests can only produce mental stress if the individual anticipates that he or she will not be able to cope with them. Anticipating the consequences, we can change our stress by either avoiding demands, either by meeting them with a tolerable nervous consumption, or by changing our optics on demands, minimizing them.

We can talk about subsistence stress through monotony, routine, lack of stimulation, and information that prevents the individual from manifesting all possibilities, mobilizing and using his resources.

In our paper, we wanted to see how stress affects teachers and whether there are differences in the type of school they teach, by age or gender, how they use their resources by means of coping.

We chose this topic because we consider it up to date, quality education being a national priority. This involves well-trained, involved and motivated teachers. Stress can affect these values and implicitly affects performance.

Methodology of research

Our research has started from the idea that, like all professions and the teaching profession, it involves stress accumulation. Teachers who have participated in our studies are either in normal schools or in inclusive education centres, or are support teachers who, although employed by inclusive education centres, they work in normal schools where they support children with disabilities (atypical children) integrated into classes with typical children.

Young people consider themselves more stressed than older people, on the other hand those with a longer length of work accuse more accumulation of stress. This has prompted our interest in comparing the stress level to the age of the teachers. We also wanted to find out if there are gender differences in stress. Well-being is a wish for every person. Because we have seen studies in the literature which state that there are differences between teachers according to the type of school they work in: normal school, an inclusive education centre, we found it useful to find out if this is also found among the participants in the our research.

The last study of our research is about the association of stress with the coping mechanisms of the participating teachers.

For our research, we have proposed a research that has the following objectives:

1. Stress assessment for teachers.

2. Identify the differences between certain categories of teaching staff according to their age, gender and type of school.

 3. Identification of coping mechanisms used by teachers.

We conducted three studies. In the first study, we evaluated the stress in the teaching staff teaching in normal education, especially the support teachers, we calculated the differences in age and gender, in the second study we wanted to see life satisfaction at teachers and in the third study we tried to see what coping mechanisms are often used by teachers and how they correlate with the stress in this professional category.

In view of the above, we have postulated the following assumptions:
1. We assume that there are significant differences among teachers in terms of stress, depending on the type of school they work for.
2. We assume that there are significant differences between teachers in terms of

age-related stress.

3. We assume that there are significant differences between teachers in terms of stress, by gender.

4. We assume that there are significant differences between teachers in terms of well-being, depending on the kind of type of activity they perform: teacher in normal school, psycho-pedagogue teacher in inclusive education centres, support teacher.

5. We assume that there is a positive or negative association between teacher stress and coping mechanisms.

Our research was attended by 141 teachers from different schools. Of these, 32 work in normal schools, 87 in inclusive education centres, and 22 are support teachers. 79 of the participants are aged between 24 and 40, and 62 are over 40, 114 are women and 27 are men.

To assess the stress of the past six months, we used the Stress Perception Scale that helped us divide the participants into three categories: low, moderate and intense stress, depending on the score obtained in this test. The questionnaire contains 30 items to which participants can respond by choosing from a scale of 1 to 4 one of the answers: 1 = almost never, 2 = sometimes, 3 = often 4 = almost always.

In order to compare the well-being of the participants in the mass schools with those of the inclusive education centres, we have used the Life Satisfaction Scale (SSV), which assesses overall satisfaction with our own lives.

In order to find out the coping mechanisms used by teachers and the extent to which they correlate positively or negatively with their stress, we used the 53-item Coping Scale to which the participants chose the following possible answers: 1 = usually do not this, 2 = rarely do this, 3 = sometimes do this, and 4 = often do so.

Presentation and interpretation of results

1ʳˢᵗStudy. Because we have come to find out if there are differences in teacher stress, according to the type of school in which they work, age and gender, we made some comparisons. First, we wanted to see if there are differences between the teachers who teach in the mainstream schools, those who teach in special education, the inclusive education centres, or those who are support teachers and work with children with disabilities integrated into mainstream education significant in terms of stress. The 141 teachers participating in our research were divided into three categories according to the scores obtained at the Scale of Perception of Stress, respectively reduced, moderate and intense. Given the response frequencies, we applied the $\chi 2$ test to compare the results. For research, the SPSS program, the Chi Square test, was

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used.

Table 1. Start dates*:*

Category	Before the intervention
Reduced stres	87
Moderate stres	48
Intense stres	6
Total	141

Table 2. Expected frequencies, percentages and adjusted standardized residues to teacher responses by type of stress.

Type of teaching	Type of stres				Total
		Reduced	Moderat	Intens	
Normal school		23	7	2	32
	Number of subjects				
	Expected frequency	19.7	10.9	1.4	32.0
	Total percentages	16,3%	5%	1.4%	22.7%
		-1.3	-1.7	.6	
CSEI	Number of subjects	47	36	4	87
	Expected frequency	53.7	29.6	3.7	87.0
	Total percentages	33.3%	25.5%	2.8%	61.1%
	Adjusted standardized residues	-2.4	2.3	.3	
Support teachers	Number of subjects	17	5	0	22
	Expected frequency	13.6	7.5	.9	22.0
	Total percentages	12.1%	3.5%	0%	15.6%
	Reziduurile standardizate ajustate	1.6	-1.2	-1.1	
Total	Number of subjects	87	48	6	141
	Total percentages	61.7%	34.0%	4.3%	100%

In table 2 we can see the number of subjects, expected frequencies,

adjusted percentages and standardized residues for the responses of the 141 teachers participating in our intervention, stressed through the stress type: low, medium and intense:

      1. For low stress: the observed frequency (87 subjects) represents 61.7%, the best score being for the teachers in the special education, respectively 33.3%.

      2. For moderate stress: observed frequency (48 subjects) is 34%;

      3. For intense stress: the observed frequency (6 subjects) represents 4.3%.

      In order to observe where the significant differences are, we followed the tailored standardized residue for each cell. Out-of-range values (2, 2) will be considered as indicators of significant differences between observed and expected frequencies. As we can see in Table 3, we have values in the significant range for the teachers working in inclusive education centres, so we can state that the differences identified between the degree of stress in the three categories of teaching staff according to the type of teaching are significant only to psycho-pedagogical teachers and educators working in special education.

Tabele 3. Value of semnificative adjusted standardized residues

Response type:	Value of adjusted standardized residues		
Type of teaching	Reduced stress	Moderate stress	Intense strss
Normal school	-1.3	-1.7	.6
CSEI	**-2.4**	**2.3**	**.3**
Support	1.6	-1.2	-1.1

Table 4. Value of x2 test

	Value	df	p
(Pearson) χ^2	7.087	4	.131
Nr. of valid cases	141		

      The values in the table confirm the above, so we hold a χ^2 with the degree of freedom 4 of 7,087 with a significance threshold .131 higher than the critical threshold of .05, so we can say that there are no significant differences in terms the stress in all categories of teachers on the basis of teaching at the

mainstream school, CESI or supporting the integration of children with ESCs into mainstream education.

  2nd Study. In the second study we made, we wanted to find out if there are significant differences in the well-being of teachers in the three categories. First we tested the normality of the distribution of the dependent variable (satisfaction) with the Kolmorogov-Smirnov test. For a K-S of 1.126 we get a .159 score higher than the significance threshold of .05, so we can say that the distribution is symmetric. In order to compare teachers' performance in terms of life satisfaction we used the one-factor ANOVA statistical test for independent samples and we obtained the following results:

Table nr. 4. The results of the test One Way ANOVA

F	(df)	p
1.122	2	.329

  As we have already predicted by comparing the averages of the results, we can see that for a F (2) we obtained a p .329, higher than the significance threshold .05, so we can say that there are no differences between the teachers mentioned in satisfaction with life.

  3rd Study. In the third study we made, we wanted to see what coping mechanisms are used from teachers.

Table 5. Stress correlation - defense mechanisms for teachers

	Stres	**Γ**	**p**	**N**
1	Active Coping	.177	.018*	141
2	Planning	.459	**.000****	141
3	Elimination of competition activities	.347	**.000****	141
4	Withhold from action	.323	**.000****	141
5	Search for instrumental social support	.383	**.000****	141
6	Looking for emotional social support	.381	**.000****	141
7	Positive reinterpretation	**-.152**	**.086***	141
8	Acceptance	.038	.328	141
9	Denial	.020	.407	141
10	Emotional download	.394	**.000****	141
11	Orientation towards religion	.307	**.000****	141
12	Mental pasivity	.394	**.000****	141
13	Behavioral pasivity	.507	**.000****	141
14	Alcohol consumption	0	0	141

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Following the statistical processing of the data, we wanted to find out the extent to which the stress in teaching staff is positively or negatively associated with certain coping mechanisms. Thus, using the Pearson correlation coefficient, we obtained the following results: - a significant positive correlation, with a probability of less than 1 in 100 to mistaken, between stress and the following coping mechanisms: planning, eliminating competing data, restraining from action, searching for instrumental social support, searching for emotional social support, emotional download , orientation towards religion, mental passivity and behavioral passivity; - a significant positive correlation, with a probability of less than 5 to 100 mistakes, between stress and active coping; - a significant negative correlation, with a probability of less than 5 to 100 mistakes, between stress and positive reinterpretation; - a relatively insignificant correlation between stress and acceptance, namely stress and denial.

Conclusions

As a result of our research, we have achieved significant results in most of the studies. Concerning study 1, we observed a higher, statistically significant stress on special education teachers. These results are due to the fact that, at least in recent years, through the abolition of correction schools, students with behavioral disability are transferred to inclusive education centres, being assimilated to students with mild disabilities. Their transfer is done in gymnasium classes, some of them are already teenagers and they have reprehensible skills, are aggressive, vulgar, they are very absent and have no respect for the school and the staff employed. This makes teaching more difficult, teaching and listening are hampered by repetitive interruptions, acts of verbal aggression towards teachers and peers, so that priority number one for the teacher is to restore order and discipline to the detriment of teaching.

Another possible cause is that, in special education, teachers do not enjoy breaks at all because they can't leave the class unattended. Thus, they are obliged to remain in the classroom and after the classes, wait for the other discipline teacher to change and run in the class where he will surrender the next hour to change his colleague there. To take a short respite (for example, to go to the toilet) they have to find a colleague to replace them.

Perhaps the most difficult task for a teacher who teaches in special education is to bear the humiliation of injuries or even acts of physical aggression on the part of students. Unfortunately, there were situations where male teachers had tried to impose and set order in class or intervene by helping a colleague have been reported, and this attitude has been struck by pupils.

For a devoted teacher who is concerned about the fate of children with disabilities and cares about their fate, a big problem may be that, due to the

existence of children with behavioral disorder in the same class. He or she can't handle enough students who need it, sometimes he is in a position to physically and verbally defend the aggressive students.

One solution from our point of view could be the separation into special classes of children with behavioral disorder in order to be able to intervene with special techniques, therapies and counselling, specific to this type of problem and to protect and help students with disabilities.

Another significant result we obtained in comparing the stress level with teachers up to 40 years of age and those over 40 years of age. From our study we can infer that younger teachers are more stressed, regardless of the type of activity they perform. This, in our view, is due to the following:

- In the last few years, high school graduates students, who did not necessarily want this profession, turned to education because they did not manage to go to other faculties they would be preferred. They turned to education as a temporary solution.

- Because they don't intend to remain long term in education, a proportion of young teachers do not attach due importance to their professional training.

- The relationship with the parents of students aren't desirable in recent years. The school-parents partnership is often initiated by teachers who often face the absence of parents from meetings.

- The teacher-student relationship is also affected by the fact that the students have high expectations from the teachers, have no patience and no more respect for the teachers.

- Relationship with other teachers is often affected by all sorts of scoring and running after certificates and diplomas in order to obtain a better post, a pre-transfer.

- The financial situation affects especially young people without length of work.

- The portrait of the teacher is no longer attractive, the image of the teacher is always a subject of social and political controversy.

Significant results have been obtained in comparing the stress of the teachers by gender. After the study, we can say that women working in education are more stressed than their male colleagues. The explanations of this phenomenon can be found in the fact that men can be more easily enforced by students when faced with problems of indiscipline. The subjects that most male teachers teach - sports, religion - are closer to students and make them more obedient.

Relevant is also the fact that we have not found significant differences comparing the satisfaction with life to the three categories of teachers. We supposed teachers have the same satisfaction with life. The most significant

results we have identified in the coping mechanisms encountered most frequently by the teachers. Thus, they use planning because they are accustomed to the type of activity that involves a strict timetable and a well thought-out program for one school year, they know what they have to do hourly, even minutes per minute, they have directional action for the future.

Regarding the elimination of competing data, we can say about teachers that they tend to focus on what they have to do and don't let themselves be distracted from their work. This is also due to the fact that they are responsible for what is happening in their classrooms and can't leave the students unattended, so they are at the pre-set location. An eventual lack of a teacher would lead to disruption of peace and order throughout the school. Sometimes a too high level of stress can make the didactic framework use as a defense mechanism. In this situation, we don't refer to their absence from the classrooms, but to the lack of willingness to involve and search for active teaching methods, attractive means for pupils, because the teacher's disposition is not favorable to major professional involvement.

In stressful situations, teachers require both professional, financial and emotional support, and understanding from students, parents, the community, and even the personal family. We can also say that sometimes teachers also resort to emotional downloading, expressing their professional dissatisfaction and failure in methodological committees, teaching councils or in free discussions with directors, trade union representatives or school inspectorates. We found significant dates in active coping. It seems that teachers are working to remove stressors or to diminish at least part of their effects.

A negative correlation was obtained in positive reinterpretation. This makes us believe that in the long run, unfortunately, teachers don't find longer benefit in their profession or find them below their expectations. Some of them are looking for other jobs to give them more financial opportunities and a superior intellectual status.

No correlations between stress and acceptance, or denial, have been identified. This makes us appreciate that teachers are in some way drifting down, are not even determined to accept the disconcerting situation itself, but neither deny it enough. We believe that this result is one that must be considered, because it shows the teachers' dissatisfaction.

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THE DEVELOPMENT OF FREEDOM SENSE AT THE CORE PROCUREMENT CYCLE THROUGH FORMAL OUTDOOR ACTIVITIES

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Abstract: The role of primary school is not only the development of academic skills, but also the development of life skills, that prepare the individual for life. Unfortunately, more and more teachers, enhance the need of literacy and numeracy, neglecting the fulfilment of psychological and social needs of each primary school pupil. This brief study, presents the role of a broader skillset that can be developed within child led activities in the primary school classes. There is also a research part, which shows that in a very small amount of time, the sense of freedom at the cycle of fundamental acquisitions, was developed through activities that belong to formal outdoor education. The main instrument that was used was the questionnaire, addressed to the participant pupils and also the observation protocol that was developed with the help of all participant primary school teachers.

Key words: outdoor education, primary school, freedom, pedagogy, independence.

Introduction

Primary education is the first stage of compulsory education and has as its primary objective the creation of equal opportunities for all children in order to achieve a balanced cognitive, emotional and psychomotor development tailored to individual needs. Primary education includes the preparatory class and grades I to IV, and the preparatory class is the first class of primary education (*** M.E.N., 2017)

Theoretical foundation

In Romania, the cycle of fundamental acquisitions is built of three different levels: grade zero or preparatory class, first grade and second grade. The preparatory class, for each child, is a period for school accommodation, a time that allows a good adaptation to the program, the collectivity and the specific requirements of this diverse environment, with the aim of socio-emotional, intellectual and physical development. From a socio-emotional point of view, the preparatory class supports the child to gain confidence in his / her own strengths, to increase self-esteem, initiative and desire to succeed. The preparatory class is part of general compulsory education. As it emerges from its very name, the preparatory class has the role of preparing the pupil for specific learning first and foremost in first grade, but also in the following years of school. Accompaniment with the school environment is made in a most friendly way, the main learning context being play, as a predominant activity for the age of six. In the same register, according to the Ministry of National Education, it can be stated that through the preparatory class, the intellect of each child develops, being prepared to communicate better, to achieve a constant intellectual effort, to benefit from various learning experiences. At the same time, this class offers the conditions of an age-specific program in a stimulating environment that leads to the psychological and physiological development of children. This relaxing environment is also achieved by the child that there is no repeat notion either after the preparatory class or after the first grade. It is the period in which measures are identified regarding the prevention, compensating the inequities manifested in the pupils from disadvantaged environments at the beginning of schooling, identification early learning difficulties and individualized intervention. The evaluation is carried out continuously and, depending on the results, it is immediately and individualized during the whole school year, being able to participate in the School after School program. The preparatory class includes children who have reached the age of 6 until the start of the school year. At the written request of parents, guardians or legal supporters, they may be enrolled in the preparatory class and children aged 6 to the end of the calendar year if their psychosomatic development is appropriate. Analyzing the competences described at this level, it can be seen that cooperation, socialization, learning outside the classroom and participation in activities in as many different contexts is desirable at this level. In the document presented by the specialists from the Ministry of National Education, it is clear that in each of the presented curricular areas emphasis is placed on the use of natural materials, the most familiar and open media, the discovery of self and belonging to various social groups, the discovery of identity nationality and belonging to the city or village environment, the manifestation of curiosity about phenomena, relationships, regularities in the

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immediate environment, the manifestation of care for a clean and friendly environment, etc. Problem solving, critical thinking, making observations or comparisons are all required to be carried out in a natural and friendly environment that offers innumerable natural resources. The discovery of sensations or emotions can also be accomplished in the natural surroundings close to the group room, sensing the beauty of everyday life, participating in various games of competition, identifying simple ways of maintaining health, in the familiar environment and many others, are competencies are required to be developed at this age, using also outdoor learning activities, and adapting the content presented to the natural environment, so that adaptation to this educational level is easier and more efficient. (***Progresia competenţelor în Ciclul achiziţiilor fundamentale) The teacher should constantly pursue the connections between all disciplines by providing learning contexts relevant to the day-to-day reality of the preparatory class student, keeping it in the familiar environment of the learner, and at the same time attractive, instructive and useful. (Dumitrescu, 2013)

   The second level of the Fundamental Acquisitions cycle is first grade. At this level, students take part in a curricula that is built on the learning experience accumulated until the age of seven, including in the preparatory grade. For children who have not completed the preparatory class, there is no obstacle to acquiring knowledge and then developing skills. This is because the evaluation is done concentrically and the contents are always resumed. It has been mentioned above that the first level of the basic procurement cycle is meant to accommodate and socialize, but it can be said that the second level, the first grade, is the year of effective integration in the educational environment. There are novelty elements brought about in terms of content, in the sense that some content elements belonging to each curricular area are already studied in the preparatory class, so they are given less time in the curriculum of class I. At the same time, in the fundamental procurement cycle, the emphasis is put on communication, pupils being put in a situation of communicating in concrete contexts, so that learning can be effective in other similar, real or simulated situations. The open and friendly working atmosphere will be created at this level, and the activities will be as varied and fun as in open and varied environments, using as much as possible the natural environment and its relentless elements. Also the game and the toys will be equally used, even the pupils are asked and they make their own resources used in the game and learning themselves. One can therefore see once again encouraging the use of outdoor learning elements as well as the natural environment.

Second grade is the last level among the three inherent in the core procurement cycle. Specifically, by the end of the second grade, the desires of the child's training profile are achieved, and the pupil is expected to be able to:

- Use various ways of communication in real situations,

- Demonstrate creative thinking and ability to adapt to diverse situations,

- Valuate their own experiences in investigating the natural and social environment,

- Understand and perform social roles within different types of communities,

- Understand and use technologies appropriately,

- To internalize a set of individual and social values to guide their behavior,

- Mobilize their own potential for building a quality life. (***Notă privind elaborarea planului-cadru pentru învăţământul primar, Clasa pregătitoare şi clasele I – a II-a, 2013)

By thoroughly analyzing the competencies necessary for a student who has completed the second grade and therefore graduated the basic procurement cycle, one can observe the requirement of a dynamic, natural, open education, an education that is in constant contact with the society and its members, but above all an education that is constantly concerned with the environment, natural areas, harmonious physical and cognitive development in the natural environment. We also see encouraging self-discovery and relationships based on communication, sharing, discovery, experience, learning holistic and especially interdisciplinary. The aim of this level of education is to provide the conceptual, psychological and behavioral bases that allow the child to adapt effectively to the next stage of schooling, but especially the social integration as quickly as possible of each individual. All these skills can be gained more easily and faster if each teacher prepares the necessary space and resources for modern learning, starting from the needs and interests of each child. This can be done mainly through the use of outdoor education activities, and even specialists from the Ministry of National Education recommend this at every age level, especially in the fundamental procurement cycle.

Directions

Educators who embrace a pedagogy of freedom will be well rewarded in many ways. They will enjoy rich integrated teaching experiences and will also experience the joy of seeing children reach their true potential in a supportive learning environment which the children and their teacher have created together within a partnership approach to childhood education that is based on mutual respect for the innate wisdom of all learners. (O'Connor, 2012)

We know that we want a balanced classroom environment and students to have a voice. When children are oppressed, they tend to be sullen, until they finally rebel. Whether we are talking about a country or a classroom that is a simple fact of human nature. If you choose to run your classroom like a dictatorship, ruling with fear and oppressing students, you will develop a classroom environment of resentment. When people are given a completely free reign, on the other hand, chaos tends to occur. It is a great responsibility from all educators to prepare kids for life, having a great sense of freedom, even if it is the case of social freedom, or the one that we are going to talk about in this work, the freedom that can be translated in independence and autonomy in learning. However, social change within modern childhood has resulted in many societies espousing social norms that result in children growing up within highly controlled environments with high levels of adult input, supervision, watchfulness, involvement and interference. The level of time spent indoors as opposed to outdoors has also increased dramatically between the last two generations (O'Connor, McCormack, Angus & MacLaughlin 2012). The consequences of this social change are largely unknown as of yet, however, it is unmissable that the impact on the development of skills that require freedom within childhood to flourish is at least a strong possibility.

Recent perspectives

Children's lack of independency is a concern for their levels of physical activity, but also for the broader personal, spatial and social skills. The function of education can be considered as fostering the growth of what is individual in each human being. According to Herbert (1949) this was mainly possible through enabling students to engage with creative processes that are unique to them through the provision of an enabling environment and empowering teacher. According to Wood and Attfield (2005) creative learning occurs when students are provided with freedom to express their ideas and their feelings through exploration and experimentation, so we can conclude that freedom is an intrinsic part of a pedagogy that supports creative development. Freedom is a reoccurring theme in creativity literature. Freedom and space, are essential elements of the creative process. Freedom allows all the described elements of creativity to flourish: discovery, investigation, communication, fluency, imagination, flexibility and originality. (Luquet 2001)

Howard Gardner describes creativity as a process of perception, production and reflection and also stresses the need for freedom to explore the concept of meaningful projects in education that enable students to engage with their own creativity and develop processes and products that were never envisaged by the educator. (Gardner, 1990)

The role that the teacher that plays in the development of student

creativity is one of guidance and no control (Epstein 2009). This can be present through following the next steps:

- by guiding the creative process in a positive way through numerous actions and attitudes
- by creating a creativity fostering environment and atmosphere of openness and sharing
- by supplying access to space and time and materials that allow creative projects
- by adopting an appropriate approach to observation, to facilitation and even, when necessary or systematically required, to assessment
- by being aware of the creative processes and recognising them by verbal input to open-ended questions that will help the students to understand the process rather than be interpreted as a judgment of the product
- by passing control to the learner
- by encouraging co participation between students and teacher in the development of learning strategies
- by encouraging innovative contributions
- by encouraging questioning, inquisitiveness, issue and problem identification
- by encouraging creative learning on both an individual and group basis.

All these can be possible in primary school, or even at younger ages by building interdisciplinary and transdisciplinary learning into their session plans. In order to help out this process, we found that outdoor learning can come pretty handy. This integration is also another way of bringing learning alive for the children. Alive learning motivates and stimulates the children, helping them to find personal relevance and meaning in their learning which opens up vast vista of creative potential. Using pedagogical approaches that seek to integrate subjects and bring learning alive also results in greater depth of learning and deeper knowledge acquisition, both inherently important aspects of creative development. Expanding the creativity horizons of the children to include access to working with other creative people both in and out of the classroom also stimulates interest and curiosity as well as providing unique educational experiences which are beyond the limits of the teacher. (Nikitina & Mansilla, 2003)

Outdoor education usually refers to organized learning that takes place in the external environment. Outdoor education programs often involve experiences based on wildlife travelers or the near environment where students participate in a variety of challenging adventures and outdoor activities such as hiking, climbing, canoeing, rope racing or games group. The John Muir Award

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is an organization that encourages and provides opportunities for outdoor education. Outdoor learning is based on the philosophy, theory and practice of experimental education and environmental education. Outdoor education can be defined as a learning experience in, for or outside (Donaldson, 1958).

The outdoor environment is a rich, dynamic and natural space for learning and development in children of all ages. Its value as an essential learning resource has been recognized by many pieces of research. Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development, offers opportunities for doing things in different ways and on different scales than when indoors, it gives children first-hand contact with weather, seasons and the natural world, offer children freedom to explore, use their senses, and be physically active and exuberant.

Research

The research that was made, lasted for three weeks, and the subjects were in a number of 48 primary school students, belonging to the core procurement cycle, from three different schools from Arad. The schools were chosen randomly, not taking into consideration any aspects. One of the schools was an elite one, one of them was situated at the outer limit of a neighborhood, and the last one was belonging to the rural environment, but also belonging to Arad County. There was also a number of three teachers involved, ones that had already been involved in outdoor learning activities themselves, by participating to outdoor education training. The activities that took place, lasted for three weeks, consisting in 3 activities per week. These were organized according to the curricular requirements of each age level, trying to follow a specific competency for each activity, tracking that the curricular content to be replaced with similar ones, which can be done outside. At the beginning, there was a questionnaire, addressed to children that have participated, and it was repeated at the end, after the participation. The question were about their feelings of freedom before and during outdoor learning activities. There were simple questions, so even the smaller ones could participate in the filling in of these questionnaires. There also were observation sheets, for teachers, were they could give scores to students from each group, before and after the activities. The main topics that were observed, were behavioral competences, those regarding attitudes and of course those involving affections. All these were formulated in order to find out the sense of freedom of children that participated, regarding the types of activities and the place of the activities in which they have been involved. At the end of each activity, teachers have written down their observations on the observation sheet, which was based on Likert Scale, not exceeding score 4, for each question. The scores were introduced in a program and were analyzed statistically, in order to compare the

before and after situation of children sense of freedom.

Analysis of the results

First, we are going to present the results of pupils' questionnaires after the participating to outdoor activities. The results show the following:
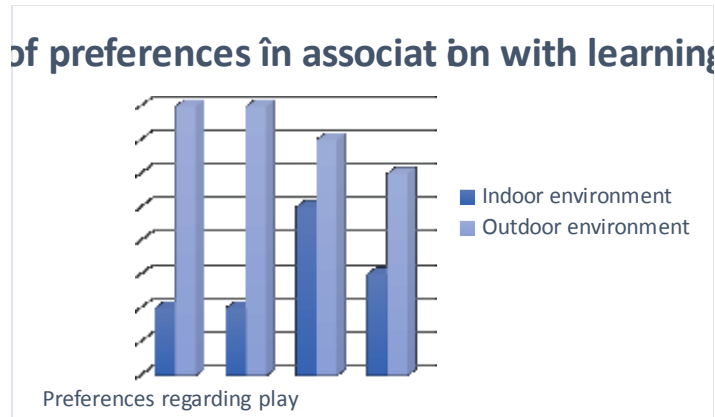
Figure 1. The link between preferences and environments

According to the graph above, we can conclude that there is a clear difference regarding the environments that are preferred by pupils from core procurement cycle, associated with different contents: play, science, languages and math. In every situation, there is a clear delimitation between the two. Children definitely prefer to play outside more, to study science outside more, where they can find their own resources, and find a more freedom in organizing and evaluating their own learning activities. Regarding languages, a bigger number of students declared that they like to study it outside, even if the difference between the respondents is not as big as considering science or playing time. The preferences regarding math are the same, more students prefer to study math outside than inside because they consider that they feel more independent.

All pupils declared that the role of teachers have been diminished significantly during learning in the outdoor area.
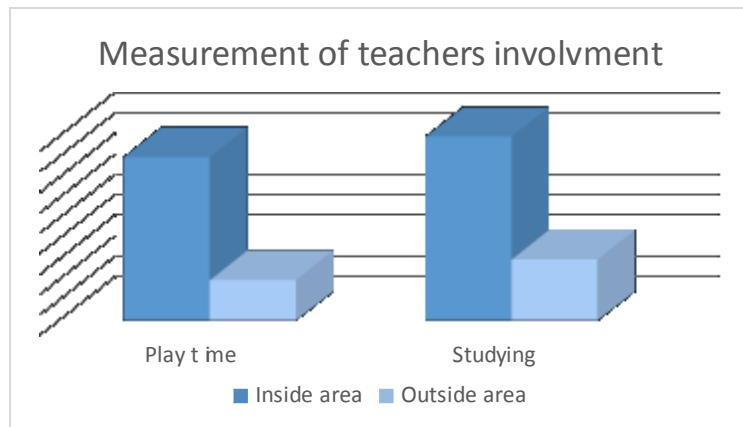
Figure 2. The involvement of teachers in both indoor and outdoor activities

According to the graph presented above, we can see clearly that the teacher's involvement decreases in the outdoor environment, but the freedom of pupils increases once the lessons are held outside. Kids also commented that they feel free to choose their own materials, to take their time, to cooperate with others. They also feel free to move and observe, to search and research all items they need to use in their learning.

When asked why they feel freer outside, even if it is study time and not playtime, pupils that have participated in the study reveal the following:
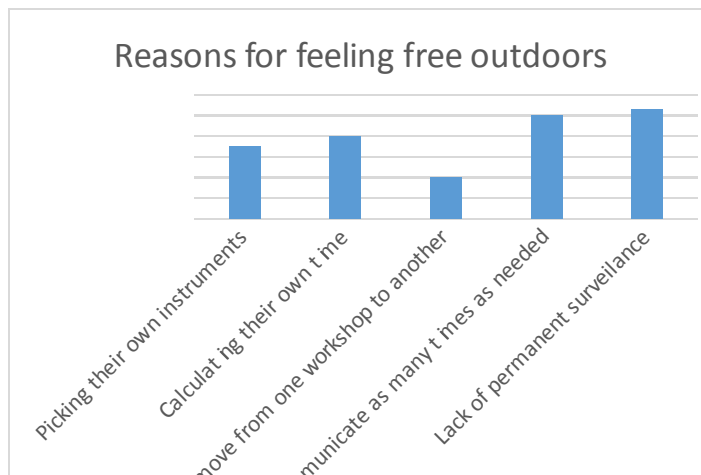
Figure 3. List of reasons of pupils

According to the graphic presented above, we can see that pupils mostly feel free because they feel that they are not permanently surveilled. That is a

great signal for teachers, to develop such learning environments that allow kids to practice freedom and independence. That should also be available in the formal education classes, even in the indoor area. The second place is taken by the possibility of communication at all times during the instructive-learning time. It means that kids have better results by sharing information and experience. This reveals an important aspect that needs to be taken into consideration by teachers, which is the lack of using methods that allow communication between the members of a group. Time management and the choice regarding the working instruments and materials are the following choices of pupils. They feel free when they can manage their own time without being permanently interrupted or stressed by adults that they have to finish their task. They also fell free when they can choose their working instruments from a variety of instruments, which are suitable for the task. They also declared that they feel even freer when they are allowed to pick their materials and instruments, because this freedom gives them the chance to get creative. Creativity is also freedom according to pupils. On the last position, they have chosen to say that the ability of moving from one workshop to another in the same activity, gives them a little sense of freedom.

Going through all these results, we can clearly see that outdoors, with all its resources, gives a wide range of freedom sense at the age of 6 to 8. It is important to engage into outdoor activities, formally, during the learning hours, because as it is known from this present study, even the involvement of teachers decreases regarding control and surveillance, but increases regarding organization and preparation.

The other instrument that was used, was the observation sheet, which was made with the help of teachers, and contained several questions based on the competencies selected from the curriculum of zero to second graders. Scores were given, and the results show the following:

- the levels of autonomy have increased during outdoor activities
- pupils who usually weren't involved in the activities or didn't show interest, started to communicate and get involved
- group communication has also increased and pupils started to cooperate and collaborate in order to solve different kind of tasks
- the level of independence has grown and the involvement of teachers have decreased
- the level of attention and the desire to participate have significantly increased even after the follow up activities from the classroom.

Conclusions

In conclusion, according to the study and its findings, we can say that the sense of freedom is a must to develop at the most young ages possible. Not

only that we are born with it but we constantly need to be reminded that the sense of freedom is a competency that we have to work on, and the most indicated place to do that is in school through the right type of education. A modern educational system and the teachers of the 21st century must provide an education that develops the individual in all its ways in order to prepare him for the social needs.

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THE SOCIAL REINTEGRATION OF RESIDENTIAL ELDERLY

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Abstract—The problem of elderly people being in the state care is a very accute one because the great number of elderly who have not relatives to take care of them. The authors presents their results obtained in the social reintegration of 20 elderly people who left the residential environment to live by themselves in apartments in the town. The elderly appreciated, on a Likert Scale, the most difficult aspects of the life outside the residential place one month before the integration and one month after the social integration. Collaborating with a Foundation, the authors succeeded to obtain a good social integration of the 20 elderly people.

Keywords: residential elderly; social integration; difficulties

Theoretical framework

Current world population is aging and this phenomenon requires the development of ways of helping and supporting them. More and more old people get to be in state care in residential centers, because of the lack of relatives to care them or of a family too involved in their professional activity and growth of children to have time to attend to them.

Some researchers argue that in the last years of the life is created a cycle of events leading ultimately to a negative self-image of the elderly and to a non-adaptive behavior of old people.

This cycle of events called social crisis syndrome describes stereotypes related to elderly. The elder who is labeled, tends gradually to identify with it, which is performed by the process described below:

1. Labeling elderly with some physical or mental negative trait;
2. Assuming the individual role suggested by this feature;
3. The acquisition of behaviors and the negative attitudes appropriate to the new role;
4. The gradual loss of behaviors and attitudes inconsistent with this role;

5. Identifying with this feature and its corresponding status (Buzducea, 2010).

Aging involves the loss of marital and professional role, and this are not replaced by others roles of equal importance. For this reason, the elder faces a lack of specific rules to guide his behavior and a lack of groups to identify. With no one to identify, they are turning out trying to find some landmarks and turning them into dependence on external sources (Badea, Mitrofan, 2004).

In case of old people who use (or are hospitalized) in "homes for the elderly", the existence of those who enter in the home records a series of ruptures. Isolation, for example, is not required by the rules of the institution, but appear because of their advanced age, and because they are moving increasingly harder and become dependent on personnel services. Usually entry in nursing homes is when the elder has already suffered the painful experience of losing partner, adding to it a fresh loss, that of the home where he lived before. There is thus a loss of all goods and relations with people that were part of their lives.

Basically, the old person is depersonalized by the disappearance of people and things that helped him to define his identity. Sometimes, the absence of the family is compensated by the close to a person from the home care - a staff member or a roommate - but mostly, their presence is interpreted as an intrusion into his personal privacy (Neamtu, 2011)

Adapting to the conditions here means giving up much of its old behaviors and purchase new ones, which are frequently not characteristic for the elderly personality, but are necessary for him to adapt (Reiner, Joyce, Rose, Twyman, Clulow, 2012). Those who do not have the power to do so remain non-integrated, isolated and alone, gradually becoming apathetic and indifferent to what is happening around.

Before proposing a change is needed to assess risk and establish key milestones in implementing change, especially since we speak about elderly, with strong personalities and with experience of life.

To achieve change and improve living conditions, projects and services should be:

Effective - to improve the quality of life;
Efficient - at reasonable cost;
Accepted - by those to whom they are addressed;
Accessible – for all the people from the area
Consistent - consistent with scientific and economic progress (Buzducea, 2005).

The quality in the field of social services for the elderly focuses on human relationships. The total size of the functioning of a social service is given by:

- tangibility - the service is available immediately in space and time;

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- mutual trust between suppliers and elderly;
- security - elderly person feels safe in the relationship;
- responsibility - if the initial responsibility lies on the counselor, as the relationship progresses, we insist on customer involvement and empowerment;
- empathy - a quality service can be provided only in terms of understanding and involvement of the personnel in the old people problems, because together they try to find a practical alternatives to overcome the existing problems (Neamtu, coord., 2016).

Improving the social services means reducing the gap between what the elderly expect and what is offered to him. Quality components are in this case: efficiency, acceptance, availability, job satisfaction and customer satisfaction.

Quality refers to the satisfaction of requirements expected to achieve the proposed objectives. In the case of elderly quality objectives relates to the action and the specific activity carried out with the elderly (Buzducea, 2005).

Studied groups

A group of 20 elderly located in the residential Center for elderly care in Arad, Romania. Of these 13 were men and seven were women. As age we had the following distribution: between 66-70 years - 12 subjects; between 71-75 years old- six subjects; two subjects between 76-80 years old.

Methodology

It was built an inventory of the problems that elderly people consider to be the most difficult in the life outside the residential environment. It was applied to subjects who appreciated the difficulty intensity on a Likert Scale with values between 1 and 5 (where 1 means very little difficult and 5 very difficult).

Were used various methods to streamline internal and external situations to the residential environment to determine subjects to agree to give up the residential place.

Results and discussions

The results were collected and processed with SPSS 17.0. At the first assessment, while they were still living in the residential environment, the subjects appreciation for the 5 items were summarized in Table 1 and Figure 1.

Table 1. Results of the assessment at the first evaluation

Items	Likert Scale					
	1	2	3	4	5	Value
shopping	1	1	4	11	3	74
cleaning	0	4	8	6	2	66
cooking	0	4	9	6	1	64
personal hygiene	2	5	10	2	1	55
new relations	0	0	3	8	9	86

It can be easily seen that the biggest challenge is related to establishing new relationships. Next in difficulty the items referring to carrying shopping and cleaning the house. It was believed that these two aspects are considered difficult by the elderly because they have displacement difficulties and they are tired quickly (due to somatic diseases inherent to age). In the last place is situated the personal hygiene which is considered to be hard by only a number of 3 subjects.
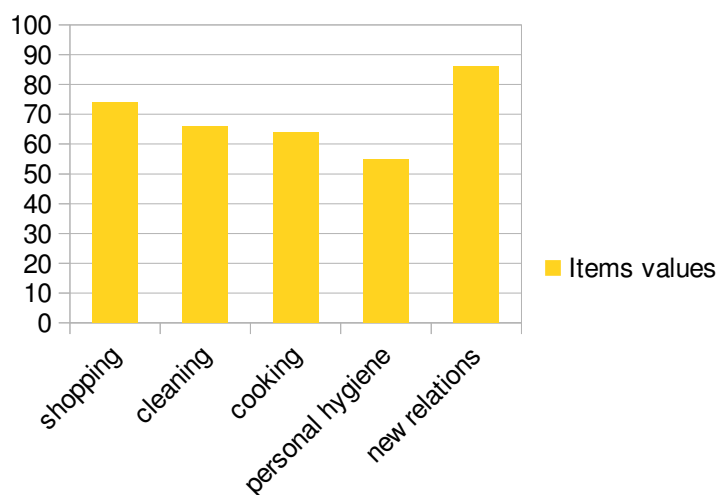
Figure 1. The results of the assessment at the first evaluation

For two months one worked individually with each subject, using various methods of rationalization to induce them to quit the residential and accept to live normally in society. It was got in touch with relatives, where there were people related. There was also contacted a foundation of Arad which

provides services to the elderly at home. It was used used the fact that the students from the field of study Social Work made practice in this foundation in order to follow the services they have provided to the elderly at home.

One managed the outsourcing of a total of 20 people who came to live in protected apartments, meaning that these apartments received constant support at home from the students in practical training. The students and the social workers helped them to solve the problems that they find most difficult. Meanwhile we contact the day care center for older people in the neighborhood because we wanted that all subjects to be included in their program.

Day Center for the elderly is an alternative to institutionalization. The main objective is to support the elderly that due to economic, physical, mental or social reasons, are unable to ensure their social needs, to develop their own capabilities and skills for social integration.

By the activities organized they attempt the elderly resocialization, who due to age, retirement, illness and many problems encountered along their life, tend to break the relations with the community, peers and lost their social functioning.

In other words, day centers are an alternative for the loneliness of old people. This form of social assistance aims to prevent dependency and aims to improve living conditions for the elderly, enabling them to spend their leisure time in a pleasant way, and on the other hand, providing oversight for elderly.

After another period of two months when the elderly lived in society the subjects were asked again to judge the five items and appreciate how difficult they believe the items really were. The results of the second assessment are set out in Table 2 and Figure 2.

Table 2. Results of the assesment at the secondary evaluation

Items	Likert Scale					
	1	2	3	4	5	Value
shopping	4	7	2	7	1	57
cleaning	5	5	7	3	0	48
cooking	3	6	7	4	0	52
personal hygiene	4	10	6	0	0	42
new relations	5	5	3	5	2	64
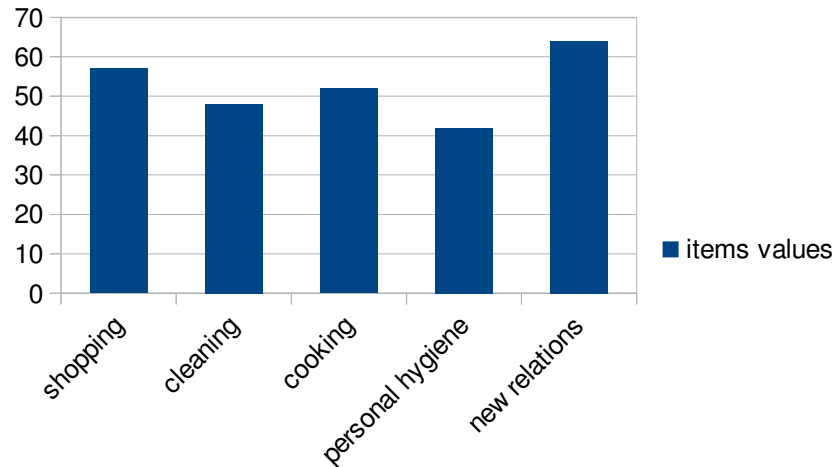
Figure2.Results of the assessments at the second evaluation

In the real life the difficulties proved to be much lower than was originally appreciated. It remains on the first place the difficulty of establishing new social relationships. But here intervened day care centers which have provided the opportunity to establish new relationships with others of the same age and with the same concerns. We think it's place in the hierarchy of difficulties is due mostly to the fact that in the residential environment where they stayed for many years, thay have established close relationships with other elderly and so it was difficult to stop them and set new ones.

The two items, cleaning and shopping, have changed hierarchy and actually seemed easier to cook than to shop. This can be explained by the fact that for cooking is no need to travel to shop, to walk in search of products and stand in a row at the cash payment, activities that may be tiring for the elderly. In addition we must not forget that at the third age many people have vision problems and is more difficult to deal with the prices and the money. Cooking with the social worker at home proved to be more attractive to many old people and an activity that gave them immediate gratification.

The least difficult things have been cleaning and maintaining personal hygiene. Perhaps, given the small size of apartment (one bedroom) they appreciated that cleaning does not require a big effort from them and the help of social workers made them work more easier. Additionally apartments have been equipped with all necessary equipment for relief the cleaning or cooking work. We think that the maintaining of personal hygiene has the least amount of difficulty because it is something they are already accustomed: in the residential environment they must also keep and maintain personal hygiene, so it does not differe greatly from the work they done in that environment.

To better highlight the variances between the first and second

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evaluation we built Figure 3 which makes a comparative presentation of the evaluations.
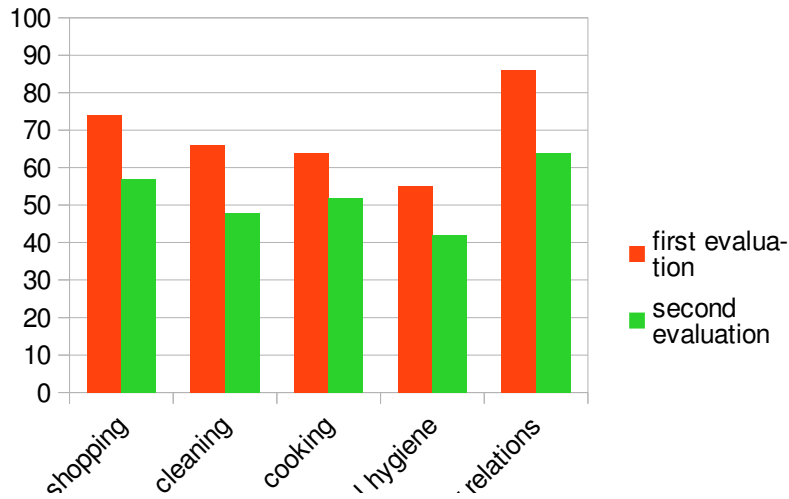
Figure 3. The comparative evaluation

The differences between the two assessments were statistically processed with X-square test and were found significant at a significance threshold less than $p < 0.01$.

Conclusions

The elderly can be successful outsourcing if we work together with day care centers and foundations that support and help the elderly. Our research shows that the difficulties of social reintegration are charged higher than they are in reality. This is explained by the social devaluation of elderly and their low self-esteem, which makes them negatively appreciate their capacities to face life in society. We believe that it would be necessary in the programs for the elderly to be included also some specific aspects that lead to a real perception of the size of social difficulties and which thus may increase the elderly desire to reintegrate in social life and to give up the state of total dependence they have on the residential centers.

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REDUCING THE RISK OF EATING DISORDERS WITH

THE HELP OF BEHAVIORAL COGNITIVE THERAPY
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Abstract: This study provides an overview of the concepts of eating behavior disorder theory, about the intervention used, the effects on eating behavior disorders and factors associated with unhealthy eating behaviors. It aims to capture important aspects that occur on the one hand in the behavior of people at risk of eating disorders and on the other hand to highlight the usefulness of therapeutic and training programs in this regard.

Keywords: *eating behavior disorder, diet, behavioral cognitive therapy.*

Theoretical frame

An eating disorder is a disease that manifests itself through a variety of unhealthy eating and weight control habits that become obsessive, compulsive, and/or impulsive in nature.

Eating disorders are not new. The ancient Greeks were known for their purification, as the Romans during Caesar's time (700 BC) were well known for invoking spirits that were built in order to make it easier to overcome greed and then vomit for to continue eating and drinking.

Bulimia nervosa, as we know it today, was officially added only as a mental illness to the Diagnostic and Statistical Manual of Mental Disorders, 3rd edition (revised) in 1987.
Anorexia seems to have its roots back in the thirteenth century, when certain religious women were in fact canonized as saints for their fasting practices.

According to the Diagnostic Manual and Statistical Classification of Mental Disorders (DSM V), eating disorders are described by persistent impairment of eating or eating habits that result in improper consumption or inappropriate food intake, and which harm the physical health or psychosocial functioning of the individual.

Diagnostic criteria are also established for disorders such as pica, rumination disorder, avoidant/restrictive food intake disorder, anorexia nervosa, bulimia nervosa and compulsive eating disorder.

Pica, in fact, a basic feature is the consumption of a substance or substances that are not edible, non-food, and do not have a nourishing value lasting at least one month.

The specific feature of rumination disorders is regurgitation of food after lunch several times for at least one month.

The main diagnostic criterion for the avoidant/restrictive food intake disorder is to avoid or limit food intake, which is manifested by failure to reach nutritional or energy needs through oral food intake.

In the case of anorexia nervosa, three essential elements are known: persistent limitation of caloric intake, intense fear of weight gain or obesity or persistent behavior to prevent weight gain and disorder in the perception of one's own weight or body shape.
In bulimia nervosa, the ingestion takes place in a short, for example, twice the amount of food that far exceeds the amount that most individuals would consume in the same time and under the same circumstances.

An episode of compulsive eating is characterized by the ingestion in a short period of time of two hours of an amount of food that far exceeds the amount that most individuals would consume over the same period of time and under the same circumstances.

The specified eating behavior disorder applies to clinical pictures in which the symptoms characteristic of a food-borne disorder that cause discomfort or clinically significant deficiency in the social, professional or other important areas of activity are predominant, but they do not meet the full diagnostic criteria for either of disorders belonging to the class of diagnostic behavior of food.

Treatments and methods of care

In the case of anorexia nervosa, there are two main factors contributing to facilitating treatment for this disease: clinically, the instigation of withdrawal of the protocol due to failure to stabilize the risk to the person and withdrawal of the patient due to its poor acceptance of treatment. So in this case it is useful to advise and recommend a multidisciplinary approach including medical, nutritional, social and psychological therapy. Psychotherapy is one of the approaches.

Parents are in difficulty and are burdened with the symptoms and behaviors of eating disorders. These feelings can be mitigated by group educational interventions (Cochrane 2008). Behavioral cognitive therapy considers that interpersonal factors such as emotional disturbances, perfectionism and self-esteem are factors that contribute to the maintenance of

the disorder and do not help to substantially improve this outcome. The choice and availability of food plays an essential role in understanding food behaviors.

People are no longer dependent on light and obsessive food when they are predominantly at our disposal. It is important to be aware of consumption behaviors. Traditional diversity is seen as a benefit for diet maintenance and global nutritional health (Toray & Cooley, 1997). However, there are also negative implications for the diversity of diets. For example, if people are given a wide variety of low calorie foods, they will eat more than they would normally (Kennedy, 2004). The same concept applies from a positive perspective, as the desire to eat a food decreases with consumption. However, when a wide variety of food options are presented, such as a canteen, the desire for positive stimulation to indulge in the rest of the food is not as important as the first element, but there is still contributes to the over-feeding of the individual (Nayga, 2000).

Over the past 15 years, research into eating disorders has found that cognitive behavioral therapy is very effective and plays an important role in this regard (Williamson, & Varnado, 1995).
Most previous theoretical research focused on behavioral predictions of behavioral cognitive theory.

These studies (eg WP Johnson, Jarrell, Chupurdia, & Williamson, 1994; Rosen, Leitenberg, Fondacaro, Gross and Willmuth, 1985; Williamson, Prather, Goreczny, Davis & McKenzie 1989) increased after eating large amounts of food or having consumed forbidden foods and declining after eating. Studies have also removed that overeating often occurs after discontinuation of the diet (Polivy & Herman, 1995) when there is a disposal variant to prevent weight gain (Duchmann, Williamson, & Stricker, 1989). Other studies show that adolescents in homecare center presents eatig disorders as a feature of their adaptatios difficulties (Breaz, Iovu, 2018).

Other cognitive studies have used various self-evaluation inventories to test hypotheses that people with eating disorders have maladaptive or irrational beliefs about diet and body shape and weight (McGlone & Ollendick, 1989). Destruction of healthy eating habits and pathological weight control strategies are the most obvious signs of an eating disorder.

Cognitive behavioral therapy for eating disorders highlights the change in both disturbed eating behavior and body-related knowledge and eating.
Cognitive distortions in eating behavior disorders

Awareness of threatening stimuli allows a person to avoid situations that cause anxiety and adversely affect him (Mathews, Richards, & Eysenck, 1989). People with eating disorders are afraid of weight gain and therefore stimulate fat-related processes as threatening (Fairburn et al., 1991). Such stimuli should capture attention more easily than stimuli that are emotionally neutral.

In conclusion, these studies have found that overweight weight and body shape seems to point to the relevant stimuli that can work to maintain concern for body shape or nutrition.

Cognitive behavioral theory predicts that information related to an individual's concerns will be more easily coded in memory and easier access to revocation. Because research has shown that stimuli need emotion as well as the relevance of content to their expression (Mogg & Marden, 1990), the authors also examined the effects of negative induction on the disposition of revocation. Study results suggest that fat word revocation is increased in people diagnosed with eating disorder and in people who are concerned about body size and shape (Baker et al., 1995).

Other memory results support the predictions of the cognitive behavioral theory of eating disorders. It is noted that people with eating disorders selectively recall fattening information and have difficulty remembering their information about being weak (Williamson, 1996).

Bruch (1962) is recognized as the first to describe the negative body image as a primary feature of eating disorders. A few years later, Slade and Russell (1973) investigated the accuracy of perception of estimating body size in patients with eating disorders. They have found that patients with food disorders have overestimated their body size compared to subjects in the control group.

How do people thinking about diet thinking about people who do not need diet?

The way the client thinks about the situation is the main factor that sabotages the diet and makes it difficult to withstand the trigger factor.

There are some very interesting differences between what a person who fails to keep up with the diet thinks, compared to those who have successfully followed their weight loss plan with the Beck Diet Solution program. Both are confronted with the same type of triggers. But the difference between those who are not successful and those who succeed is that they have certain characteristics and ways of thinking that can lead *to failure.*

Identifying Thoughts

Most of the time, customers are unaware of the thoughts they have before eating. They can sometimes take only one millisecond. The automatic thought can be simple: "I want to eat this."

Through this program the client learns how to identify these thoughts. Whenever they feel the desire to eat will learn to ask themselves the question: "What is going through my mind right now? What am I thinking? "

Thoughts that occur when the customer eats

It's amazing how creative our mind can be when we really want to do something that we do not need. The customer tends to think like this: "It's good to eat this because ... I'm stressed/I'm hungry/I do not care /I really

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want/Everyone else eats/looks so good/I can`t resist/I will start my diet again tomorrow/I am free to do this/no one is watchin /I have the right to celebrate etc. Often, the client is not aware of how faulty this kind of thinking is. The client is aware of and admits he would not be willing to eat if he wants to lose weight. But sabotaging thoughts can be quite convincing. Fortunately, there are powerful tools to counter these unhelpful thoughts.

Methodology

In this study was used an experimental design with control group and intervention program which in this case was the independent intergroup variable. The study aims to compare two groups. The experimental group participating in the intervention is tested before and after the intervention and the control group remains unchanged.

The results from the two groups are compared and analyzed to see if the experimental treatment produced any change.

Participants

This study was conducted on a sample of 24 rural and urban subjects aged 25-35 years, 6 males and 18 women forming 2 distinct groups. Of the total subjects, 12 formed the experimental group that was tested pre- and post-intervention. The 12 participants in the control group were tested once and did not benefit from the intervention.

Instruments

EDI-3 Food Behavior Disorder Inventory is an instrument of self-assessment of features or psychological constructs that have been shown to be clinically relevant for the development and maintenance of eating behavior disorders.

It includes 91 items, grouped into 4 scales. Each item contains 6 variants of answers: Always (I), Usually (O), Often (A), Sometimes (C), Rare and Never (N).

The EDI-3 inventory is built to support the clinical assessment of people with eating disorders, it provides standards for the following diagnostic categories DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders, 4th addition: Restrictive nervous anorexia, anorexia nervosa type - compulsive eating/vomiting, bulimia nervosa, eating disorders without any other specification.

Therapy

This intervention is implemented over four weeks. It takes place at a frequency of two-session sessions per week, sessions lasting 2 hours/session.

It is a four weeks program that teaches the client a different psychological ability in each session to help him achieve his goals of losing weight.

Beck Diet Solution, is a different diet than other diet programs. From the beginning, this does not include a diet plan. It also does not specify what to eat the customer or even when to eat.

Instead, the Beck Diet Solution program teaches the client all the skills he needs in order to be able to stay on any nutritional diet choosing, to get rid of overweight and maintain the ideal weight in time. These abilities are based on the principles of cognitive therapy, which is one of the most common and powerful psychotherapies practiced around the world today. Demonstrated in hundreds of research studies to be effective in treating a variety of psychological issues, cognitive therapy focuses on helping the client change their thinking so that they can maintain lifelong change in their behavior.

Objectives of therapy

Participants will choose a nutritional diet and a reasonable exercise program; they will find out what happens in our minds when we are on diet, how we think about food, how we think when we want to eat our favorite food even if we're on the diet.
Participants will learn to plan and monitor in writing what they eat.
They will learn to adopt good and healthy eating habits so they can taste, texture and enjoy every meal.
They will resolve the diet and exercise issues by counseling.
There will be a transition to thinking: "This will be my meal and exercise program for the rest of my life."

Conclusions and discussions

The results obtained before the intervention and after the intervention were different, we can say that after the intervention the results of the disorders of eating behavior have improved considerably.

All the scores obtained were high, which means that before the intervention all participants reported concerns about the desire to lose weight and discontent with body weight. There were no significant differences in reducing the risk of food behavior disorders, ineffectiveness, interpersonal problems, emotional problems, exaggerated control, and general psychological unbalance between the pretest experiment group and the control group.

The high scores obtained by participants in all pre-intervention samples at the pretest stage showed their concerns about eating behavior disorder and body weight.
Most participants had very high scores on the scale of dissatisfaction with the body and at risk of eating behavior disorder.

For most participants in the intervention, the desire to be weak coincided with the restriction of feeding (not eating, starving), on the other hand the feeding brought with it the worry of not being able to keep up with a diet and fears of growing bigger to not get fat.

Often, the desire not to get fattened encouraged them to try a diet then another, and when they did not have the desired effect, they were self-criticized or socially deprived, it was not just the thought of trying another diet.

As early as the first session, they said they had a self-perceived self-esteem, and often feel ineffective, and with their weight gain they lost their self-esteem. Higher scores in the pre-intervention phase have demonstrated this.

In addition to improving their results during this time, they have chosen a nutritional diet and a reasonable exercise program to plan and monitor in writing what they ate.

They have learned to adopt healthy and appropriate eating habits so that they can truly enjoy each meal.

They have in particular acquired a number of skills that helped them achieve both better test results and personal lives.

They have learned an important skill to plan food and calories in advance, to enjoy life not only through food, and not to feel that they are sacrificing for what they want in the long run.

On the one hand it can be said that due to the pressure not to lose control of life, they want to be more firm and consistent in the diet they will choose in the future.

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THE RELEVANCE OF MORAL-CHRISTIAN EDUCATION IN PREVENTING ALCOHOL-RELATED ANTISOCIAL BEHAVIOUR AMONG HIGH SCHOOL STUDENTS

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Abstract: Adolescence is an important period in human development, a period which is often characterised by a high risk of deviant behaviour. This reality can influence the life and academic performance of adolescents in school. The antisocial behaviour of high school students may often be a consequence of the use of substances in general and (in the Romanian context) of alcohol in particular. Given this situation, the present article sets out to explore the preventive role of moral-Christian education in regard to the alcohol-related antisocial behaviour among high school students. The article is based on research which has been conducted in the context of a confessional high school, through a quantitative method and using the technique of the questionnaire. The significance of the study also lies in the possibility of identifying useful resources which moral-Christian education can provide for the prevention of alcohol-related antisocial behaviour. Furthermore, this research highlights the important connection between the students' academic performance and the school climate in which they undergo their study.

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Introduction

Adolescence represents a period of "affective and intellectual restructuring" of human personality and it is regarded as "a process of individuation and metabolisation" of one's physiological transformations (Doron, 2006, 31). It is generally understood as covering the age range of 13-14 to 17-18. During this period, the adolescents' views about themselves, as well as their worldviews, are being shaped. They are keen to understand the social, moral, and cultural values on the basis of which they are going to build their own values system.

The danger of deviant behaviour is very significant during this period (Gavrilă-Ardelean, 2014; Modrea, 2006; Șchiopu, 1979; Gavrilă & Gavrilă, 2010) and it is often related to one's existential conflicts, to clashes of values in the environment, or by one's life ideals. Among the direct causes of antisocial behaviour, scholars have referred to: frustrations, the misuse of drugs or alcohol, exposure to violence through media, etc. Also, inner experiences, personality types, self-esteem, as well as external experiences, situations, and examples may be factors which favour antisocial actions (Iluț, 2004, pp. 109-120; Gavrilă-Ardelean & Gavrilă-Ardelean, 2016).

The tensions of adolescence may also be seen in school life. During this existential stage, the adolescent is part of the high school network. The teachers' attention as well as the learning experience need to be adapted to the specific characteristics of the students, if educational progress and the motivation for study are to be achieved. The models which adolescents find in school, the educational environment, the teachers' guidance and support, all work together in preventing delinquent behaviour and in directing students towards positive attitudes and behaviours. According to Cozăcescu, the school system needs to find the right instruments for keeping up the students' motivation and for avoiding school failures (Cozărescu, 2013, 18).

The role of the school in shaping the students' behaviour is undeniable. The risk of alcohol related antisocial behaviour can be avoided through a positive educational environment, where positive role models are available.

Alcohol consumption among adolescents

According to a study from Vouchercloud during 2010-2015, based on data from the World Health Organisation (WHO), Romania is among the top ten countries in the world insofar as alcohol consumption is concerned. Moreover, serious concerns exist in Romania regarding the problem of alcohol consumption among underage youth. According to an UNICEF report which

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was published in 2013, with the title of *Situaţia adolescenţilor în România* ("The Situation of Adolescents in Romania"; Centrul de Sociologie Urbană și Regională, 2013), 42% of Romanian adolescents had used alcohol at least once. The percentage was higher among adolescents who were over 14 years old, with boys (57%) more frequent than girls (27%), and in an urban environment (50%) more often than in a rural one (32%) (www.unicef.ro).

Although it is inappropriate to talk about alcoholism with regard to adolescents, the high rate or degree of alcohol use may have very negative effects on adolescents. The impact of alcohol consumption on the development of the human brain, on the adolescents' health, behaviour and social relationships are undeniable. Social problems in the school context, such as absenteeism, delinquent behaviour, low level of interest and poor academic performance are often related to the use of alcohol.

Alcohol consumption during adolescence has a variety of causes. There are, on the one hand, individual causes (having to do with one's specific way of life). On the other hand, there are familial causes (a family environment which stimulates alcohol consumption), as well as social causes (such as peer pressure). A survey by ESPAD (*European School Survey Project on Alcohol and Other Drugs*) which was conducted in 2015 in Romanian schools, regarding the use of tobacco, alcohol and drugs by 16 year old students, has generated valuable data regarding this subject. Thus, 77.9% of adolescents of grades IX and X in Romania had used alcohol up to that moment, indicating a slight decrease as compared to previous studies. The survey has also indicated the simultaneous existence of several types of addictive behaviours in the sense that that students who had used alcohol at least once had also used other substances, such as tobacco and drugs. The peer factor was also important. The results of the survey have indicated important correlations between one's alcohol consumption and the presence of the same behaviour among one's friends. Insofar as the compulsive use of alcohol is concerned, the results are similar to those in previous years (www.ana.gov.ro).

It is, therefore, correct to say that the cultivation of a responsible behaviour in regard to alcohol consumption is an important dimension of the adolescent's development both at the national and at the European level.

Legal aspects regarding alcohol consumption

The European Union is keen to promote efficient strategies regarding the detrimental effects of alcohol overuse (The Council of the European Union, 2017). In this respect, alcohol-related policies need to be known and transposed in adequate programs, which take into account the cultural, social, legal and economic particularities of each country. The Council of the European Union highlights the fact that the global strategy to reduce the harmful use of alcohol,

which was adopted by WHO, as well as the European action plan of WHO for the reduction of harmful use of alcohol 2012-2020, which was approved by all the 53 member states of the European region of WHO, shows "the need for adopting a global approach and for adequately employing sectors such as development, transport, law, social welfare, finance policies, trade, agriculture, policies of consumers' protection, education, employment, as well as the civil society and the economic stakeholders" (The Council of the European Union, 2017).

The bottom line is that all members of the society have the right to be protected first of all from the harmful use of alcohol, such as violence or accidents, in order to be able to enjoy a good quality life in family and society. Secondly, all people have the right to know, as soon as they reach discernment age, in a correct and unbiased way, the effects of alcohol consumption on the personal and social life. People who, for various reasons or for any period of time, do not use alcohol, have the right to be supported in their choices and not to be put under any pressure of alcohol consumption in the name of cultural norms or practices. At the same time, people who are affected by alcohol consumption have the right to receive specialised counselling and therapy. Insofar as the children are concerned, it is vital that they are able to grow up in an environment which is protected from the effects of harmful consumption of alcohol and from the publicity which encourages the use of alcohol, through "diminishing the exposure of children and youth to the marketing and advertising of alcohol" (The Council of the European Union, 2017).

Romanian legislation regarding alcohol consumption stipulates, with regard to adolescents, that it is forbidden to sell or offer them access to alcoholic drinks. Thus, Law No 61/1991, republished in 2011, article 3, paragraphs 21 and 22, qualifies as infringement any action of marketing or consumption of alcoholic drinks within the institutions of teaching and education (near the entrance, in the courtyard, or within the buildings), as well as any offer of alcoholic drinks to children in public buildings. The law also forbids the consumption of alcoholic drinks by young people under the age of 18 even in public places which are specifically meant for alcohol consumption.

Law No 148 from 2000 regarding advertising forbids any publicity for alcoholic drinks within schools or within less than 200 meters from their entrance. According to the same law, advertisements are forbidden if they are directed to youth below the age of 18 or if they show them using such products.

In order to protect underage youth, Decision No 220/2011 of the National Audiovisual Council forbids, between 6 am and 10 pm, any broadcasting which include alcoholic drinks.

Meanings of the moral-Christian education

Starting from the observation that alcohol is a common part of life for many people, its influence on the lives of children and adolescents is significant. Based on their early life experiences, children can come to view alcohol as a regular and common part of life. This is where the moral-Christian education can have an important role, enabling children and adolescents to develop a prudent attitude in regard to alcohol consumption. They need to acquire abilities, resources, and a critical thinking which enable them to deal with peer pressure and to make the right decisions for their personal health and for their social behaviour.

The ultimate goal of education is to shape people's personality and prepare them for successful social integration. It has, therefore, "the role of a mediator, of an interface between an individual and the environment, as well as the role of harmonising the interaction between heredity and the environment" (Codreanu, 2014, 98). By being part of the school system, the adolescent is exposed to influences which generate behavioural changes. Through all dimensions of education – intellectual, moral, physical, professional – the goal is to equip the student with a set of knowledge, skills and abilities which are useful to his or her successful social integration. Education becomes, therefore, "a deliberate, organised, systematic, and continuous means of shaping and influencing human personality, endowing the human person with a second 'nature' – an axiological one, which is closely related to the social and cultural dimension of his or her existential matrix" (Codreanu, 2014, 98).

The moral education, as a key part of education, is meant to ensure an adequate framework for enabling the individual to assimilate various dimensions of morality. More specifically, its goal is to shape the moral profile of an individual, within society. It is directed towards the *shaping of the moral conscience* and the *shaping of the moral conduct* (Nicola, Farcaş, 1993, pp. 19-20). School teachers have, therefore, a strategic role in shaping the profile of the young generation. Through their moral attitude, as well as through adequate communication, they can have an important contribution in the formation of the adolescents' character (Popp, Adrioni, 2014, 72).

If moral and religious education is offered as part of the school curriculum, children become acquainted with religion during the religious education classes. The importance of this subject resides in its ability to produce group cohesion and to set behavioural standards for the students. More specifically, moral-Christian education is understood as "the sum of all divine and human means whereby the moral-Christian character is developed" (Păunescu, 2014, 115). Moral education and religious education are meant to complement each other. Accordingly, if the goal of moral education is the formation of the moral ideal, from a Christian standpoint, ethics originates from

the nature of the Creator and is based on God and his word, which ultimately explains all moral order. Ravi Zacharias notes the fact that in both testaments of the Christian Bible "everything which points to morality also points to the supreme value which is the knowledge of the love of God" (Zacharias, 2010, 121).

Analysing the moral-religious sensitivity of adolescence, Duță states that the assimilation of values, for adolescents, takes place during the process of socialisation. During adolescence, human beings develop a cultural identity which depends, to various degrees, on their family, school, peers, as well as religious institutions in their proximity (Duță, 2011, 191).

Moral personal decisions are made possible by the conversational abilities of human beings and are the result of people's inner dialogue with their self. Among the key factors which influence people's moral reflections are their life experiences, freedom of choice, life principles and values, cultural context, religious convictions, as well as their neurobiological structure. People's inner balance is determined by their ability to live according to their moral standards (Nullens, 2014, 91).

The relevance of confessional Christian education is given, therefore, by its formative potential, which consists, on the one hand, of the psychological processes which it employs and, on the other hand, of the intrinsically moral dimension of the religious values (Ionescu, 2014, 188).

Research method

The present study has set out to analyse the role of moral-Christian education in preventing alcohol-related antisocial behaviour among students from a confessional school in Timişoara. The specific objectives of the study are (a) to test the students' knowledge about key aspects of the moral-Christian values and (b) to investigate the role of this knowledge in the prevention of alcohol-related antisocial behaviour among the students.

The specific method which has been used in the study was the survey and the research instrument was the questionnaire. The questionnaire was of a self-administered omnibus type. The data from the questionnaires has then been analysed with the help of the SPSS.20.0 program. The research population consisted of 32 students of a confessional high school in Timisoara who had received their education in a confessional school beginning from the primary level.

Research results

Starting from the premise that during the education process specific information regarding a certain subject is being assimilated, several questions from the questionnaire were meant to test the students' assimilation of key

aspects of the moral-Christian values. The students confirmed the important role which the classes of Christian education played in their familiarisation with the moral-Christian values. 84.4 of the respondents declared that the classes of Christian education have enabled them "to a large extent" to know the Christian values.

Given the fact that the students had been studying in a confessional school from the primary level to the present, they were able to indicate their access to several sources of information about Christian values. Thus, in addition to the religious education classes, they pointed out to the theological subjects of the curriculum, to the influence of the teacher during regular classes, to extra-curricular activities, to school tutorials, and even to charity activities which had been organised in school. 75% of the respondents believe that the moral-Christian education which they had received had enabled them "to a very large extent" or "to a large extent" to assimilate key knowledge about Christian life and about moral-Christian values. Also, 87% of the respondents indicated that they were positively interested in the religious education classes from their curriculum. The same percentage indicated that they were seeking to conduct their lives according to moral-Christian values.

Thus, our working hypothesis, according to which *high school students who are studying in Christian confessional schools are familiar with key Christian values* is validated.

Our study went further to investigate the social behaviour of the students in the school environment. It is assumed that the assimilation of moral-Christian values must be noticeable in the adolescents' behaviour. Thus, in order to test whether the moral-Christian values had been internalised by the students, their behaviour in relation to each other and to the school was analysed. They were invited to indicate how often they had been involved in various types of action which are associated with antisocial conduct. To different degrees, they declared that they had *never* been involved in the following actions: violence towards their colleagues (71.8%), theft (100%), verbal bullying (53%), lying (50%), school absenteeism (43.7%), lack of respect towards teachers (65.6%). Regarding alcohol consumption, 90.6% declared that they had never drunk alcohol and 9.6% declared that they had drunk alcohol sometimes. Altogether, these results indicate a predominantly positive social conduct, especially since negative conduct was not indicated as happening "frequently", except for a small percent in the case of verbal bullying (3%) and school absenteeism (3%).

All respondents declared that they were responsible for their own behaviour. 65.6% indicated that the moral-Christian education which they had received in school had enabled them "to a very large extent" or "to a large extent" to develop a prosocial behaviour. 78% declared that they benefited in school from positive behavioural models, both from their teachers and from

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their colleagues.

The working hypothesis, according to which *the high school students regard the moral-Christian education as having an important role in the prevention of antisocial behaviour* is, thus, validated.

Based on these results, it is possible to state that the assimilation of moral-Christian values in the case of confessional education is a relevant factor in the formation of prosocial behaviour. It contributes to the development of communication skills, to decisions which are based on shared values, to increased responsibility in relation to oneself and others (colleagues, teachers, family members, friends, etc.) and, last but not least, to the adequate management of social conflict.

The promotion of social, personal and cognitive skills, alongside an adequate guidance based on Christian values, can lead to the healthy development of the adolescents' moral conscience. The assimilation of such skills is likely to lead to a significant decrease in antisocial behaviour in general and in alcohol-related antisocial behaviour in particular.

Conclusions and recommendations

Given the abundance of offers and choices which characterises today's consumerist society, adolescents are faced with a wide range of challenges. On the on hand, there is the fundamental need for autonomy and on the other hand the need for relationships. To help adolescents deal with such complex challenges, several directions of action, from a pedagogical angle, could be useful (Kollehn, Weber, 1988, pp. 121-124): (a) the development of individual psycho-social competences, covering three areas of competence – cognitive competences (the ability to reflect and think critically), psycho-social competences (one's sensibility towards his or her feelings and attitudes), and moral competences (the capacity of moral action, based on certain values); (b) specific information regarding consumption and addiction; (c) the promotion of alternative offers; and (d) the possibility of modifying certain structural connections.

Through constant information, through adequate familiarity with moral norms and values, through the development of a social identity and of a moral conscience, through an education which promotes genuine values (such as the moral-Christian values), it is possible to create a community of mutual support and common good. The positive ingredients of such a community enable its members to overcome social or learning deficiencies and open up new social opportunities.

It is possible, therefore, to state that the moral-Christian education plays an important role in the prevention of antisocial behaviour among high school students. Our study has indicated that the adolescents who had studied in a

confessional school from primary to high school level have developed a prosocial behaviour which is based on moral-Christian values. Such a behaviour incorporates, at the same time, a responsible attitude towards potentially antisocial behaviour, such as alcohol consumption.

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IDENTIFYING DIFFERENCES IN THE LEVEL OF AGGRESSION ACCORDING TO THE BIOLOGICAL GENRE OF THE SUBJECTS IN THE PENITENTIARY ENVIRONMENT
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Abstract: *Objective.* The purpose of this research is to study the existence of differences in the level of aggression according to the biological genre of the subjects in the penitentiary environment.

Participants and design. The subjects of this work are 60. The selection criterion of the research group being the biological genre of the subjects. Because it is a comparative study between women and men, they are divided into 2 groups (each group having 30 subjects). The subjects on which the questionnaire was applied are persons deprived of their liberty, detainees at the Arad Penitentiary of Maximum Security, both the penitentiary of men and for women. The delinquents were jailed for crimes such as theft, rape, murder. The Buss & Perry aggressiveness questionnaire was used. The questionnaire was applied once for each subject. The trial was applied collectively, the maximum number of participants was 10. Each subject had a questionnaire. It was first explained the purpose and the objectives of this scientific work, then it was the training for completing the questionnaire.

Results. As a result of the obtained results there are significant differences in the level aggressiveness between the biological genre of the subjects.

Conclusion. Men have achieved higher rates compared to women at the level of aggression.

Key words: aggression, biological genre, penitentiary, violence, aggressive behavior, a person deprived of liberty.

Introduction
       This paper aims to demonstrate that there are differences in the level of aggression according to the biological genre of the subjects in the penitentiary environment.
       The motivation for choosing this theme is based on the observation that in prisons a high number of acts of violence or violence are committed, against the staff and the other detainees and against their own person. Because the specialized literature in our country is poorer in this respect, and the large-scale studies in this field are missing or are at an early stage, are applied locally but also involving a small number of detainees, so I considered that research was necessary to identify the differences in aggression according to the biological genre of the subjects in the penitentiary environment.

Methodology of research
a. The sample.
       The subjects of this work are 60. The selection criterion of the research group is the biological genre of the subjects. Because it is a comparative study between women and men, they are divided into 2 groups (each group having 30 subjects). The subjects on which questionnaires were applied are persons deprived of their liberty, who are detained at the Arad Penitentiary of Maximum Security, both men's and women's penitentiaries. The delinquents were jailed for crimes such as theft, rape, murder.
b. Working procedure
       The way subjects were tested normally, without incidents. I worked in the two penitentiaries in one of the special club rooms arranged for such events and under close supervision of the penitentiary psychologist and at least two guards. The questionnaire was applied once for each subject. The sample was applied collectively, the maximum number of participants was 10. Each subject had the questionnaire and answer sheet. It was first explained the purpose and objectives of the study, and then the training of the samples. After the misunderstandings were removed, they were asked to complete the questionnaire. I think the sample used did not have a time limit.

c. Methods and tools used
       For data collection, the Buss & Perry aggressiveness questionnaire was used.
       This test was designed by Arnold H. Buss and Mark Perri and measures four aspects of aggression: physical aggression, verbal aggression, anger / anger, and hostility.
       The questionnaire consists of 29 items, the first item and 23 are the first

reversed scores. Different descriptions of some moods are given in the questionnaire. There is one of the four variants given: always, often, rarely, never. Total score is the sum of all item scores and varies between 29 and 145. Higher scores reflect more aggressiveness.

Results and discussions

The results obtained by the subjects following the application of the aggressiveness questionnaire will be shown in the following tables, table 1 and table 2 respectively.

Table 1. Differences between women and men at aggression level.
Group Statistics

	Gen	N	Mean	Std. Deviation	Std. Error Mean
Aggression	women	30	64.43	13.642	2.491
	men	30	68.03	11.601	2.118

For Table 1, we used the method of averaging aggression between men and women.

In the present case, there is a small difference in the size of the aggressiveness, which is in favor of men. The situation may be due to the fact that men are more prone to such aggressive behavior due to the psychosocial effects of deprivation of liberty. The impact of detention on the individual is dramatically felt through: the drastic limitation of the space of movement, the relations with the roommates; this may result in aggressive behavior

Another explanation can be given by the personality of the individuals in the sample being tested. This is not an unknown, knowing that men are more aggressive than women.

Table 2. Significance of the "T" test according to the level of aggression between women and men
Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

	F	Sig.	T	Df	Sig. (2-tailed	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper
Agr.	.021	.884	-1.101	58	.275	-3.600	3.270	-10.145	2.945
			-1.101	56.540	.276	-3.600	3.270	-10.148	2.948

For Table 2, the "T" test method was used. The "T" test is used to assess the statistical significance of differences in the mean of the biological genre and aggression.

As a result of the results obtained in Table 2, we can speak of a statistically significant result in the aggressiveness dimension. Its value is t = .884, which shows a significant difference in aggression between women and men. Both men and women express their anger and aggression, most of the time, by the same methods, especially when talking to people deprived of their liberty. Although men seem more nervous and aggressive, women may have the same behavior, especially if they are challenged.

Persons in the penitentiary environment resort to verbal violence, physical violence: stabbing, bruising, throwing a victim into various objects; to emotional violence, which is the main factor in controlling and manipulating the other by: verbal attack, threat, intimidation. Persons deprived of liberty take advantage of each other's weaknesses, they end up terrorizing them; because of the massive frustrations, the frequent humiliations and the sense of helplessness, the weaker ones succumb.

Thus, on this dimension it can be seen that men are more aggressive than women in the penitentiary environment. To communicate and live in this new universe, it has to assign a social identity, to differentiate itself from the other. This implies the existence of a reputation. It is known that convicts are known only through convictions, so they try to form a personal identity.

This is also due to the fact that men are fighting for power, for personal purposes. The fact that detainees often appear in detention facilities does not surprise anyone: the tensions of incarcerated life, the regulation of accounts, the misunderstandings with the staff, the non-payment of debts are the most frequent reasons for inciting certain detainees to resort to aggression of others.

Violence in prison is always conditioned by the accumulation of tensions within a group of detainees: non-conformist skills, the presence of

some with mental disorders or inadequacies marked in the penitentiary environment. Taking into account the specificity of the life of detention (frustrations regarding independence and the general human need of affection), violent acts often have the role of affective relief, relief, catarsis (through the feeling of fulfillment and the satisfaction that follows). Small aggressive acts, usually overlooked, should be considered as signals for what is valued by detainees and violated by someone: strength, prestige, age, loyalty, quietness, and sense of security.

Conclusions

As a result of the obtained results there are significant differences in the level of aggression between the biological genre of the subjects. Men gained higher odds than women at the level of aggression.

Subsequent directions for action

Taking into account the exploratory nature of the research, the intention being to take another step in discovering the types, sources and effects of the variables that influence the adaptation and adjustment to the penitentiary environment. The next step could highlight the correlation between aggressiveness and the factors of the pathological quiz S.P.13.

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THE USE OF MASS MEDIA IN THE SOCIAL WELFARE PROFESSION

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Abstract: There is a short overview of the history of the social assistant profession internationally and in our country. Emphasis is placed on community social assistance and the development of this system of social protection in the interwar period, the communist period, and after the revolution of December 1989. The stages of the development of the higher education of social assistance in the county of Arad after the revolution are marked. The paper presents the charity activities carried out by students at the UAV Arad under the guidance of their teachers and the media coverage of these actions (by press and television). Media coverage has led to a better knowledge of the profession and an increase in the number of students who wish to take up this profession.

Keywords: social work, charity, publicity by media coverage

A brief review of the history of social assistance

In antiquity

The idea of helping, underpinning the social welfare system, appeared very early in the history of mankind. Babylonian Code of Laws, of Hammurabi, is the first written manifestation of the idea of aid, in the form of the support of men among them, in a time of restraint (1750 BC) (Drimba, 1999). Also, in other countries of the ancient world, this idea signals its presence under different aspects. Thus, in Israel (1200 BC), the people believed that helping others is a divine commandment, and God expects them to help the poor.

To the Greeks (500 BC) there is the term "Philantropy" which means acts of love for mankind. In Greek cities, this idea is institutionalized, appearing organizations to help. Citizens donated money, with which they bought different goods (clothes, food) for the needy (Mănoiu, Epureanu, 1996). In China (300

BC), Confucius formulates some theses known as "Confucius Annalships," in which the idea arises that people must be linked to each other by yen (a kind of sympathy expressed by helping the needy).

In ancient Rome (100 BC) there was a tradition in which patrician families distributed grains free of charge to poor Romanian citizens.

The emergence of Christianity is a real revolution in this field, and philanthropy (charity acts) becomes a thesis of it. After the legalization of Christianity by Emperor Constantine the Great in 313, the church is under obligation to help those in need.

In India, China and the Middle East countries, in the medieval period, there were institutions called "hospitals" which, in fact, were places of refuge in which the poor or disabled were accommodated.

By the fourteenth century, all Western European countries had different forms of helping the poor and various settlements or shelters in order to support those in need, the vast majority of them were under the patronage of the church.

In our country

In 1831, Chapter 8 of the Organic Regulation (the first Constitution of the Romanian Lands) establishes social assistance institutions, as: the Relief House for the Poor, the House of Beggars and a Birthplace, and a midwife school.

In 1869, the Romanian countries legislate, the commune's task of dealing with infirm children. At the same time, there are also concerns for mother and child assistance, in addition to helping the poor.

In Transylvania, social assistance is organized by the Austro-Hungarian administration. In 1888, there was a "White Cross" society that handles orphaned or abandoned children. There were also some orphan centers that managed the funds needed for orphaned and disabled children.

Interwar social assistance

Romania also introduced, in 1912, among the first countries in the world, legislation on sickness, old age, accidents, disability and funeral, legislation preceded in 1902 by the Law on the organization of the House of Incident Insurance and death for craftsmen.

After World War I, a systematic and scientific activity of social assistance and protection emerged within the Ministry of Health, Labor and Social Protection, as a result of the large number of widows, war orphans, invalids and people with a worsened situation. In 1941, the Municipal Committee of the Bucharest Patronage Council was established, with a view to combining in a single action all the efforts that took place in the capital, for the building up and removal of social dependents and the organization of rational social assistance. In this sense, an action has been taken that has covered all

areas of social protection and assistance. In 1948 the labor and social assistance problems were reconsidered according to the provisions of the law on the organization and functioning of the Ministry of Labor and Social Welfare (Mǎnoiu, Epureanu, 1996).

Between World War I and World War II, as a result of the destruction, social assistance problems increased, poverty, beggars and vagrants grew. The development of the industry brings with it the development of cities, the necessity of bringing the level of living and education of the village to the city level. There were only a few intellectuals in the village and in the neighborhoods of the cities. Usually these were the priest and the teacher. By nature, the village had some events that everyone attended: baptism, wedding, funeral, but it did not deal with post-war problems. It was the question of knowing the social realities that it faces, and the potential of all those who have a certain education to be used, because that is the only way to solve the social problems. Thus, the community, which previously fell to a religious community, ethnic community, etc., began to become a more complex ensemble, to take more of a geographical and administrative space.

The concept of community social assistance has been used in the interwar period by D. Gusti's sociological school in the attempt to know the social reality and to organize the professional and collective professional interests. In order for the world not to be isolated and confined by needs and weaknesses, programs for the development of a wide network of local community associations should be initiated so that the village can benefit from the energies of all professions in its environment, from doctor to teacher, and from that of all the functions that have developed in the universal world, from the spiritual function of the Church and the priest to the political-juridical function of the mayor or gendarmerie officer (Gusti, 1970).

The end of the First World War brought with it a new concept of social peace, which could only be achieved through a legal system based on the principle of social justice, on the idea that the underprivileged people have rights and that social assistance is not a matter of political benevolence, but a social necessity. Along with this fundamental change of optics in the analysis of the problems of the industrial society, social assistance emerges as a distinct field of activity (Neamțu, 2011).

In the period 1945-1989, the network of social workers, which functioned in the territory, was abolished, and the specialty posts were canceled definitively (communist regime did not recognize the existence of social problems).

Nowadays

After the revolution of 1989, the attributions and forms of organization

of social protection institutions are established. In the field of social assistance, social protection is provided for minors and people with disabilities to support social and professional integration. It also ensures the coordination of social protection of people and disadvantaged groups and collaborates with organizations that aim at social protection.

Social assistance remained after 1989 in an area hard to reach by social policies. The measures adopted after the revolution have failed to constitute a coherent and well-defined system. Benefits categories are dedicated: cash and in-kind assistance, funding and managing institutions for those in special situations, providing specialized services to people at risk. In the category of aid in cash or in kind, accding to the "Statistical Yearbook of Romania", both the allocations and the aid granted to the population from the state budget, as well as those granted from the local budgets are included (Banciu, 2006).

After the country's integration into the European Union, social policies are aligned with the Union's social policies.

Social protection systems play a very important role in the European Union in terms of the lives of Europeans and families, as well as in terms of their influence in promoting society and the economy. They guarantee income for people in difficulty while allowing them to accept and adapt to economic and social developments. They also foster social cohesion and economic dynamism. Social protection expenditures represent 28.5% of the GDP of the community, of which the most important part is for pensions and health services (Banciu, 2006).

In 1994, through a Tempus Programme, The University East Anglia from Norwich, provides a training program for teachers who will teach social assistance at university level. There are two teaching staff from each big university center (Bucharest, Cluj, Iasi, Timisoara) and two people from the ministry. Teachers, specialists in related fields (psychology or sociology) are trained for two years on a modular model in order to ensure a good training for the new social assistants in Romania.

Definitions

Social assistance, as a subsidiary system of social protection, operates by a principle other than insurance: it is based only on state budget funds or donations from volunteers and international institutions and does not involve any previous financial contribution from the assisted person.

Social assistance is defined as "an ensemble of institutions, programs, measures, professional activities, specialized services for the protection of persons, groups and communities with special problems, temporarily in difficulty who (...) are not able to achieve by means and their own efforts a normal, decent way of life "(Zamfir, Zamfir, 1995). According to the NASW

(National Association of Social Workers), the fundamental purpose of the social assistant profession is to restore the normal social functioning capacity of individuals, groups and communities. According to Barker (1998), social assistance has several purposes: helping people to obtain resources and services, counseling and psychological support to individuals and microgroups, implementing or improving health services at community level, participating in the development and promotion of social legislation.

Blum defines social assistance as "an institution that, as a part of the social organization as a whole, has the function of providing social support to community members through the channel of public or private bodies and thus satisfying multiple human needs. .) The social service seeks to integrate the individual, family, groups and communities in the overall social environment "(Blum, 1970).

Assistance activity has two main dimensions:

- *the economic dimension* - which is aimed at the allocation of material and financial resources to people who, for a limited period, can not lead a self-sufficient life, have no income. For example, poor, orphaned or abandoned children, deficient, elderly without family support and no pension, people affected by natural disasters and not protected by private insurance contracts.

- *the social and psychosocial dimension* of social integration and social reintegration processes in a broad sense: family, professional, cultural, normative, in the assistance of drug and alcohol addicts, the re-socialization of offenders, the solving of couple problems, protection of victims of physical, sexual and psychological abuse, solving intra- and intergroup conflicts (Tompea, 2011).

Efforts in the field of social assistance are made both by state institutions and NGOs and by volunteers.

The system of state aid institutions differs from one country to another, depending on the state's budgetary resources and the specificity of the social problems it is trying to solve, the assistance traditions and the dominant ideology.

Social politics

The social policy of the state represents a set of goals and tools of analysis through which the public power realizes the normative impact of public resources and the distribution of income in the humanist perspective of social justice (Tanasescu, 2009).

In his work on social policy issues, T.H.Marshall (apud Miftode, 2010), considers that the stated purpose of social policy is welfare. Starting from this premise, under the current conditions of the development of society the main objectives pursued by the social policy are:

- promoting public services: health, education, social security, culture, etc .;

- the protection of some segments of the population in difficulty through the social security system and the social assistance system;

- ensuring social conditions considered to be important for general social development: increasing social solidarity, promoting family and child interests, etc. (Ciumas, Văidean, 2011).

Personal contribution

In Arad, training in social care occurs in 1999 at Aurel Vlaicu Uiversity, the Faculty of Theology, in the form of a dual specialization: theology-social assistance. In 2004 a specialization o its own is created, first in the Faculty of Humanities and then in the Faculty of Education Sciences, Psychology and Social Assistance.

Throughout this period new teachers are brought, from students who have already graduated at the UAV or graduated from other universities with practical experience in the field.

Today, the Social Assistance Studies program offers not only bachelor studies but also masters studies and provides to Arad county and to neighborhoods counties competent and professional social workers.

In addition to other activities through which the social assistance program is known (such as various Social Assistance Day activities, participation in national and international conferences and symposiums), charity activities are also included.

Initially, during the period 1999-2006, they took the form of charitable concerts. Students organized various charity concerts at the Cultural House of the Trade Unions or at the Cultural Palace, and the funds obtained were used by them to help disadvantaged categories (the elderly in the Care Center, children with various disabilities, women in the penitentiary etc.).

Two years ago, in 2016, the campaign "Help us help them!" was launched, „which aimed to introduce students into the field of social assistance, to motivate society to empathize with vulnerable people, to have the role of subsidiarity" (July 24, 2018, Antena 3, https://www.google.ro/amp/s/m.antena3.ro/amp/eroul-zilei-alina-breaz-doctorul-in-sociologie-care-aduce-zambete-pe-fetele-oamenilor-480002.html).

„This action is a tradition already in the Faculty of Sciences of Education, Psychology and Social Work, where students are particularly active and participate with enthusiasm at each of the new charity actions" (https://www.mandri.ro/alina-breaz-si-studentii-au-ajutat-din-nou-foto/).

Enjoying the support of Mrs. Rector, Professor Univ. Dr. Lila Ramona, who is always with them at every action, and Mrs. Oana Pîrvulescu, DDAC

General Director Arad, who supports them in identifying vulnerable families in Arad, UAV students are solidary and empathetic when it comes to marginalized families (https://www.mandri.ro/alina-breaz-si-studentii-de-la-asistenta-sociala-continua-actiunile-umanitare-foto/).

The actions continued also during the summer as the Adevarul newspaper reports: "The students of the Social Assistance Specialty, at Aurel Vlaicu University Arad, although they are in the holiday season, want to continue the series of charity actions together with the lecturer who guides them" (https://m.adevarul.ro/locale/arad/profesoara-alina-breaz-continua-actiunile-timpul-vacantei-1_5959f0d05ab6550cb8bf472a/index.html).

Among the people who benefited from the social worker's charity activities are: families with two children with different forms of disability, children alone with grandmother's, children with autism, or children from monoparental families with difficulties, especially children from families living on the limit of subsistence (http://www.livearad.ro/tag/alina-breaz/ ; https://flacara-rosie.ro/2018/01/26/6144/; https://www.ziardearad.ro/taguri/alina-breaz http://www.ghidularadean.ro/stire/19095/studentii_uav_de_la_asistenta_sociala_alaturi_de_lectorul_alina_breaz_continua_campania_de_ajutorare_a_celor_vulnerabili.htm.).

"The role of the social worker is to support vulnerable people and create a relationship in which empathy towards them prevails. In this case, the maternal presence is completely lacking in this child's life, so our students wanted to be with this family as support, both affective, empathetic and administrative. Most of the time we realize how useful and responsible we are in the case of society's vulnerability, "said their advisor. (July 2, 2018; http://www.livearad.ro/tag/alina-breaz/)

Final considerations
The intense promotion of charity and volunteer acts carried out by students from the Social Assistance Program at the UAV Arad, had several implications, apart from the actual help of the families in difficulty:
- has led to the knowledge of a less congenial but more agreeable aspect of the social assistant profession;
- increased community receptivity to social assistance and its professionals;
- has led to a higher level of professional training of students from this study program by their direct involvement in one of the sides of the practical work of the profession
- increased by a small percentage each year the number of young people opting for this profession.

It is believed that the charitable and volunteer activities carried out have greatly reached the purpose for which they were initiated.

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LEVEL OF KNOWLEDGE AND COMMUNICATION OF THE RIGHTS OF RESIDENTIAL ELDER PEOPLE
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Abstract: Many third-age people come to live in the residential environment due to lack of family or home. The residential environment is an environment in which members at the same time have rights and obligations towards the community in which they live. These rights are not always known by the residents due to poor communication with the staff of the residential center. The paper aims to determine on a number of 107 elderly people living in the residential environment the level of knowledge of the rights they have and the level of communication that is established with the staff of the residential centers.

Key words: elderly people, residential environment, rights, communication

Theretical frame
The situation of dependency

Dependence translates into the loss of autonomy, the need for help from those people. Your ability to maintain your home can be affected, prepare your own food, take care of your own person (hygiene, equip yourself, go to the toilet), move around, etc. Dependence is caused by illness, physical disability, affecting about one-third of people over 75 years of age, mental deterioration that occurs in about 5% of the elderly, or poverty. This situation affects the elderly's quality of life both because of mental discomfort (feelings of embarrassment, futility, sadness, helplessness) and due to the associated costs: medical consultations, payment of home carers, changes in the environment.

Economical situation

Elderly income tends to keep up the age gap: the rich are still rich, even if the income is somewhat diminishing, and the poor become poorer. Most pensioners are the main source of income, and others earn rental income,

economic activities, are helped by children.

The poverty of the elderly enters into wider context of poverty at the level of the integral society, its causes being either individual or structural, depending on what they achieve. The problems faced by the elderly have structural rather than individual origins. In the context of a high population poverty rate, as in Romania, economic growth measures are required, coupled with procurements for supplementing low-income people and ensuring decent pensions for the elderly (Breaz, 2011).

Some of the needs met by social services would be better met by the elderly if they had the financial means to maintain their independence. Most elders deal adequately with the problem of old age if they have financial security and a decent home, which is the benefits to which social policies should give them the most attention.

Discrimination, social exclusion, ageism

There is direct discrimination and indirect discrimination. Direct discrimination is, for example, when age is used to determine what treatment to be done to someone or how much to pay for a service.

The use of chronological age, directly or implicitly, as a measure for services or as the basis for resource rationing, is the most easily identifiable and the most arbitrary form of discrimination of the elderly. It betrays a deeply rooted ageism, implying that elders do not deserve to be treated on equal bases with others.

Indirect discrimination arises from affecting and disadvantaging the elderly by a particular policy or practice by ignoring their needs. The main reasons behind this discrimination are the stereotypes about the elderly and their marginalization in the policy making process. The consequences of indirect discrimination can be as damaging and important as those of direct discrimination and more difficult to identify and evaluate.

Defined as the negative, unfavorable or abusive behavior of individuals or institutions towards the elderly, ageism can also be seen in the way elders perceive themselves and lower their self-esteem and self-esteem. Ageism and age discrimination deprive society of the skills, talents and contribution of a major and growing section of the population, establishing a second-class status that negatively affects the lives of millions of people and helps create a divided and uneven society (Breaz, 2015c).

Ageism is evident in professional practice, in the media and in a wide variety of areas. It is absolutely necessary to change pubic attitudes and unfavorable images of aging.

Promoting an inclusive society for all will require fewer special measures and will result in the elimination of discrimination against the elderly.

Declining status

With retirement, there are a series of status and role restructurings. The change of status from the employee to the pensioner is steep, which leads to the appearance of a sense of ineligibility and, if new concerns do not occupy the time devoted to service, to boredom.

Different family situations and chronological inconsistency of life events for all the elderly make there a great difference between them. For some elderly families at the age of retirement, home abandonment by adult children is also happening, which doubles depressive feelings, others now appear to grandchildren, which was the opportunity to acquire a new sense of social utility (Breaz, 2015a).

Older people have fewer opportunities to make new friends and depend on long-lasting relationships. As the old man advances, the social network is rising, especially by the death congener, loneliness being as painful as so widespread among the elderly. Some elders become even isolated due to illness, loss of other significant or loss of hearing, vision, mobility.

Loneliness itself is not a problem if it does not lead to a lack of social relations and isolation, situations in which the person is deprived of the company and intimidated, crucial for a healthy and happy life. Studies show that people whose relationship needs are unsatisfied are more dissatisfied with life than those who live with others, more exposed to depression and poor health, have a lower quality of life (Bucur, 2001).

Ethics in an aging society

Over time and space were frequently mentioned unfavorable attitudes towards the elderly. In some cultures, when they become useless for family and society, elders become a problem and often they want death or are killed. In Eschimos, this mentality is implicit in the elders' habit of withdrawing from the community and leaving a boat off the ocean when it feels that it is no longer useful either. It's actually a suicide.

Today's violence against the elderly, such as physical, sexual or moral abuse, including abusive neglect and abandonment, robberies, crimes taking a leading role in crime statistics, and the high number of suicides among them the fact that even at the beginning of the third Christian millennium the elders are not loved, accepted or respected.

Conflict between generations as an antagonism between the young and the elderly is a current issue expressed in the variable intensity manifestation that is encountered in the spheres of social life: in the family, in the workplace, in the street, in the community, in the whole society (Fontaine, 2008).

As any conflict and the conflict of generations is due to the struggle for distributions of limited resources, power, or disputes over some values. The stereotypes and myths of the various age groups (especially children,

adolescents and the elderly) are a factor with significant influences for the accentuation of this conflict, and in this context the contemporary media society, especially television, plays the most important role in the image which it promotes about the groups mentioned, an image most often not in line with reality.

The other direction of ethical approach to aging and old age issues is related to making economic and political decisions. If the first case concerned individual life decisions, here are decisions that affect the community, the society. Issues related to healthcare, pension systems and social services for the elderly are already well known.

Ageism is a concept that multiplies the number of "ism", meaning discrimination against the elderly.

On the agenda of the international bodies, the issue of old age, demographic aging, the rights of the people of vartners is a permanent one, and the principle of non-discrimination based on age, gender, nationality, religion and so on appears in most national and international legal acts, beautiful ideals for tomorrow's society (Breaz, 2017).

The elderly patient always requires a particular situation - putting the doctor in a different situation from that of a young or adult patient - that is, to differentiate normal from pathology. (Neamtu, 2003, p.915)

This particularity derives from the fact that the adult's normal is different from what we consider to be normal in the elderly because the aging process (natural, physiological process) brings about changes in the morphological and functional parameters of the body, changes that are considered physiological for a certain age. In other words, it is important to establish whether we are in the face of an elderly person with changes in "physiological aging" or in front of an "elderly patient". However, differentiation is often difficult because the two processes can coexist, closely complicated, being difficult to separate, which negatively influences the proper assessment of the elderly and the elaboration of the therapeutic measures.

Starting from this difficulty, in practice two aspects can be met:

- or some aspects of normal aging are considered pathological, a situation that is most certainly the most common;

- Some pathological aspects are considered normal, belonging to physiological aging. (Garleanu Soita, 2006)

Roland Cape (apud Breaz 2014) considers that this second situation is also common because of the elderly (relatives, friends) who are trying to convince him that he has to console himself with the idea that full health is in the past and that he must confine himself to being ill and weak, expecting to be even worse before the end. As long as the elderly or even the doctor accepts ongoing pain, dizziness, weakness, fatigue and other symptoms as an integral

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part of advanced age, many diseases will remain undiagnosed and untreated.

Therefore, elderly patients should be encouraged to report new and troublesome symptoms as they occur. The elderly will also appreciate the interest of their doctor or caregiver, will trust them, and so will be able to be quiet in situations where the accusations of their physiological involution should not alarm them (perhaps at a very advanced age, a man hardly accepts that the decrease in physical force or vision, for example, is a normal phenomenon). (Neamtu, 2003, p.915)

Summing up the clinical nature of the elderly patient in a few words, one can say that he is an individual whose huge functional reserves during development and maturity are largely lost. In spite of low reserves, most systems continue to operate quite accurately, albeit at a considerably slow pace. It is rarely necessary to prohibit the elderly from undertaking certain activities. The condition is that the activities they carry do not require unusual force or agility. The only necessary limitation to this statement is that the elderly should be warned that many activities require more time to do so and should be encouraged to accept it and not to hurry (Breaz, 2014).

Although morbidity and mortality are constantly increasing with age, many elderly people can enjoy a full and active life. Their proportion declines slowly from about 95% to 65 years to about 85% to 80 years and to 70% or less to 90 years. This means that the advanced age must not inspire fear in most cases, being a period that allows the individual to enjoy every moment, a time when unfulfilled ambitions can be achieved.

Few studies have examined the health of random cohorts of elderly people living in their own homes. One such study was conducted in three districts southwest of Ontario and provides estimates of the proportion of elderly people of different ages who lost some or all of their independence.

Based on an analysis of simple activities (walking, climbing and descending stairs, washed, dressed), this study found that most elderly people retain their completely independent lifestyle to the end. between 65 and 75 years, the incidence of significant disabilities slowly increases from 5 to 10%. Only 80 years later, this increase in the loss of independence reaches 20-30% in the risk population. (Mandrila 2005)

The importance of this simple study is that it draws attention to the false nature of the idea that advanced age is necessarily time of debility and loss of health. Most elderly, if not all, rely heavily on health, more than any other aspect of life, and that's why it is important that this message is spread everywhere and is well understood and accepted. He will encourage the elderly to have hopes for his health, understanding that he expects that disabilities will never necessarily happen.

Elderly people usually imagine a chronic and continuous illness picture,

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with reduced capacity and disabilities. It should be emphasized, however, that chronic illness and age do not always go hand in hand. Shapiro finds that more than half of patients with admissions longer than 6 months are under the age of 65 years, as confirmed by studies conducted in London and Ontario hospitals. It is therefore important to distinguish between patients with chronic and elderly illnesses. They may have many health problems, characteristic of the elderly being polypathology, but in relatively few cases they lead to continuing complex disabilities to result in loss of independence. in other cases, the hope of achieving a satisfactory return to independence is good (Breaz, 2015b).

Elderly patients arise from many chronic conditions of illness (remarkable being vascular atherosclerotic disease, obstructive chronic bronchopneumopathy, delayed diabetes, chronic arthritis). The first and most common of these - atherosclerosis - usually occurs as a series of acute episodes of myocardial infarction, gangrene due to peripheral vascular disease, etc. (Neamtu, 2003, p.915)

Although some individuals become ill in these conditions, most continue to maintain an independent lifestyle, outside occasional acute episodes. It should be added here that including the disabled group is treated with skill and seriousness.

Chronology does not mean that treatment can not be applied to reduce problems and help maintain independence. Ronald Cape believes that in an elderly, the effect of a chronic illness falls broadly into one of the following three possibilities:

- the first is that of terminal disease, and the patient dies in two to three weeks;

- the second is that of the disease that responds to treatment and is properly rehabilitated, and the patient regains his full independence;

- the third possibility is that the disease results in a significant loss of functional ability, so that the individual becomes dependent on the support of others.

American geriatrics considered that elderly people feared this third possibility, so management of elderly illness should avoid this situation as much as possible. This objective can be achieved by having the elderly patient in a continuous rehabilitation program at home or, if necessary, in a day care center with community services in order to encourage and maintain independence, be it only partial . Another problem related to the pathology of the elderly, which we consider to be worth mentioning, is that of a surgical disease at risk of death, for example the discovery of an asymptomatic abdominal aortic aneurysm in an octogenarian, potentially lethal situation, because the rupture of the aneurysm will be close surely causing death (Sorescu, 2005).

Surgery would remove aneurysm and its lethal risk, but on the other hand, such an intervention at a healthy octogenary is striking by a rather high mortality (approximately 19%) and can cause, through the operator's stress and the possible adverse effects of drugs, impairment of mental capacity and individual independence.

Experience shows that most elderly people, if given the opportunity to choose, prefer a short, independent life instead of a long period of disability, when they are dependent on the care of others.

Turning to the importance of rehabilitation, we emphasize that for an elderly the critical part of a disease is the final stage, ie the restoration of mental and physical function to the stage before the disease. There is a difference between the ways in which beings react to disease and re-establish themselves at different ages. Thus, the adult individual affected by a severe acute illness is often remarkably restored, rapidly, his rehabilitation being stimulated by the need to return to family and work responsibilities. In contrast, the prospect of the future for the elderly is not an incentive for its rehabilitation and, without being motivated, it will not make the effort necessary for the rehabilitation process, which inevitably requires persistence from the patient. (Miftode, 2010)

Therefore, the elderly needs careful supervision and permanent support to achieve this goal. He must be convinced (and it is not always simple) that the only way to repair the psychic force and ability is to take responsibility, get up from bed and use the muscles, obviously within acceptable limits, gradually over a period of time.

The effectiveness of rehabilitation programs has been verified over and over again in the UK as well as in North America. This aspect of care must never be out of sight, regardless of illness.

Another aspect of the elderly pathology, which I think deserves to be remembered here, is the special role that preventive geriatric medicine can have. And many examples can be given in this regard. Thus, osteoporosis, considered to a certain extent to the elderly woman due to hormonal deprivation from menopause, presents a maximum risk of fracture around the age of 75-80 years. there are hundreds of thousands of serious bone fractures in the world, attributed to osteoporosis.

The dietary analysis of "middle-aged women shows that for many of them, the diet does not contain enough calcium and although the negative calcification can only be a secondary factor in this multifactorial disease, it plays an important role and is certainly a remedy factor.

Preventive action can also be taken on the other aetiological factors of osteoporosis, through hormonal correction and physical activity, and it is particularly important to maintain a modest physical activity. (Buzducea, 2010)

The results of epidemiological studies strengthen the physician's role in

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the primary prevention of cardiovascular disease, which is the leading cause of elderly mortality. The risk factors identified in the Framingham study, which are modifiable or preventable, are: hypertension, high serum cholesterol, smoking, glucose intolerance, left ventricular hypertrophy.

Excessive obesity, hypercholesterolemia, hyperglycemia, over-saturated diets in fat and excessive alcohol consumption (in contrast to the permissible consumption of a glass of wine a day) are the conditions or habits in which the doctor has an opportunity to take an attitude. There are many other opportunities to practice preventative medicine. For example, immunization of the elderly by vaccinations should be accepted as a routine method.

Similarly, administration of postoperative antithrombotic drugs and in all other immobile situations where the risk of pulmonary embolism is feared. Ronald Cape said that "in geriatrics, a preventive effect has greater value than a healing remedy," meaning that the role of prevention is more than 12.5 times greater than treatment (Bodi, 2017)

Dependence in old age

The notion of dependence is integrated with gerontology and geriatrics, of which it is inseparable. It has specific geriatrics, and although it is not a disease, it can be caused by illness, accident, an inborn or gained anomaly, plus the involution process for the elderly. Dr. Constantin Bogdan emphasized in 1997 one of Cardot's statements in 1994: "Old age is not a disease; the great age induces a natural dependence that needs help. " (apud Breaz 2011).

Demographic developments also make it possible to increase incapacity and handicaps in the coming years. The first results of non-incapacitated life expectancy studies are encouraging, which is growing faster than life expectancy. Despite the progress that has been made, many of the elderly become dependent. The problem of elderly dependence is a major public health issue. It determines the needs and services dimensions that are needed, it requires resource allocation in health and social care, supporting families and finding other forms of help.

By qualifying a person's relationship with his or her environment, dependency requires a global and multidisciplinary approach (Buzducea, 2017).

In a preventive way, which refers to the whole population and, in particular, to the younger generation, the goal is to restore the broken balance between the person's abilities (his / her skills) and the living space he / she chooses. For this purpose, it is essential to perform a functional assessment beforehand. It refers to both the physical and psychic skills and the social universe of the person. The means implemented must be well coordinated. These means must pursue a threefold purpose: correction of incapacity; stabilization of the acute functional stage; adaptation of the social environment

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to the stabilized functional stage.

Often, many interventions are needed: medical and surgical; social services; home care help services; hosting institutions (day centers, night shelters) (Breaz, 2011).

It is, therefore, important to always have the patient's good knowledge of the case in order to respond to the situation (Neamtu, 2003. p.920)

Dependency refers to the loss of autonomy of the third person, the need for help from other people. Dependence may be provisional or definitive depending on the evolutionary potential of each disease being diagnosed. (Bucur, 2001, p. 915)

The needs of the third-age dependents partly or totally dependent may be socio-medical, psycho-affective, and these are established on the basis of a national assessment of the needs of the elderly, which provides the criteria for inclusion in dependency grades. Law 17, 2000)

Institutionalization of third-age people raises a series of problems (the appearance of a common sense in the community, loss of independence, intimacy and familiarity, minimizing family ties, friends and neighbors, discontinuing involvement in different organizations, altering normal social activities , aggression, anxiety, abandonment, hyperprotection) and cause reactions from the elderly (adaptive disorders, depression, confusional states, isolation, hostile silence, increased irritability, aggravation of organic suffering) and some needs: the need to be considered as part of society: the need to use time in as satisfying conditions; the need to be recognized as a person with distinct individuality and the need to manifest one's own personality; the need for health care; the need to stimulate menta faculties; the need for spiritual services; the need for communication (Sorescu, 2005, p. 60-87)

Loneliness and social isolation at third age.

Loneliness and isolation of the elderly and beyond, generates the need for belonging, to have a life characterized by sense and dignity. The elderly person remains the only one, and the assistance received from receiving social services does not respond to this problem given the fact that the social and emotional problems of the instincts are less recognized in comparison with the material. Third-age people have fewer opportunities to engage in new friendships and tend to depend on long-term relationships in their previous lives. The more the person advances, the more his social network is rare, especially through the death of his acquaintances.

Loneliness itself is not a problem unless it leads to a lack of social relations and isolation. Robert Lauder's studies have highlighted that people whose need for relationship is unfulfilled, are more dissatisfied with life than those living with others, are more exposed to depression, and have a healthier and lower quality of life . (Sorescu, 2005, p.43)

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Beyond the precarious material state of the elderly, it faces acute problems, such as the abandonment of active social roles, poor health, loneliness, dependence, the feeling that the elderly is generally a "burden for society, which is why most of them become victims of the abuses of their peers, often even from the ones they gave their lives, the first to have the duty of respect and care.

Regarding the abandonment of these people, Dr. Constantin Bogdan points out that it manifests itself in several forms. Since 1992, inspired by the phrase "street children," he has reported what has turned out to be a reality - the "street elders" (an important part of the category called "boschetari"). Without shelter, begging, scrambling through the garbage, these elders of nobody with biographies hard to decipher (because they hide the causes of their tragic becoming, either present difficult to check stories, or have memory disorders, certain degrees of intellect damage, other forms of mentally disabled, often without identity papers, etc.), because of the polymorphism of the causes that sent him to the street, these "elders of the street" often go unnoticed (apud Breaz, 2015a).

The reasons they came to the street are diverse and the probability of them getting back into families is very low.

Hypotheses

H1: We assumed that vartic people do not know the rights they can benefit from within the residential centers and are aware of their obligations within the centers.

H2: We assumed that older people have more difficult access to the services provided in the centers and have difficulties in dealing with the staff of the center.

Lot studied

The sample comprised a total of 107 subjects, beneficiaries of services from residential centers, between the ages of 55 and 81. The age and sex distribution of the elderly is shown in Table 1 and Figures 1 and 2.

Table 1. Distribution by function of sex and age of studied group

Age	65 yaers	68 years	69 years	70 years	74 years	78 years	79 years
female	10	2	6	3	15	10	10
male	3	12	17	14	6	8	1

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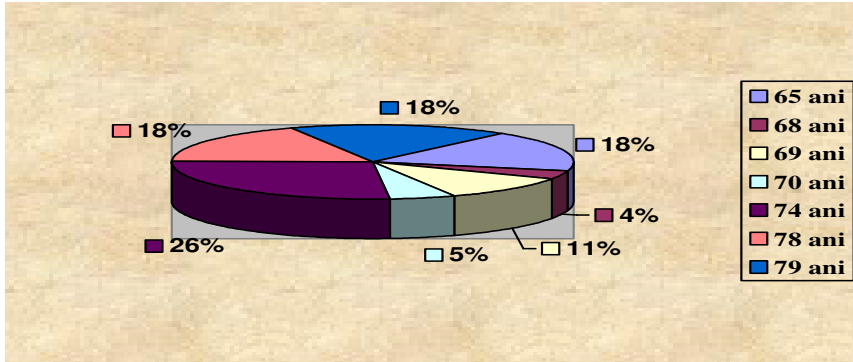
Figure 1. Distribution by age of women
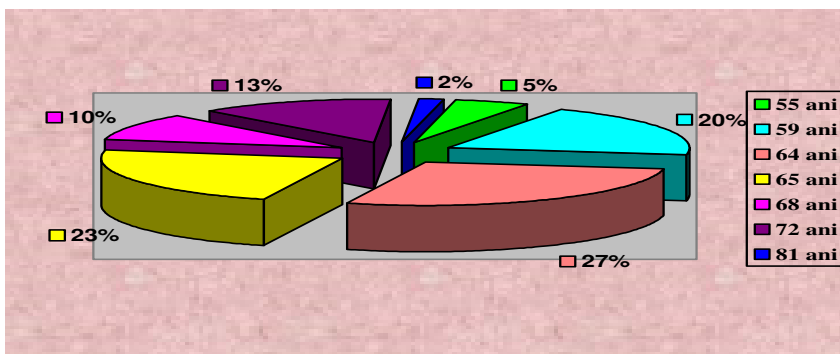
Figura 2. Distribution by age of men

Methodology

An interview was conducted with all the subjects of the batch, which reached the points of interest for us from the formulated assumptions.

From the perspective of constructivism, interviewers and interviewees are always actively engaged in constructing their meanings. Instead of treating this fact in terms of an obstacle that blocks the correct collection of descriptions of facts or experiences, the way of constructing meaning becomes the main research problem of constructivists (Silvemar, D., 2004, p.106).

S-a efectuat un interviu cu toti subiectii lotului, care atingea punctele de interes opetyru noi din ipotezele formulate.

Results and discussions

Speaking about the rights they have under the law in force, only 20

people have been told of the interviewed group.

Another 20 beneficiaries know that they have certain rights but do not know them; 35 beneficiaries claim that they have not been brought to their attention and the rest of the beneficiaries, in the number of 31 assistants, consider that they have only obligations that they do not know. Here we can see the degree of information peculiarity as well as the training of qualified staff (see Figure 3).
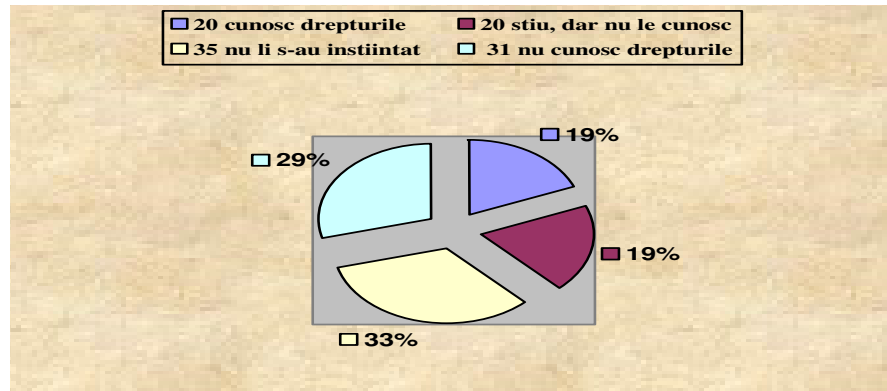
Figure 3. Knowledge of rights and obligations by the beneficiaries

The first hypothesis is verified in practice: the elderly in residential centers do not know their rights and their obligations towards the center.
The conclusion of this is that most of the institutionalized elderly people do not want to communicate with the staff of the centers, but the latter does not have the high degree of trust. See Figure 4).
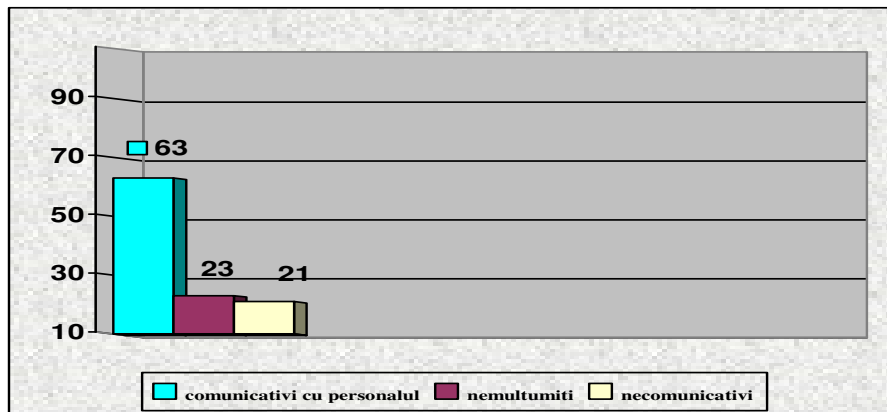
Figure 4 Beneficiaries and the linkig of the staff with them.

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In the group of the interviewed persons, 63 beneficiaries communicate very well with the roommates and the center staff, for 23 beneficiaries the communication with the staff is hampered by its behavior, and 21 beneficiaries are not open to the communication.

Following the interviews applied both in residential homes for the elderly belonging to the Community Assistance Directorate, as far as the Department for Social Assistance and Child Protection in Arad County, it was found that elderly men communicate less with their family, friends or close relatives, and women communicate more easily with others.

Relationships with the center staff are not very open and this impedes the elderly attitude towards the residential institution. Recent research from the literature highlights this aspect of the relationship between the elderly and staff in the residential centers (Breaz, 2015c).

Conclusions

Both of the hypotheses formulated at the begining were validated by practical research. In the research it was found that the number of beneficiaries of these residential services is alarmingly high, the causes being usually lack of material support, moral or lack of housing. The family does not empathize with the situation and problems of the elderly, so communication with it is deficient.

Most elderly people attend religious services, but few visit their friends. It is alarming that the staff is not qualified and that the qualified person is not "motivated" to take care of the seas. Qualified staff are not prepared for an experience around the elderly, the latter not knowing their rights and obligations provided by the legislation in force and mentioned in the Center's internal regulations.

Following the interview with the batch of beneficiaries, there was some misinformation and misinformation about their rights and obligations. The staff having an import role in this respect, found a lack of interest towards the beneficiaries regarding the implementation of the Center's internal regulations.

The suggestion on this issue is to involve the staff in "continuous improvement", that is to say, his participation in perfecting courses.

For those who do not want, among the beneficiaries, to maintain contact with the family, the proposal of some counselors in this respect and their careful monitoring.

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INTERPERSONAL CONFLICT AND ITS IMPLICATIONS IN SOCIAL WORK

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Abstract: In social work, conflict is inevitably present in both public and private institutions, between professionals, both with colleagues and with beneficiaries. The paper aims to achieve, through a quantitative approach, the elements of perception regarding conflict in social work. The theoretical section includes information on conflict definition, interpersonal communication as a conflict element, conflict elements, prevention and resolution, but also the implications of conflict in social work. The research section includes the research methodology, namely the justification, purpose, hypothesis, design, instruments and research procedure. The research results include tables and interpretations. The conclusions and proposals section include conclusions and proposals on interpersonal conflict and its implications in social work.

Keywords: interpersonal conflict; social work; conflict in social workwork

Introduction

Conflict is a psychosocial phenomenon that has three components: affective conflicts (emotions), intellectual (on ways to analyze situations differently) and mixed conflicts (both causes) (Negruți, S. 2012, pp. 324-325). There are many types of conflict, but in each of them the true cause must be identified, to succeed in resolving and restoring the effectiveness of

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communication.(Pânişoară, 2003, p.63)

At the root of any conflict there is a problem that causes real or desired conflict behaviors to those involved. Problem and behavior are two different and independent phenomena. Depending on the behavior, a result appears. (Van de Vliert 1997 *apud* Stoica Constantin, 2004, p.20).

A conflict situation has several stages: the latent conflict is related to the underlying sources of the organizational conflict, such as the competition for insufficient resources, which can be both in the absence and in the presence of the conflict, then the obvious conflict and in the end, the consequence of conflict.(Boteanu, 2010, p. 774)

Sources of conflict: poor communication, way of communication, needs, inadequate behaviors, differences and incompatibilities between people, harm to self-esteem, values, non-compliance to norms, aggression, social skills, external factors, status, prestige, "principles" (Stoica-Constantin, 2004, p. 23-39; Gavrila-Ardelean, 2015)

In the interpersonal conflict depending on the dominance of a certain position of collaboration or authority, there are several reaction styles: the style of abstention involves a behavior lacking in authority and collaboration, the oppressive style involves authoritarian behavior without the will of cooperation, the conciliatory style, where there is a cooperative behavior but lacking authority, the cooperative style is marked by trust and the willingness to cooperate and the style based on the search for a compromise where half-cooperative and half-authoritarian behavior occurs. (Hellriegel et al., 1992, pp. 503-506 *apud* Păuş, 2006, p.263)

Interpersonal communication as a conflict element

Interpersonal communication is the most important form of psychological interaction among people with whom a message is exchanged (Stoica-Constantin, 2004, p. 72) and is carried out on three levels: 7% logically (of the words said), 38% paraverbal (volume, voice tone, speed of speaking) and 55% nonverbal (position, movement, mimic of the face) (Mehrabian, 1967 *apud* Goian, 2015).

According to (Pondy Steers,1988, p. 362 *apud* Pânişoară, 2003, p. 60) there are 4 perspectives for analyzing the source of conflict: previous conditions, affective states (emotions incompatible with those of others), cognitive states and cognitive styles of individuals (contradicting other ideas on a phenomenon), existence of conflict behavior (when someone does something unacceptable for others in the group). (Goodall . 1990, pp.115-118 *apud* Pânişoară, 2003, p.62) identifies 10 types that may lead to the occurrence of an interpersonal conflict, namely differences of opinion on the issue, differences in values, disagreements over the quality of evidence used, personal loyalty or friendship, lack of understanding regarding intent, goals or negotiated

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objectives, perceiving rewards, those that originate in the ambition, motivation or leadership of some members that is seen as a threat, conflicts related to the physical aspect of a person and the benefits they can get, as well as those related to the personal style of a person.

Following a 10 year study (Brinkman & Kirshner,1994, pp. 4-11*apud* Stoica-Constantin, 2004, pp. 98-114) These are: the Tank, the Sniper, the Know it all, the Think they know it all, the Grenade, the Yes Person, the Maybe Person, the Nothing Person, the No Person and the Whiner.

The amicable settlement of disputes is done through three formulas: mediation, conciliation and arbitration. Taking into account the degree of satisfaction of both your own interests and the adverse group, (Thomas, 1976 *apud* Petric Epure, 2012, p.132) identifies five methods of conflict resolution: avoidance, compromise, competition, adaptation, collaboration.

Social work is, or ought to be, one of the sources of individual welfare in a state, but there is much to be solved, because we are going through a difficult period, a demanding crisis, some become alchemists for optimal social functioning. Thus, the number of people using specialized services is increasing.

Social workers have to follow their professional standards, meet the challenges and solve complex problems because in this area the focus is on categories of people who face needs and conflicts in day-to-day relationships. (Zamfir, E. 2011).

In the field of social work, where the diversity of issues and stress are high, it is important to look for supervision to manage it through various ways of relieving stress and avoiding burnout. (Gavrilă, 2008). It has been demonstrated that social support could reduce the effects of stressful events by reducing psychological stress, by improving the ability to cope with overwhelming events (Tudorel &Vintilă, 2018).

Methodology

The purpose of this research is to highlight some practical features of conflict in social work, both from the perspective of the social workers onthe causes and the way of solving conflict, as well as from the perspective of the professional resources used by the social workers to solve the conflicts. Thus, the following hypotheses were formulated:

H1: The social workers' perspective on the causes of conflicts at work revolves around the concept of "organizational justice" (salary calculation, promotion criteria, etc.).

H2: Supervision is an important resource in managing conflict situations (If they have been supervised, social workers manage to constructively resolve conflicting situations).

H3: Seniority in the field is an important resource in managing conflict situations (social workers with longer seniority in the field manage to better manage conflict situations).

H4: The workload interferes with the constructive resolution of workplace conflicts.

Participats and procedure

In the present research, two groups of participants were investigated, with a total of 61 participants (30 respondents who were on the verge of graduating in practice or volunteering and 31 respondents working in the field of social work, who have experience working with various categories of beneficiaries such as: delinquent persons, people with disabilities, etc. The method of selecting the participants was the snowball type, and the data collection was done through an online questionnaire.

Instruments

A questionnaire was used to collect data on the perception of interpersonal conflict and its implications for social work. The tool was created by the researcher, the questionnaire contains 15 questions.

Research results

The raw data obtained from this research was interpreted using IBM SPSS Statistics for Windows 20.

Hypothesis 1: The social workers' perspective on the causes of conflicts at work revolves around the concept of "organizational justice" (salary calculation, promotion criteria, etc.).

What do you think are the reasons for conflicts in social work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working with a large number of papers	44	72.1	72.1	72.1
	Large number of beneficiaries	16	26.2	26.2	98.4
	Overtime	1	1.6	1.6	100.0
	Total	61	100.0	100.0	

From the results analysis we note that 72.1% of the respondents consider that working with a large number of papers is a reason for conflict and 26.2% of

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the respondents believe that the large number of beneficiaries is another reason and only 1,6% claim that overtime is another reason.

What do you think are the causes of conflicts among colleagues?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Wage differences	9	14.8	14.8	14.8
	Failure to perform work tasks	50	82.0	82.0	96.7
	Non-compliance with punctuality	2	3.3	3.3	100.0
	Total	61	100.0	100.0	

The results show that 82% of the respondents consider that the failure to perform the work tasks is a cause of conflict and that 14.8% of the respondents believe that the wage differences are another cause of conflict in social work and only 3.3% have checked not respecting punctuality.

Hypothesis 2: Supervision is an important resource in managing conflict situations (if they have been supervised, social workers manage to constructively resolve conflicting situations).

Do you have internal or external supervision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	18.0	18.0	18.0
	The manager is also a supervisor	13	21.3	21.3	39.3
	No	19	31.1	31.1	70.5
	Don't know / No opinion	18	29.5	29.5	100.0
	Total	61	100.0	100.0	

The results of the study show that for 30 respondents, when they have a job conflict they turn to a mediator to help them solve the conflict, 13 openly discuss the situation with the person concerned, 18 avoid any discussion, and 24 people benefit from supervision (11 people are supervised, in 13 cases the manager is also a supervisor) but 37 do not have supervision (19 respondents do not, and 18 do not know or do not answer).

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In the field of social work, where the diversity of issues and stress are high, it is important to turn to supervision for managing stress and avoiding burnout.

Hypothesis *3:* Seniority in the field is an important resource in managing conflict situations (social workers with longer seniority in the field manage to better manage conflict situations).

What is your work experience in social work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree, field placement and volunteering	30	49.2	49.2	49.2
	Seniority 1- 5 ani in the field	13	21.3	21.3	70.5
	Seniority of over 6 years in the field	18	29.5	29.5	100.0
	Total	61	100.0	100.0	

From the analysis of the results, we observe that 49.2% of the respondents graduated from the faculty, they also practiced volunteering, 29.5% work for 1-5 years and 21.3% of the respondents have over 6 years of experience in social work.

What is your work experience in social work * Once a conflict has ceased, do you feel better and can you continue to work more efficiently in a team

		Once a conflict has ceased, do you feel better and can you continue to work more efficiently in a team?			Total
		Strongly agree	Agree	Neutral	
What is your work experience in social work	Bachelor's degree, field placement and volunteering	15	12	3	30

Seniority 1- 5 ani in the field	2	9	2	13
Seniority of over 6 years in the field	7	11	0	18
Total	24	32	5	61

It is not significant that once a conflict has ceased, teamwork can continue to function more efficiently. There was a growing trend. Young people easily cross conflicts, 15 agree strongly, 12 agree and only 3 are neutral, of the 13 with seniority between 1 and 5 there are 2 strong respondents, 11 with agreement, and 2 are neutral. Of the 18 with more seniority, 7 respondents strongly agreed and 11 agreed.

Do you think that work experience in the field of social work helps you constructively resolve your conflicts?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	82.0	82.0	82.0
	No	4	6.6	6.6	88.5
	Don't know / No opinion	7	11.5	11.5	100.0
	Total	61	100.0	100.0	

From the analysis of the results we observe that 82% of the respondents consider that the work experience in the field of social work helps them to resolve their conflicts constructively and 11.5% of the respondents answered with do't know / no opinion, while only 6,6 responded negatively.

Hypothesis *4*: The workload interferes with the constructive resolution of workplace conflicts.

Do you think that the high volume of work in the field of social work prevents you from constructively solving your conflicts?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely true	7	11.5	11.5	11.5

Definitely false	7	11.5	11.5	23.0
Basically true	27	44.3	44.3	67.2
Basically false	20	32.8	32.8	100.0
Total	61	100.0	100.0	

From the analysis of the results we observe that 44.3% of the respondents believe in principle that the high volume of work in the field of work prevents them from constructively solving their conflicts, 32.8% answered basically false and for 11.5% respondents it is categorically true and definitely false (equally). Due to the high workload, social workers remain with little available time for an open and constructive communication with colleagues or supervisors. The great amount of time devoted to performing the necessary administrative tasks for each case can lead in time to the accumulation of frustrations and isolation of the person, which is a fertile ground for a conflicting attitude.

Conclusions

Regarding the perception of social workers about the causes of conflicts in the professional environment, 72.1% of the respondents consider that working with a large number of papers is a reason for conflict and 26.2% of the respondents believe that the large number of beneficiaries is a another reason for conflict in social work, and only 1.6% claim that overtime is another reason, and from the analysis of the results we note that 82% of the respondents consider that the failure to perform the work tasks is a cause of conflict and 14.8% of the respondents believe that wage differences are another cause of conflict in social work and only 3.3% have checked for non-compliance with punctuality.

Regarding the professional resources used by social workers to resolve conflicts, the results of the study show that 30 respondents, when they have a job conflict, they call for a mediator to help them solve the conflict, 13 are openly discussing the situation with the person concerned, 18 avoid any discussion and 24 people are supervised (11 people have supervision, in 13 cases the manager is a supervisor), but 37 do not have any supervision (19 respondents do not have and 18 do not know or do not answer).

Regarding the professional resources used by the social workers to solve the conflict situations, we can see from the survey results that 49.2% of the respondents graduated from the faculty, they also volunteered, 29.5% work for 1-5 years and 21.3% respondents have over 6 years of seniority in social work. It is not significant that once a conflict has ceased, teamwork can continue to function more efficiently. There was a growing trend. Young people easily

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overcome conflicts, 15 agree strongly, and 12 agree and only 3 are neutral, of the 13 with seniority between 1 and 5 are 2 strong respondents, 11 with agreement, and 2 are neutral. Of the 18 respondents with larger seniority, 7 strongly agreed and 11 agreed. From the analysis of the results we observe that 82% of the respondents consider that the work experience in the field of social work helps them to resolve their conflicts constructively and 11.5% of the respondents answered with don't know / no opinion while only 6,6 responded negatively.

Regarding the evaluation of the social workers's perspective on how to solve social work conflicts, the survey results show that 44.3% of the respondents basically believe that the high volume of work in the field of social work prevents them from constructively resolving their conflicts, 32.8% answered basically false, and at the same level as 11.5% the respondents are definetely true and definitely false.

Due to the high workload, social workers remain with short available time for opportunities to have open and constructive communication with colleagues or supervisors. It is also necessary to use a professional language that does not become a barrier to communication, language being appropriately chosen according to situations (Goian, 2010). The great amount of time devoted to performing the necessary administrative tasks for each case can lead in time to the accumulation of frustrations and isolation of the person, which is a fertile ground for a conflicting attitude.

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ADVERSE CHILDHOOD EXPERIENCES MIRRORED IN BODY APPRECIATION AND INTUITIVE EATING IN ADOLESCETS AND YOUNG ADULTS
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Abstract: We investigated the correlates of adverse childhood experiences in young people, through a correlational, cross-sectional, comparative design. As expected, the moreyoung people have experienced abuse early in their life, the less they report scores at self-esteem, intuitive eating and body appreciation. In return, we did not find an association between body mass index and self-reported abuse.We suggest that ideals of an athletic, thin, attractive body outweigh the association between body mass index and adverse childhood experiences in young people. Otherwise, these body ideals may not have this influence with age, the association becoming significant in adulthood.

Keywords: adverse childhood experiences; body appreciation; body mass index; adolescents; young adults

Introduction

The american organizations Kaiser Permanente and Centers for Disease Control and Prevention observed a high frequency of sexual abuse in obese people, ascertainment from which ACE Studyhas been incurred (Boullier & Blair, 2018). In other words, the focus of the „battered child syndrome" (Kempe, Silverman, Steele, Droegemueller, & Silver, 1962) shifted towards the „battered adult syndrome", researchers intending to discover how adults manage and treat their wounds from a traumatic childhood (Foege, 1998).

Therefore, in 1998, Felitti and colab. captured the effects of adverse childhood experiences on adults' health: the more they have experienced adverse childhood experiences, the more they have reported health problems later in their lives, for example obesity (Felitti et al., 1998).

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Overweightcanbetraced back to infancy: studies underlie the connection between childhood abuse and obesity in adolescents (Heerman et al., 2016) and especially in adults (Bentley & Widom, 2009; Williamson, Thompson, Anda, Dietz, & Felitti, 2002). In a study conducted on adolescents (10-17 years old), Heerman et al. (2016) found that participants who have experienced two or more adverse experiences in their family have 80% chances to be obese compared with those who did not live that kind of experience.Furthermore, the obesity of 8% of the adults with a body mass index ≥ 30 and 17% of those with a body mass index ≥ 40 is assigned to childhood abuse, with the mention that frequent verbal and physical abuse are associated with an increase in weight and in the risk of obesity in the middle age (Williamson et al., 2002).

The results obtained in adolescents and adults are not always replicated in young people. For example, in a longitudinal study conducted by Lissau and Sorensen (1994), it was observed that dirty, neglected kids exhibited a higher risk to be obese compared with the clean, well-groomed ones.The authors suggerate that neglect can take shape in altered behaviours, for instance compulsive eating, physical-inactivity (Lissau & Sorensen, 1994).

Conversely, Fuemmeler, Dedert, McClernon and Beckham (2009) have came to the conclusion that only young adult men, with a history of sexual abuse, exhibit an elevated risk for overweight and obesity, conclusion not applicable to women. The effects of childhood abuse on excessive weight in women may be contrabalanced by the constraints of society, very powerful in youth, to be thin (Fuemmeler et al., 2009). In the support of this finding come the results of the meta-analitic study conducted by Danese and Tan (2014), according to which the association between adverse childhood experiences and obesity is significant only in adult population.

Adverse childhood experiences impact social, emotional and cognitive development, facilitating therefore behaviours which put in risk the health and well-being of the person (Felitti et al., 1998). Thus, ACE are associated with a poor physic (Bellis et al., 2014) and mental health (Edwards, Holden, Felitti, & Anda, 2003; Gavrilă, 2008), with a low self-esteem (Bolger, Patterson, & Kupersmidt, 1998; Mullen, Martin, Anderson, Romans, & Herbison, 1996) and problems with the body image (Cash &Smolak, 2011). Smoking, alcohol abuse, drug abuse and overating are possible coping mechanisms underlying this association (Felitti et al., 1998).

Compulsive eating can constitute, in people abused sexually in their childhood, an attempt to manage dysphoria and these coping mechanisms can be responsible for maintaing obesity in adults (Williamson et al., 2002). Moreover, emotional abuse can play a role in the etiology and the maintenance of the eating psychopathology (Kent & Waller, 2000). For example, 17% of bulimic women in United States are assigned to sexual abuse (Wonderlich,

Wilsnack, Wilsnack, & Harris, 1996). Furthermore, in a meta-analytic study conducted by Caslini et al. (2016), bulimia nervosa and binge eating disorder are associated with physical, sexual and emotional abuse in infancy, while anorexia nervosa is associated only to physical abuse (Caslini et al., 2016).

Equally, in a recent meta-analysis, Pignatelli, Wampers, Loriedo, Biondi and Vanderlinden (2017) have shown that half of the individuals with eating disorder have been emotionally (53,3%) and/or physically (45,4%) neglected, prevalences much higher compared to the general population, where emotional neglect has a prevalence of 18,4%, and physical neglectof 16,3% (Stoltenborgh, Bakermans-Kranenburg, & van IJzendoorn, 2013).

However, besides the pronounced interest on pathology, a particular interest is aroused by the healthy eating patterns, like the natural tendency of the individuals to let themselves to be guided by their physiological hunger and satiety cues in determing what, when and how much to eat (Tylka, 2006; Tylka & Kroon van Diest, 2013). Therefore, in a study carried out in 2013 on 137 female students, Stapleton and Nikalje obtained a surprising result: the practices of intuitive eating, when female students take into account their body signals, are not affected by their body weight and predict, in fact, body appreciation. Thus, the females who are not internalizing the ideals of society to have a particular external appearance, do not feel the pressure to be thin, succeeding to appreciate their body, despite their body shape and size (Stapleton & Nikalje, 2013).

Body appreciation is a dimension of a complex, multidimensional construct, like body image (Avalos, Tylka, & Wood-Barcalow, 2005) and it refers to the gratitude, respect, favourable opinions of an individual towards his/her own body (Tylka & Wood-Barcalow, 2015). Body appreciation is positively associated with self-esteem and intuitive eating and negatively associated with eating disorders (Avalos et al., 2005). Simultaneously, the shame and the dissatisfaction against the bodyfulfil the function of mediators in the correlation between childhood sexual abuse and eating disorders (Cash &Smolak, 2011). The girls who were sexually abused feel disgusted with their body and can engage in behaviours as a result of which their organism suffer, for instance starvation and self-harming (Cash & Smolak, 2011, p. 121). Therefore, we can observe the close link between intuitve eating and body appreciation, but also the impact of the adverse childhood experiences on the two.

Adverse childhood experiences are also accompanied by a lower self-esteem (Bolger et al., 1998; Mullen et al., 1996). Thereby, comparatively to women who never lived an adverse childhood experience, women who were abused in infancy, besides a lower self-esteem, they report lower scores to scales which measure depression, anxiety, somatization (McCauley et al.,

1997). In this manner, McCauley et al. (1997) observed that women who reported six or more symptoms, presented a four times higher probability to have been abused comparatively to the ones disturbed by no more than two symptoms such as eating binges, self-induced vomiting, loss of appetite, etc.

The prevalence of abuse varies from country to country or from continent to continent (Barth, Bermetz, Heim, Trelle, & Tonia, 2013; Stoltenborgh, 2012; Stoltenborgh, Alink, & Ijzendoorn, 2014; Gavrilă-Ardelean & Horvath, 2009) with the specification that a higher prevalence is expected in countries less developed (Almuneef, Qayad, Aleissa, & Albuhairan, 2014; Kazeem, 2015). Starting from this body of research, we conducted a study in Roumania for the better understanding of the connections between body mass index and adverse childhood experiences in adolescents and young adults.

Methodology
Participants and procedure
For this study, a number of 275 subjects participated (n=275), among which 226 are women and 49 are men, between the ages of 18 and 55 (M=22,30; SD=5,305).Data collection was mixed: 109 subjects (40%) completed the online version (google forms) and 166 subjects (60%) completed the paper-pen version. The questionnaires were presented in the same order, irrespective of the completed version. Regarding to the educational level, 206 (75,5%) have graduated highschool, 55 (20,1%) university and only 10 participants have postgraduate studies (3,7%) with the mention that 2 participants refused to answer. 171 individuals are in a relationship for minimum 6 moths (62%) .

223 participants are students at the West University of Timişoara, Roumania (n=223), the vast majority of them are studying Psychology. 47 subjects are underweight (17%), 167 have a normal weight (61%), 44 are overweight (16%) and 17 are obese (6%).

Instruments
Rosenberg Self-Esteem Scale(RSES; Rosenberg, 1965; traduced in roumanian: Schmitt & Allik, 2005) measures the positive or negative attitude of the person toward himself/herself and has 10 items, displayed on a 4-point scale (1= Strongly Disagree, 4= Strongly Agree). The total score was obtained through the sum of the 10 answers (a higher score highlights a higher self-esteem). In this study we obtained a good coefficient of internal consistency (α=.89).
Intuitive Eating Scale (IES-2; Tylka& Kroon van Diest, 2013) measures the tendency of people to rely on their internal hunger and satiety cues in determining of what, when and how much to eat (Tylka, 2006). The instrument

contains four subscales: Unconditional Permission to Eat, Eating for Physical Rather Than Emotional Reasons, Reliance on Hunger and Satiety Cues, Body-Food Choice Congruence. In this study we obtained the following values of the coefficient of internal consistency: IES-2 (α= .87), UPE (α= .77), EPR (α= .90), RHSC (α= .91), B-FCC (α= .83).

Body Appreciation Scale(BAS-2; Tylka& Wood-Barcalow, 2015; traduced in roumanian:by Swami et al., 2017) measures the individuals' acceptance of their own body, the deference andfavourableattitudes towards the body (Avalos et al., 2005; Tylka& Wood-Barcalow, 2015). The scale has 10 items, displayed on a 5-point scale (1= Never, 5= Always). The final score was obtained through the sum of the answers given to the ten items and the resulted sum was divided to ten. In this study we obtained an excellent coefficient of internal consistency (α=.93).

Adverse Childhood Experiences International Questionnaire(ACE-IQ; World Health Organization, 2011) measures childhood abuse. This instrument has 13 subscales: physical abuse; emotional abuse; contact sexual abuse; alcohol and/or drug abuser in the household; incarcerated household member; someone chronically depressed, mentally ill, institutionalized or suicidal; household member treated violently; one or no parents, parental separation or divorce; emotional neglect; physical neglect; bullying; community violence; collective violence. The translation in roumanian was undertaken with the support of a student specialized in the English-Spanish field, back-translation.In this study we obtained the following values of the coefficient of internal consistency: ACE-IQ (α=.87), A (abuse; α=. 64), V (violence; α= .78), F (family; α=. 53), P (parents; α= .69).

Results

The distribution of the data was checked before running the statistic analysis, skewness values indicating an asymmetric distribution. In consequence, we ruled nonparametric Spearman coefficent of correlation and Mann-Whitney U Test. Spearman's correlation values are shown in Table 1.

H1. *Adverse Childhood Experiences are not associated with body mass index.*

We do not find a link between self-reported traumatic events and body mass index, based on the self-reported weight and height ($\rho_{(247)}$ = .05, p >.05).

Surprisingly, after we have organized the output depending on the category of weight, we obtained a positive, weak in intensity and statistically signifcant link between adverse childhood experiences and body mass index in underweight individuals ($\rho_{(44)}$= .33, p< .05). The coefficient of correlation remained statistically insignificant in normal weight, overweight and obese individuals.

H2. *There are no differences between normal weight and overweight*

individuals in respect of the total number of self-reported adverse childhood experiences.

When applying Mann-Whitney U Test we did not obtained statistically significant differences between normal weight individuals and the overweight ones in respect of the total number of self-reported adverse childhood experiences (U = 3510,5 , p>.05). Similar to the study conducted by Fummeler et al. (2009), we have excluded from this comparation the underweight individuals, and the overweight and obese individuals were assigned to the same category (overweight).

Nevertheless, normal weight individuals have a higher self-esteem when compared to overweight individuals (U= 3857, p=.01), they respect their body to a greater extent (U= 2920, p< .01) and they eat accordingly to their body needs (U= 3743, p< .01).

H3. *There is a negative link between intuitive eating and adverse childhood experiences.*

We obtained a negative, statistically significant link and very weak in intensity between intuitive eating and adverse childhood experiences ($\rho_{(247)}$ = -.17, p< .01). Thus, the more the individual experiences adverse events in infancy, the less will eat accordingly to his/her body needs.

As we expected, we obtained a s statistically significant, negative link and very weak in intensity between the score achieved at the subscale RHSC and adverse childhood experiences ($\rho_{(249)}$ = -.16, p< .01), along with a negative and statistically significant association, also very weak in intensity between adverse childhood experiences and the score achieved at the subscale EPR ($\rho_{(249)}$= -.16, p< .01).

P< .05 indicates a tiny probability that these associations due to hazard. Nonetheless, the magnitude of these links is very weak.

H4. *Between body appreciation and adverse childhood experiences there is a negative link.*

We obtained a negative, statistically significant and very weak in intensity between body appreciation and adverse childhood experiences ($\rho_{(246)}$ = -.18, p< .01). Therefore, the more the individual is exposed to abuse early in his/her life, the less he/she appreciates and respects his/her own body. Again, the magnitude of this link is very weak.

H5. *Self-esteem is negatively linked to adverse childhood experiences.*

We obtained a negative, statistically significant link and very weak in intensity between self-esteem and adverse childhood experiences ($\rho_{(244)}$= -.16,

p< .01)

　　　　Hence, the more the individual dwells traumatic events, the less tends to be his/her self-esteem.This link very weak in intensity implies precautions in interpretation.

Table1. Correlations between the studied variables.

Instrument	1	2	3	4	5	6	7	8	9	10
1. RSES	.89	.20**	.26**	.30**	.21**	.37**	.66**	-.16**	-.14**	-.16**
2. IES2 (UPE)	.20**	.77	.16**	.29**	-.17**	.52**	.18**	-.01	-.29**	-.03
3. IES2 (EPR)	.26**	.16**	.90	.46**	.19**	.80**	.28**	-.16**	-.17**	-.19**
4. IES2 (RHSC)	.30**	.29**	.46**	.91	.33**	.78**	.46**	-.16**	-.29**	-.17**
5. IES2 (B-FCC)	.21**	-17**	.19**	.33**	.83	.31**	.37**	-.02	-.15**	-.07
6. IES2	.37**	.52**	.80**	.78**	.31**	.87	.46**	-.17**	-.34**	-.20**
7. BAS2	.66**	.18**	.28**	.46**	.37**	.46**	.93	-.18**	-.30**	-.21**
8. ACE (Total)	-.16**	-.01	-.16**	-.16**	-.02	-.17**	-.18**	.87	.05	.88**
9. BMI	-.14**	-.29**	-.17**	-.29**	-.15**	-.34**	-.30**	.05	-	.07
10. ACE 0-4	-.16**	-03	-.19**	-.17**	-.07	-.20**	-.21**	.88**	.07	-

Note: RSES= Rosenberg Self-Esteem Scale; IES2= Intuitive Eating Scale, adressing in all four subscales; BAS2= Body Appreciation Scale; ACE (Total)= The total number of adverse childhood experiences; BMI= Body mass index; ACE 0-4= Relating to the classification of the number of self-reported adverse childhood experiences (from 0- no adverse childhood experiences up to 4- four or more self-reported adverse childhood experiences).
The values of Cronbach's alpha are displayed on the main diagonal.
*p< .05, **p< .01.

Discussion

　　　　The primary focus has been upon adults in matter ofhealth problems encountered by the adults abused in their infancy (Dube et al., 2003; Edwards et al., 2003; Felitti et al., 1998). Simultaneously, the overwhelming tendency of researchers to focus upon pathological issues was counterbalanced by the construction of scales which measure healthy, positive dimensions of constructs, like body image or eating (Tylka, 2006; Tylka & Kroon Van Diest, 2013; Tylka& Wood-Barcalow,2015). Hence,we wanted to include young participants in this study, to analyze the connections between adverse childhood experiences and self-esteem, favourable attitudes towards the body, alongside with eating patterns that can embrace the body needs.

　　　　In the literature are advanced explanations according to which abused individuals in their infancy could adjust their emotions through compulsive eating (Lissau & Sorensen, 1994; Felitti, apud Williamson et al., 2002). Intuitive Eating Scale measures, through two subscales (RHSC and EPR), exactly the individuals' tendency to eat accordingly to their emotions, for instance stres, loneliness, boredom (Tylka & Kroon van Diest, 2013).

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Therefore, we expected adverse childhood experiences to correlate to the two subscales, RHSC (Reliance on Hunger and Satiety Cues) şi EPR (Eating for Physical Rather Than Emotional Reasons).

On theother hand, there are some European countries where the necessity of education on nutrition and on the modalities to maintain a healthy eating behaviour was understood and it is taken seriously (Vintilă, Marklinder, Nydahl, Istrat, & Kuglis, 2009). Roumania is still undergoing the process of tranzition to nutrition. People use diets which contain foods rich in carbohydrates and saturated fat. These eating habits also contribute to the rise in obesity (Swami et al., 2017).

Conclusions

Even if our hypotheses were confirmed, the magnitude of these links is small and very weak in intensity. The study of potentials mediators and moderators is necessary for the identification of particular contexts in which adverse childhood experiences are associated with body weight (Bennettet al., 2010). For instance, among the studied moderators or mediators are mentioned interpersonal relationships (Bolger et al., 1998), self-esteem, depression (Danese & Tan, 2014; Giletta, Scholte, Engels, & Larsen, 2010). Furthermore, the association between the two variables appears to be significant only in adults (Danese & Tan, 2014).

It is possible that for young individuals the ideals of an athletic, attractive body to counterbalance the association between weight and adverse childhood experiences (Fuemmeler et al., 2009). In the same time, with age, these body ideals may not have the same influence, the association reaching statistically significance in adulthood.

Consistent with our hypothesis, a larger number of self-reported adverse childhood experiences are linked to a lower self-perceived value, to a slight deficiency to eat depending on the body needs, along with a lower respect towards the body. The obtained results are consistent with the existent empirical support: studies have pointed out, in abused individuals, the existence of a lower self-esteem (Bolger et al., 1998; McCauley et al., 1997; Mullen et al., 1996), a higher frequency of eating disorders (Caslini et al., 2016; Pignatelli et al., 2017; Williamson et al., 2002), along with a profound impairement of the self image (Cash &Smolak, 2011). The more young individuals have experienced more adverse childhood situations, the more they eat acordingly to their emotions and the less they base on internal hunger and/or satiety cues, appreciating their body to a smaller extent, which can predispose them to accumulate adiposity (Tylka & Kroon van Diest, 2013).

In conclusion, the theme of childhood abuse and the long term-effects is a fertile field, for both knowledge and relieving the suffering. Simple

correlations may be shaped by diverse moderators, such as friendly relations that abused individuals can tie across the years, or the capacity to manage their own emotionality. Successfully preventions or interventions among 7 abused children may save one child from becoming obese in adulthood (Danese & Tan, 2014).

Limits and future directions

This study has many limits, therefore the obtained results require prudency in interpretation. Firstly, the non-experimental design does not allow cause-effect conclusions. Afterwards, the cross-sectional, correlational study allows us to shape conclusions in accordance to the associations between variables (without knowing which variable influences the other) at some point (unable to follow the dynamic of these interactions as we can in a longitudinal study).

Hereinafter, the weight and height of the participants was not objectively measured by proffesionals, the values were self-reported, fact which can distort the results (Bentley & Widom, 2009). Nevertheless, Danese and Tan have discovered in their meta-analysis conducted in 2014 that the link between abuse and obesity exists, not matter if the weight of the participants was objectively measured or self-reported.

Otherwise, the study depended on the individuals' capacity to remind childhood events. In the same time, the association between adverse childhood experiences and obesity remains statistically significant regardeless of the questionning: retrospective or prospective (Danese & Tan, 2014).

Another limit of the study is represented by the small number of male participants, previous studies pointing out differences between men and women with regard to the frequency of abuse and their impact (Danese & Tan, 2014; Edwards et al., 2003; Fuemmeler et al., 2009). Thus, it can be projected studies which can overcome these limits.

As an implication of this study, the obtained results can be used in the establishment of informational programms that emphasise the importance of adverse childhood experiences in the development of the child (Fond-Harmant & Gavrila-Ardelean, 2016). In order to be effective, these programs should make use of a professional, but accesible language, being a well-known fact that even if this language gives the impression of authority and prestige, it can be sometimes a barrier between professionals and beneficiaries (Goian, 2010).

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THE ASSOCIATION BETWEEN FAMILY LIFE SATISFACTION AND BODY APPRECIATION FOR CHILDREN

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Abstract. The family plays a very important role for child physical and mental development and the whole system such as: schools, communities, governments, corporations need to be aware of, involved in, and committed to the protection and enhancement of child's health . Body appreciation among children has received substantial attention in the health literature so the prevention of harming the body image confirms the importance of relation between personal identity and family. The purpose of this study it is to analyze the role of the family as the critical factor of children perception about their body image. The results showed that life satisfaction correlatespositively with body appreciation for Romanian children (n=139), and that a higher level of family life satisfaction predicts a higher level of body appreciation.

Keywords: family life satisfaction, body appreciation, children, body image, body aspect

Introduction

Body image dissatisfaction among children, especially adolescent girls has received substantial attention in the health literature given its link to problematic diet behavior (Crow, Eisenberg, Story, & Neumark-Sztainer, 2006; Johnson & Wardle, 2005; Kluck, 2010; Stice, Presnell, & Spangler, 2002;), therefore in the last decades many researchers pointed out through many articles the importance of a positive body image perception as Smolak & Cash (2011) and Tylka (2012) focused on a comprehensive account of the body image concept, one of its facet that has benefitted from this attention is body appreciation, which was defined as "accepting, holding favorable opinions toward, and respecting the body, while also rejecting media-promoted appearance ideals as the only form of human beauty" (Tylka & Wood-Barcalow,

2015a, p. 53).

The family plays a very important role for child development and results confirm the importance of relation between personal identity and family, the latter considered being a predictor of personal and social development, not just a precursor of a high level of self-esteem, but also an expression of new tastes and food preferences (Pellerone, Ramaci, Grana, Craparo, 2017).

Whole systems such as families, schools, communities, governments, and corporations need to be aware of, involved in, and committed to the protection and enhancement of child health and the prevention of these pernicious body image and eating problems that are currently burgeoning among our children and youth (Fond-Harmant & Gavrila-Ardelean, 2016). The development and protection of child self-esteem appears to be a promising approach in the prevention of eating disorders (O'Dea, 2004).

Female body image is intimately bound up with subjective perceptions of weight (Attie & Brooks-Gunn, 1989) and no age group is more preoccupied with body image and appearance than adolescent girls (Bruch, 1981). Dissatisfaction with body image and overestimation of body weight are very characteristic of adolescent females (Fabian & Thompson, 1989).

As a research shows that satisfaction with body weight was low and overestimation of body weight was high among an adolescent girls sample. A majority of the girls rated themselves as being too fat. The results of this research indicates that underweight girls, who maintain a perception of being too fat, suffer significantly more psycho-social distress than other girls. These girls were found to score higher on loneliness and hopelessness than girls who did not think they were fat (Randy,1991).

In a longitudinal study conducted with mostly European American girls in early adolescence, it was found that intense pressure to be thin from family members predicted girl's body dissatisfaction one year later. More specific information regarding the content of appearance related comments is needed to understand how family communication shapes adolescent girl's body image (Stice & Whitenton, 2002).

Mothers are key socio-cultural agents that can influence their daughters to accept or reject their body shapes and sizes. Studies in recent years revealing how negative feedback is linked to girls' poor body image are a major contribution to the literature. However, the benefits of positive familial communication on body image are far less understood (Romo, Mireles-Rios, 2016).

Body image is a multidimensional construct which is defined as an attitude towards the individual's body (Cash &Brawn, 1989 apud Schnider, Rollitzs&Henningn-Fast, 2016). This construct refers to the way which people think, feel and behave considering theirphysical aspects (Muth&Cash,1997).

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These beliefs are influenced by other body ideals as a social component. (Kerry et al., 2004)

Puberty is a period of awareness of body image and appearance that can influences life satisfaction. The acquisition of a positive body image has been pointed out as one of the central developmental tasks of adolescence (Havinghurst, 1972). In addition, adolescence is a period of strong worries about the shape and size one's body will look as an adult (Bogt et al., 2006). With all the propaganda which take place in social media adolescents are confronted with demands for thinness that are very difficult to achieve, furthermore, adolescents who are dissatisfied with their body image are more likely to have negative health perceptions (Meland, Haugland & Breidablik, 2007), which in time can lead to low self-esteem, low social functioning and signs of depression (Field, 2004; Gavrilă, 2008), also another research with adolescents and young adults suggests that more time spent on social media (e.g., Facebook and Instagram) can be linked with poorer body image (Fardouly & Vartanian 2016).

Bodyimage dissatisfaction is a serious, global problem that negatively affects lifesatisfaction. Several claims have been made about the possible psychological benefits of naturist activities, but very little empirical research has investigated these benefits or any plausible explanations for them. Research suggests that negative body image in both women and men stems from pressure to achieve unrealistic ideals of attractiveness (McCreary and Sasse 2000; Striegel-Moore et al.1986). Frequent exposure to media-based standards of attractiveness, which are often unattainably thin (for females) or muscular (for males), leads to a more negative perception of one's own body (Agliata & Tantleff-Dunn 2004; Engeln-Maddox 2005; Grabe et al. 2008).

Life satisfaction is an issue in the lives of adolescents and young adults (Frisch, 2000; Gilman & Huebner, 2003; Greenspoon, & Saklofske, 2001). A variety of stressors that take place during this developmental period, such as school pressures and preferable independence from parents, may contribute to feelings of alienation, dissatisfaction often reported by youth. Some of this dissatisfaction is due to a deficiency in positive development, both physiological and psychological (Larson, 2000).

Even if it is well known that family pressure and those of modern mass-media on body aspect may have negative consequences both as adults and children, in Romania researchesthat studies these aspect are very few. Recently, were translated and validated two instruments that measure body appreciation and drive for muscularity for adults (Swami, Tudorel, Goian, Barron, & Vintilă, 2017; Swami, Vintilă, Tudorel, Goian, & Barron, 2018).

Still it is needed more studies to investigate risk factors that lead to negative consequences on body image for adults, children and adolescents.

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People should be educated to be aware of that they have rights to live a healthy life, from both, mental and physical aspects, helped and thought to manage their problem for them to create and develop a healthyenvironment, becomingresponsible for their well-being(Vintilă, Marklinder, Nydahl, Istrat, & Kuglis, 2009).

Method
Participants
For this study 139 pupils (*n = 139*), 54% girls, were involved, from 3 different schools situated in Timisoara and its suburbs: W. Shakespeare, Gen. Giroc, Gen. Chisoda. The students aged between 9 and 12 (*M =10.25*; *SD = 1.08*), were attending different classes from third grade to six grades. All students were Romanian citizens and came from different socio-economic backgrounds.
Procedure
Two instruments were given to the children to fill out. Before, they were precisely trained about the instruments and the specific words found in these instruments, and they were informed about the time needed to fill out the scales. Also they provide demographic data's.
Instruments
Body Appreciation Scale-2 for Children (BAS-2C; Halliwella, Jarmana, Tylka, Slater, 2017). The instrument is a Body Appreciation Scale-2 for adults adaption (BAS-2; Tylka& Wood-Barcalow, 2015), translated and validated for Romanian by Swami, Tudorel, Goian, Barron, & Vintilă, 2017) and contains 10 items with answers on a Likert scale, where *1= never; 5 = always*. This scale has a good internal consistence, for our study alpha Cronbach was .87.
Kanssas Family Life Satisfaction (KFLS; Schumm, Jurich, Bollman 1986). This scale is a 4-item instrument design to asses satisfaction with three key types of family relationship and with satisfaction with family life as whole. The answers were measured on a Likert scale, where *1= extremely unsatisfied and 7= extremely satisfied*. KFLS has a good internal consistency, Alfa Cronbach was .82.

Results
To test the hypothesis we used the linear regression using SPSS for Windows. Life satisfaction variable was considered as a predictor and body appreciation was the criteria variable.
The results reveal that the life satisfaction correlatespositively with body appreciation. Thus a higher level of family life satisfaction correlates with a higher level of body appreciation (table 1).

Tabel 1. Correlations between variables

Variables	M	SD	1	2
BA	39.4795	8.79185	-	.229[**]
FLS	24.250	5.15624	.229[*] [*]	-

n = 139; [**]p< .05; BA=Body appreciation;
FLS= Family life satisfaction.

The results of the linear regression sustain the hypothesis and revealed that life satisfactionis a predictor of body appreciation for children ($R = .229$, $R^2 = .052$, R^2 *adj.* $= 0.45$, F_{change} $(1,137) = 7.549$, $p < .05$. The relationship between life satisfaction and body appreciation is significant ($p = .007$). (Table 2)

Table 2. Results of the regression analyses of life satisfaction as a predictor of body appreciation

Predictors	β	t	p
FLS	.229	2.748	.007

n = 139; p< .05;FLS= Family life satisfaction.

Discussion

The present study was conducted to point out that a good, healthy family life it can predict body image satisfaction and appreciation for children. It is underlined in other researchesthat in this period of childhood (9-12 years – beginning of puberty) a child can gain approximately 10 kg and put 20 cm in height. (Munteanu, 2007). Adolescents are especially vulnerable because body image is particularly salient while they undergo the significant physical and psychological changes of puberty (Ricciardelli and Yager, 2015). These changes can be difficult for them to manage from body appreciation point of viewand forming their self-confidence takes a particular place. A person may be dissatisfied with a particular body part, or their general shape, or they may be discontented with their body as a whole.

For the children to understand it is recommended that a parent to inoculate a proper scale of values especially in our days when physical appearance can provoke an axiologicalcrises(Munteanu, 2007).Body image dissatisfaction can be defined as the inconsistency between how a person

perceives their body, and how they would like their ideal body to be (Maxwell & Cole, 2012).It is very important a major focus on playing sports and eating healthily for all family members,and avoid any comments of family members about weight/body shape.

Inheritance of the idea of body dissatisfaction can be a transgenerational maladaptive thought as a research shows that mothers, in particular, seemed to have an effect on how their daughters perceived their bodies. Hearing their mothers passing negative comments about their own bodies caused the daughters to reflect on themselves (Curtis & Loomans, 2014).

Adolescent girls whose peers or family members hold negative attitudes about being overweight have been found to be dissatisfied more with their bodies than are girls whose peers and family members do not hold negative attitudes about weight (Paxton et al., 1999) and girls who felt more accepted by their fathers were less dissatisfied with their bodies (Barker & Galambos, 2003).

Our study reveals that life satisfaction regarding children's family life is a predictor for their body appreciation level. The better family life satisfaction,the higher body appreciation level is. Results reveals that there was a positive correlation between family life satisfaction and body appreciation level which shows that there is a need to provide a healthy environment for children to develop properly from both mental and psychological aspects. A key change for understanding body image has been the development of work on positive body image. Researches on body image had been largely skewed towards a focus on negative body image, but the last decade there was seen a surge of interest in understanding a range of positive body image constructs including body appreciation, body acceptance, and the broad conceptualization of beauty (Tylka & Wood-Barcalow, 2015).

These new developments have enabled a more complete and holistic understanding of body image, including the development of additional scales to measure positive aspects of body image.

Sociocultural theories of body image propose that societies have body shape ideals which are communicated (though media, family and peers) to individuals, who internalize them resulting in body satisfaction/dissatisfaction (Tiggemann, 2011). Maybe, the best known of these models is the Tripartite Influence Model (van den Berg et al., 2002) which proposes that media, peers and family are all key sociocultural channels for the transmission of body ideals.

The advocates of positive body image tend to take the view that positive body image is not just the inverse of negative body image but has unique elements that require understanding (Tylka, 2011). These elements are: having a

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favorable opinion of the body irrespective of its actual appearance; acceptance of the body in spite of weight, imperfections and body shape; respect for the body involving engaging in healthy behaviors and responding to its needs; and rejection of media imagery, which helps to protect the body. These elements have been incorporated into a Body Appreciation Scale which has been found to be reliable and valid (Avalos, Tylka & Wood-Barcalow, 2005) and used for our study.

The results of this study may be used to develop some programs which underline the life satisfaction role in the family context and the relation with children body image concerns. It is necessary for the programs to use professional language which offers authority and prestige. However for not becoming a barrier between professionals and beneficiary, the language used has to be an adequate one for participant's comprehension (Goian, 2010).

Limitations

Like other studies, the present one has its own limitations. There were taken into account only those children who have any siblings and also it was not reported the children who had their parents divorced, lost, or remarried. These aspects could be targeted for future researches.

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SCHOOL DROPOUT: A CASE STUDY ON PREVENTION MEASURES

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Abstract: In the context of quick population decrease, school dropout endangers Romania's progress perspectives; therefore, implementing programmes aimed at preventing school dropout by both public institutions and the third sector can reduce the risk. This paper makes a brief analysis of the evolution of a project implemented in 2012-2018 by the For Help Association from Timişoara to prevent school dropout – caused by both family and individual factors – for children aged 6-14 and coming from socially and economically disadvantaged families. The main goal of the paper is to point out the importance of alternating school dropout preventing methods, of diversifying and combining them for a long-lasting educational approach, at least at the minimum level stipulated by current legislation. The conclusion of the case study brings forth a chronicle of the progress of beneficiaries involved in the project, such as increase of school attendance rate, reduction of exam replicates or year repetition, recovery of delays in knowledge acquisition, improvement of writing, reading, calculus, and school record. There were positive changes in getting children and parents aware of the importance of institutional education. Developing and implementing this project taught that acting at different levels – child, family, school, community – school dropout can be prevented.

Keywords: School dropout, children from socially and economically disadvantaged families, family-school-community partnership.

Introduction

The high levels of school dropout are a main issue in Romania nowadays. According to the most recent data presented by Eurostat (2017), Romania ranks third in the European Union in early school leaving. Education is a significant vector of European Union and Romania's strategies: *Europe 2020 - A strategy for smart, sustainable and inclusive growth; Programme Education and Professional Training 2020; National Strategy for Long-life Learning 2015-2020; Strategy for the Reduction of Early School Leaving in Romania 2015-2020; National Reform Programme 2017.* In the schoolyear 2014-2015, the last statistics published by the Ministry of National Education showed that school dropout rate had increased compared to previous years. At general level, 31.700 schoolers attending primary and grammar school left school, i.e. 1.8% of the total schoolers *(Report on Pre-academic Education State in Romania*, 2016).

School dropout has several causes, both internal and external: each schooler has his/her own history which, in interaction with other social, pedagogical, or psychological aspects, have different short- and long-term consequences. A study carried out during (Ivan & Rostaş, 2013) shows that school dropout significantly correlates with low family support (low educational capital from parents/tutors and low cultural capital); unfriendly, non-inclusive school environment (pleasure in coming to school, integration in school group, place in the classroom, lack of participation or low participation in pre-school education); low grades (representation and valorisation of education *per se*); passage from one educational level to another (after the 8th grade, there is the highest school dropout rate); belonging to a vulnerable group. Another study by Mihalache (2011), claims that the lack of parents' involvement in school activities in grammar school can influence negatively school performance and the way they relate with school duringschool hood. Vulnerable children categories – children from poor families, children from monoparental families – have a lower school attendance rate and a lower level of school records than children from non-vulnerable environments (Ivan & Rostaş, 2015). Domestic violence can be a predictor of school dropout (Trancă & Runcan, 2013).

The route map of a schooler highly depends on home preparation for consolidating knowledge and making progress (Ivan & Rostaş, 2015). Children from vulnerable environments rely on less favourable conditions preventing them from preparing: a large family (crowded living conditions), lack of food, involvement in chores, raising younger siblings, lacking people able to help them do their work or explain what and how to do, etc. This is why they need another educational environment (Gavrila-Ardelean & Gavrila-Ardelean, 2017; 2018).

According to the *Governance Programme 2017-2020*, "reducing school dropout, which has reached alarming rates and is growing, as become crucial for Romania's sustainable development, allowing each child to develop". To do so, the *Governance Programme* encourages the reduction of school dropout of young people for financial reasons. To extend measures regarding the prevention and reduction of school dropout, the Ministry of National Education implemented, in 2017 (*National Reform Programme*, 2017), the development of the programme *School after School*, and the development of procedures regarding the identification and monitoring of children from outside educational system. One of the main changes stipulates that children from vulnerable environments have priority in accessing the programme.

To prevent school dropout, several authors (Bryan & McCoy, 2004; Kempes*et al*., 2005; Smith*et al*., 2007; Bryan & McCoy, 2007; Epstein & Van Voorhis, 2010; Voicu, 2010; Țibu & Goia, 2014) claim that achieving a school – family – community partnership is needed. In Romania, in schools from disadvantaged environments, this partnership is almost absent because of cultural or psycho-social barriers. This is why the project supported here relies on the building up and development off such a partnership between the families of beneficiary children, their schools, and the Association For Help. The concern at national level for school dropout speaks of the importance of this topic and points out the necessity of joined efforts of all those involved.

Methodology

This is an analysis of the evolution of a project implemented during 2012-2018 by the Association For Help from Timişoara (Romania)as a responseto the issue of school dropout of childrenfrom socially and economically disadvantaged environments.

The main objective of this paper is to point out the importance of alternating methods of school dropout prevention, of diversifying and combining them to make up a long-lasting educational approach at the level of at least the minimum stipulated by legislation. In the context of school dropout, in Timişoarathey have initiated several projects meant to prevent or intervene by both local authorities and non-governmental organisations. One of these programmes is presented below – "Education for Your Successful Future!" – initiated and developed by the Association For Help between 2012 and 2018.

The sources of information used in this descriptive case study was the project chart, the reports of the financer during project implementation, interviews with the members of the multidisciplinary team implementing the project, interviews with direct beneficiaries of the project (children, parents, volunteers), as well as direct observation. Data collection took place in February-September 2018.

The case study presented here answers the question: what were the features that contributed to the prevention of school dropout in the children involved in the project of the Association For Help from Timişoara?

Presentation of the Organisation and of Project Context

The AssociationFor Help is a non-governmental, non-profit organisation established in 2005 and accredited as supplier of social services in June 2007. The goal of establishing it was to prevent, limit, and remove the situations that can generate marginalisation, social exclusion of those who, for economic, physical, psychical, or social reasons, cannot meet their social needs and develop their own capabilities and competencies for social integration. The association aims at improving life quality of the people in difficulty – particularly children and families – by providing quality social services, by observing their rights, and by promoting professional practices in the field of social work.

The association is located in an up-town neighbourhood of Timişoara, characterised by lack of social cohesion, of economic power, and where there are socially and economically disadvantaged families, families with numerous children and low finances, families with little education, without jobs, some of them even without identity papers, and living in places too small for all the family members.

In 2012, they initiated the project "Education for Your Successful Future!" aiming at preventing school dropout caused by individual or family factors, and maintaining them in the educational system for pre-schooler and schooler children from socially and economically disadvantaged families from Timişoara.The risk factors identified in the beneficiaries of this project through complex evaluation by the multidisciplinary team and coordinated by the social worker were external and internal:

- *External factors*: lack of support for the children in educational activities; family climate – domestic violence, alcoholism; lack of material or financial resources necessary to send the child to kindergarten or school; lack of proper places for study; lack of motivation in parents for pursuing education – in most cases, supported by their own experience;
- *Internal factors*:lack of sufficient cognitive acquisitions; difficulty in learning; special education needs; lack of motivation; low self-esteem.

The project supports parents who lack resources necessary to send their children to "school after school" programmes or whose material status is low despite the fact that they are employed, and who lack the necessary education to support their own children in doing homework.

Currently, 30 schoolers aged 6-18 from socially and economically disadvantaged families (with an income of maximum 200 RON/family member/month) benefit from this project: they are from south-east Timişoara (Dâmboviţa, Iosefin, Fratelia, Freidorf, and Ronaţneighbourhoods) with risk of school dropout (children having skipped school too often, children having difficulty in learning and lacking support from family or from school, children from families whose condition has a negative impact on the child's school route map (psychic disorders, aggressive behaviour, alcoholism, different forms of impairment, single parent, parents working abroad, etc.), and children's parents. Schoolers can be referred by schools, non-governmental organisations, authorities, physical persons, or brought in by other children involved in the project. At the beginning, there were only 15 beneficiaries, but little by little the organisation was able to double the number of beneficiaries. To be included in the programme, children were evaluated psychologically, socially, and pedagogically and their families were evaluated socially and economically, focusing on such aspects as psychical development level, level of knowledge and competencies in relation to curricula, attitude and behaviour of both child and family in relation to school, family climate, social integration of the family, living standard, and medical record of the family.

The objectives of the project were: a) increasing school attendance in 30 children from disadvantaged families; b) increasing the level of information and understanding of the parents in relation to the importance of school attendance and of limiting school dropout; c) ensuring minimum resources for the children to attend school; d) increasing community awareness about school dropout among children from disadvantaged families through awareness-raising campaigns promoting the principle of non-discrimination in relation to the right to education; e) developing the civic involvement abilities of volunteers through participation in awareness-raising campaigns and support for children in educational and leisure activities.

Besides the members of the multidisciplinary team – social worker, psychologist, and psycho-pedagogue – there are also 10 volunteers who help childrenwiththeir homework and raise awareness about the risks of school dropout, as well as 6 volunteers who organise bi-monthlyleisure activities (gaming, recreational, educational).

This project helps prevent school dropout at three levels – individual (pre-schooler or schooler), family, and community. At individual level, children are provided with individual or group psycho-pedagogic counselling; their school attendance and school record are monitored; they are involved in creative, recreative, gaming and socialising activities important for their motivation to attend school: theme contests, trips, shows, exhibitions, visits to cultural sites or economic agents, theme festivities, and annual camping as a

form of reward for their school performances. Other types of activities are cultural, ecologic, sports, musical, theatrical, IT, technical and scientific, civic, tailoring, and fine arts. At family level,parents are provided with individual psycho-social counselling, as well as with counselling meant to motivate them participate in their children's education and to make them responsible for their children's education; they participate in the parental support group; they are guided to take professional training courses; they are supported in learning new strategies of identification and preservation of jobs; they are materially supported with school supplies and clothes for their children at least thrice a year. The project team keeps in touch with the schools attended by the children in the programme to monitor their school record and parent-school cooperation and, if necessary, they mediate the school-parent relationship to increase family involvement. At community level, twice a year volunteers organise campaigns for the information and awareness of the public, schoolers, and parents about the implications of school dropout and the observance of the principle of non-discrimination in child's rights, with emphasis on the right to education and on the difficulties children from disadvantaged families have to face.

Strengths and Weaknesses

The AssociationFor Help made significant efforts during the 6 years of project to ensure high-quality services. Thus, they identified the following strengths: it is a service delivered to a community from a disadvantaged area of the city; its image at community level is positive; external financing was constant and sufficient; it continually developed partnerships with other organisations to carry out cultural, ecological, sports, etc. activities; it has an attractive educational environment, which contributed to the constant attendance by the children; it maintained a constant sufficient number of volunteers (15-16) to carry out homework and leisure activities with the children; it supported its employees pursue their training to develop new working competencies with children at school dropout risk; it participated in good practices exchanges with domestic or foreign organisations; it combined different activities to have the children attend activities on a regular basis; it diversified activities and it approached activities in a creative manner to maintain children's and volunteers' interest in the activities; it approached every child individually depending on his/her needs to produce significant changes at cognitive level; it valorised positive results of children, which contributed to a positive attitude toward learning; it developed an open, stimulating climate in the relationships between specialists, volunteers, and children.

The weaknesses identified during the project were: parents being not aware of the interests, desires, or aptitudes of their children; the low level of

education and culture of the parents that minimised the importance of education and of school attendance by their children; family members asking for material rewards for their participation in common activities; lack of appreciation from the parents for the school supplies from the association (they sold them to get money); children 12-13 years old abandoning the project because they did not like to obey rules; improper cooperation with some of the schools in the neighbourhood and difficult, time-consuming partnership with some schools;; lack of financial results necessary to ensure payment for several employees working with children.

Project Evaluation and Impact

This project was a way of providing support for education for children from vulnerable groups, based on a partnership between children's families and schools, and association. In this project, children were provided support for intellectual development, for better communication, for constant intellectual effort, for numerous, diverse learning experiences in a stimulating environment. The association organised activities that aimed at compensating inequities in children from disadvantaged environments. Starting from the identification of individual and family factors in each beneficiary child, alternating, individualising, and adapting activities and services to the needs of every child, results show that, compared to the initial evaluation, there was progress.

To monitor and evaluate beneficiaries' progress, we used indicators and instruments regarding their level of involvement and the level of targets reached. The indicators used to evaluate were the number of children from disadvantaged environments benefiting from the programme, the number of classes skipped without a reason, the school record, the number of people informed, the number of campaigns organised, the number of meetings and support groups organised and the number of participating parents, the number of families and the frequency with which they benefit from material support, the number of volunteers involved, the number of special events organised and the number of people attending them.

The most representative changes in the level of awareness about education in children and their parents from the formal environment and the minimum number of grades graduated from (currently, in Romania, 10 grades); gaining family support and involvement from the parents that had had a negative attitude toward education; a positive change of children's attitude toward school; an improvement of the parent-child relationship.

During the implementation of the project, we managed to get the support of schools attended by the children, to sign partnership contracts with them, to improve the feedback between school and families, and to establish a school – family- association relationship.

Extra-curricular activities were strong motivational tools for children at school dropout risk, which contributed to an increase of their interest in attending school.

As for school performance, children school attendance increased from 61.5% to 88.2%; the general grade mean increased from 6.43 to 7.68 (maximum grade mean in Romania is 10); 8 of the 25 schoolers got awards; after evaluating their performances in writing, reading, and arithmetic, we found an increase of their level in relation to their age and schooling features; the number of children replicating class dropped from 5 to 1, and corrigent schoolers dropped from 9 to 3.

There was also a development of social competencies, better cooperation in team work, less aggressive communication, more tolerance and solidarity.

We also evaluated the level of satisfaction in beneficiaries, children and parents in relation to services provided, and they said they were very satisfied.

We organised 16 campaigns of awareness raising in the community regarding school dropout among children from disadvantaged families: about 6,000 people were informed, including children, regarding the principle of non-discrimination in relation to the right to education.

Implementing the programme produced a change of the level of school attendance in the neighbourhood. Cooperation with the schools made the programme effective due to its information and sensitisation activities, as well as solved punctual situations regarding the beneficiaries of the programme.

By participating in awareness-raising campaigns within the community and by supporting children in educational and leisure activities, volunteers developed their civic abilities in the prevention off school dropout.

The experience of the 6 years of activity confirmed the value of the actions and of the multidisciplinary team approach, as well as of the volunteers.

Conclusions and Discussion

This case study presents a school dropout prevention programme with positive features in which children were provided with learning conditions that they do not have at home, an educational environment favourable todevelopment, socialisation, cognitive stimulation, specialised support in homework, participation in extra-curricular activities, norms, values and rituals that guided them towards improving their school performance and contributed to school dropout prevention. The activities focused on both the children – to stimulate their motivation for school attendance, their families – particularly to make them aware of the importance of education for their children and of the school – parent – association relationship, and the community – to make its

members aware of the principle of non-discrimination in ensuring the right to education of all children, no matter their social and economic condition.

Implementing the project was not without back draws: it was a laborious project and the decisions were made by the team following comparisons, mutual communication of experiences, and understanding of certain differences and of implementing a wide range of activities. Children from disadvantaged need special attention because understanding the complexity of their situation – family and school – is essential in preventing school dropout. In such a programme, stability and continuity are necessary to consolidate relationships at micro-group level, to valorise aptitudes and competences and to ensure school attendance. Though we are aware of the efforts of organising, carrying out, and ensuring sustainability of such a programme, long-term effects on children at school dropout risk make us consider the efforts worthy. Efforts made to maintain schoolers attendance need to be done for each child apart, since reasons for school dropout vary from schooler to schooler. If the approach is individualised and focused on the complex of factors, school dropout can be avoided. We hope that successful experiences will multiply to consolidate the progress achieved.

An important role in preventing school dropout and in consolidating family – school – community partnership could be that of social work in schools but there is no such service in schools – only in special schools (Gavrilă-Ardelean, 2008). Social workers in schools could be involved in identifying the causes and difficulties making a child leave school, and their interventions could be done by both group and/or community activities, as well as by personalised actions addressed to children and their families.

Future research could consolidate long-term effects of implementing family – school – community partnerships to prevent school dropout.

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"FRANCISC I.RAINER" SYMPOSIUM – ANTHROPOLOGY AND MANAGEMENT
– Short Review –
M. Gavrilă-Ardelean

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Abstract
In October 2018, an international symposium adressed to specialists in anthropology and management took place in Arad, at "Aurel Vlaicu" University, in colaboration with "Vasile Goldiş" Western University. It was the first autumn edition of "Francisc I.Rainer" Symposium.
The meeting, that aimed to improve the recognition of anthropology implications in human life areas, brought together specialists in the field of anthropology, medicine, education, and management. During the two-day symposium, 52 papers analysing the importance of anthropology in human life have been presented, along with debates and brainstorming sessions, intended to highlight anthropology as a complex science. Each participant has thus contributed to the development of anthropology, as a science of the human beings in their integral bio-social-cultural context of biodiversity.
In conclusion, the symposium has responded to questions with solutions and recommendations regarding the few anthropological paliers.

Keywords: international symposium, anthropology, Romanian Academy, medicine, management.

Introduction
Anthropology is a fundamental science developed around the human being. It has multiple applications concerning the complex integration of people in bio-psicho-social structures, similar to articulations in the skeleton (Lévi-Strauss, 1973).
In the I. Rainer anthropological school, the human being and its study and research are addressed in a bio-cultural complexity. For survival, people

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must achieve homeostasis with their socio-cultural environment. I. Rainer is the precursor of human biology studies, in which he demonstrates the integrated relationship between a human's psyche and socio-cultural environment. The underlying principle of this theoretical construct is that "any conception of life stemming only from biology is sub-human, but no conception of life must be inconsistent with biology" (I. Rainer). The aspects of anthropology as an interdisciplinary science, supported by Acad. Milcu, characterize the Romanian School of Anthropology (Kozma, Glavce, Bălăceanu-Stolnici, 2014, p.5).

Francisc Iosif Rainer (1874 – 1944) was doctor, anthropologist, anatomist, physiologist, and pathologist. He has had an important role in the Romanian Medical Reform. This year, on the centennial celebration of the Great Union of Romania, we must emphasize the contribution of I. Rainer and Dimitrie Gusti in the development, through anthropological studies and measurements, of Romanian rural sociology in some isolated rural settlements in the Carpathians (Bucur, 2005; Majuru, 2013; Riga & Călin, 1966). The results were published in 1937 in the paper: "Anthropological Queries in Three Romanian Villages of the Carpathians" (Enquêtes anthropologiques dans trois villages roumains des Carpathes), (Țone, 2012; Stahl, 1981).

In the Second War (1940), I. Rainer founded the Centere of Anthropological Research, which he then coordinated until his death (Hînganu, 2004; Dracklé, Iain & Schippers, apud Mihăilescu, 2003).

Anthropology is a holistic science that treats people in the complexity of their human dimension. Anthropology has four big branches (Jelescu, 2011):

1. Cultural/social anthropology, studying evolution, economic conditions and social and institutional relationships through socio-cultural symbols;
2. Linguistic anthropology which studies language in a socio-cultural context, as a symbolic system of cultural communication (Sapir, 1929; Whorf, 1940);
3. Biological (physical/medical) anthropology that studies the human body from a biological point of view, as well as the features of human races, with their modifications during the evolution of man;
4. Archaeological anthropology, which studies humanity from prehistory to the present, based on archaeological resources.

Starting from these areas, anthropology has over fifteen sub-domains, that are growing parallel to human life.

In Romania, Fr. I. Rainer founded the Institute of Anthropology in 1926. Initially, it was only a museum and laboratory of anthropology within the medical faculty, that has later on acquired autonomy under the patronage of the Romanian Academy (www.antropologia.ro).

Review of the *1ˢᵗ Autumn Edition of* "Francisc I.Rainer" Symposium - *Anthropology and Management*, 2018

After one century, anthropology has started to be taken into consideration, through new sections of international scientific meetings and congresses. One of them is our international symposium, organized in premiere at the "Aurel Vlaicu" University of Arad, in collaboration with "Vasile Goldiş" Western University.

The *1ˢᵗ Autumn Edition of* "Francisc I.Rainer" Symposium - *Anthropology and Management*, 2018 **was** organized by the "Aurel Vlaicu" University of Arad, in cooperation with "Vasile Goldiş" Western University.

The scientific touch is given by institutions, comitees and societies known as organizing parts in the past years, as well as first-time organizers: "Aurel Vlaicu" University of Arad, and "Vasile Goldiş" Western University:
- "Francisc I.Rainer" Institute of Anthropology, Bucharest;
- "Alessandrescu Rusescu" National Institute of Mother and Child Health, Bucharest;
- Academy of Medical Sciences, Romania;
- Academy of Scientists, Romania;
- Anthropology Comision of Romanian Academy;
- Academic Society of Anthropology.

The parteners and sponsors: Arad City Hall, Municipal Cultural Center, and others are presented on the symposium's poster (figure 1).

The administrative involvement of our two univerities in the organization of this international symposium, as well as the foundation of Arad Academic Society of Anthropology as a branch of Romanian Academic Society of Anthropology represents an important step forward in the field of anthropology in Western Romania.

An important scientific result of the conference is the opportunity for presentations to be published in an book, editeted by Romanian Academy Editor.

The meeting, aiming to improve the recognition of anthropology sciences, brought together specialists from different fields: doctors, professors, psychologists, researchers, and artists, who are responsible for work with the human being.

On the first day of symposium, an impresive exhibition was presented, with a sugestive title: "Structures in evolution", by artist Geanina Ionescu, associate professor at the "Lucian Blaga" University of Sibiu, artist and restorer of tempera paintings, with an area of interest in archaeological restorations of old churches and religious paintings on wood and glass (figure 2).

The Congress was administrated by the academical team of the Faculty of Educational Sciences, Psychology and Social Work of the "Aurel Vlaicu" University of Arad.

Romania had fifty-two papers, related to biological anthropology, socio-cultural and economic anthropology and science of management.

During the two-day symposium, participants have presented papers with anthropological analyzes of varia domains along with debates and brainstorming sessions, intended to highlight scientific implications of anthropology in the life of humans.

The first day started with a laudatio written by Mr. Academician Professor Doctor Constantin Bălăceanu-Stolnici, followed by plenary conferences moderated by Mr. Academician Doctor Andrei Kozma, from the "Fr.I. Rainer" Institute of Anthropology, and the Romanian Academy. The subjects of the presentations were:

-   Management and anthropology in the context of Globalisation (Lile & Gavrila-Ardelean, 2018) ;
-   Management of cooperation between anatomic education and the Anthropology Institute, Fr. I. Rainer of the Romanian Academy;
-   Management of children 's vaccines in Romania;
-   Salvation of the wooden picture from the Winter Church, Alba County (Ms. Geanina Ionescu);
-   The Academic Anthropology Society - in the interdisciplinary research support.

In the second day, there were two sections of papers: bio-medical and socio-cultural.

 The bio-medical section included the following themes:
-   obesity management;
-   anthropological aspects in sleep management at preadolescents;
-   newborn with hemolytic disease due to irregular blood group subgroup incompatibility;
-   the ethics of the use of dead bodies for teaching and medical objectives - reflections of Christian visits and doctrines;
-   prenatal nursing in disadvantaged communities of Arad county;
-   historical aspects of the evolution of total prosthetic techniques;
-   mental health and aspects of cultural anthropology in the diagnosis of mental suffering (Gavrila-Ardelean & Gavrila-Ardelean, 2017);
-   clinical relevance of epigenetic phenomena in the application and evolution of prostatic diseases;

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- improving health care offered by the integrated ambulatory from a National Institute with pediatric medical services;
- bio-medical management aspects of pulmonary injury in heart failure;
- impact of socio-cultural aspects on the quality of life;
- stimulation principle - reference in the clinical and medical prediction
  pathology collection of conception and female feminine apparatus;
- genetic management of oral-dental congenital malformations;
- the importance of the echo-graphic examination in the diagnosis of intra-abdominal tumors;
- anticoagulant treatment in 2018: scientific documents in support of clinical practice;
- management of rehabilitation of partial complications, monitoring and management of oral disease manifestations in children;
- anthropological constitutional characteristics regarding the nutrition status of a masculine selection in Romania's population;
- management of the family practitioner medical cabinet;
- decreased body reliance and weight management among young people;
- family food behavior and children survival disorders;
- the need for prevention and deposition of mammary neoplasm;
- etiology of child and adolescent obesity, from the socio-ecological model;
- in-perspective study on patient management through telemedicine and e-health;
- adolescents and the source of information about food;
- child nutritional management in the first two years of life.

The socio-cultural section included the following subjects:
- management of cases of social work from an ontogentical perspective;
- child at the beginning of the 20th century, versus child at the beginning of the 21st century in Romania;
- one hundred years of evolution;
- non-formal education school in rural environment - case study;

- cultural aspects of human perception of gestation and birth;
- challenges of socio-cultural anthropology and social management in the business world;
- contribution of models to scientific explanation and understanding psycho-social consequences of Romanian expatrians in Denmark;
- socio-cultural diversity in the theory of management;
- theory of the socio-cultural process of diversity, terror management theory, and aging process.

Conclusions:

In conclusion, the symposium responded with solutions and recommendations regarding the following paliers:
- Medical;
- Socio-cultural;
- Management;
- Varia (Divers).

Several solutions, recommendations and methods have been analyzed and concluded. They aim to raise awareness of anthropology, as a science of the human being in its integral bio-social-cultural unity of biodiversity.

The symposyum has built the foundation of the future *Autumn Edition of* **"Francisc I.Rainer" Symposium**, that will take place next year, in 2019 at the "Vasile Goldiş" Western University, in colaboration with "Aurel Vlaicu" University, of Arad.

They also constitute a new universitary collaboration opportunity for specialists in the field of anthropology.

The following pictures show the symposium activities.

Figure 1. The symposium poster

Figure 2. The exhibition 'Structures in evolution' by Geanina Ionescu

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Figure 3. Presidium of the Symposium

Figure 4. Awarding diplomas of excellence to the symposium team by Mr. Academician Dr. Kozma

Figure 5. Awarding diplomas of excellence to excellence to
Mrs. Prof. Univ. Dr. Ramona Lile,
Rector of „Aurel Vlaicu" University of Arad

Figure 6. Awarding diplomas of
Mr. Prof. Univ. Dr. Aurel Ardelean
President of Western University „Vasile Goldiş"

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CHILDREN'S RIGHTS. REFLECTIONS ON THE PROTECTION OF THE REFUGEE CHILDREN

Ovidiu Florin Toderici

Abstract

Armed conflicts, social inequality, the impact of climate change cause people to become refugees, including children who are alone or separated from their families and relatives. Over the last decade, statistics show a doubling of the number of the refugee children. The right to be a child, recognized by the international law, through UNICEF and partner organizations, includes the implementation of child protection activities, identifying the necessary solutions for the social inclusion of refugee children.

Keywords: *children rights, legislation, UNICEF, refugees, projects.*

'The rights of the child are the human rights.' This statement must be understood as a pertinent and relevant statement. The fundamental human rights for millions of children all over the world are neglected or/and violated and they are forced to leave their homes and flee in front of violence, abuse and insecurity. Children are extremely resilient and find ways and means of coping with difficulties and suffering, having the support and help of family, relatives and friends. But in crisis situations, without family or relatives' protection, children, adolescents and young refugees are frequently exposed to various forms of abuse, exploitation, separation, neglect, violence, exploitation or abusive recruitment.

Worldwide, the children's displacement is caused by conflicts, social inequality, the impact of climate change, resulting in survival threats, disrupting their education and exposing them to major risks, including violence, abuse,

neglect and exploitation. According to the United Nations High Commissioner for Refugees, the number of refugee children has doubled in the last 10 years, being a phenomenon manifested by cross-border movements in neighbouring countries or continents, as it is the example of the recent refugees crisis in the Middle East, Africa, Europe and Southeast Asia; according to statistical data, in 2017, 173,800 unaccompanied and separated children left their homes, including 45,500 who asked asylum or official refuge.

International and national legislative instruments regarding children's rights

Nevertheless, the human rights of children are endorsed by the international law. The United Nations Convention on the Rights of the Child (UNCRC), unanimously adopted by the United Nations General Assembly on 20 November 1989, represents the most comprehensive treaty which ratified the children's human rights and the first international legislative tool that recognizes for the first time the children as subject to rights, establishing a common legal basis that leads to increased governmental responsibilities, the promotion of legislative reforms and, last but not least, the creation of a favourable global environment in which all children can grow, each child having the right to survival, protection and a safe and happy childhood. Henceforth, the United Nations Convention on the Rights of the Child has been ratified by most of the world's governments, consequently becoming the most adopted treaty on the rights of the child.

Thus, an international legislative and institutional framework on the rights of children has been set up to create a positive, realistic and optimistic future and to stimulate a global commitment to respect children's rights. The 54 articles of the Convention can be divided into three sub-domains: key principles, specific rights and measures of monitoring and implementation. The

guiding principles of the Convention include the right to life, survival and development, best interests of the child, the right of the child to freely express his/her opinions and ideas on issues affecting his/her best interest, children's understanding of Convention rights, without any discrimination of any kind. The Convention promotes a whole range of human rights – civil, political, economic, social and cultural – and sets out the specific ways in which they are available to children:

- defining the child as every human being under 18 years old;

- civil rights and freedoms for a name and nationality, freedom of expression, association and access to information, and the right not to be subjected to torture and deprivation of liberty;

- the family environment and alternative care, including the right to live with parents, the right of reunion or the maintenance of the child-parent relationship (if the child was separated from them) and the necessary alternative care, where appropriate;

- proper standard of living, the rights of children with disabilities, the right to health and medical care, social security, social assistance services and an adequate standard of living;

- education, culture and cultural activities, including the right to education, educational purposes and the right to play, recreation and involvement in cultural life;

- special safeguards including the right of refugee children, those in an armed conflict, administration of juvenile justice, the right of children deprived of their liberty and children suffering from economic, sexual or other exploitation.

The United Nations Convention on the Rights of the Child (UNCRC) concluded the rights of the child based on the following principles: *the principle*

of the best interests of the child affirms the need for all decisions concerning the child to be taken in the interests of the child, not of the adult; *the principle of non-discrimination*: all rights must be applied to all children without any discrimination. The State and the national government of every country must promote children rights and protect them in front of discrimination; *the principle of participation* affirms the requirement that children participate in decision-making process; *the principle of life, survival and development* affirms the inherent right to life and the obligation of the public authorities to provide the proper framework for the development of a child's potential.

Education offers the opportunity to a new generation to perceive their own needs, and literacy - which UNESCO defines as the ability to read and write a simple sentence - represents the key component of education. Some of the world's poorest countries have made progress in education, but other states fail in developing or improving the educational process. In the rich and industrialized countries, more than 95% of the population has a certain level of education. But in poor countries, the percentage varies from 50% to 10% of the population. Romania has a both a low percent of school-aged not included in the educational system or school drop-out children, therefore the low risk-level regarding the education of the young generation or low educational quality do not represent issues of concern, although statistics regarding the school attendance do not show all the social and economic risks that the poor families face and their effects on children's school attendance or abandon.

The family structure works as a support for the child, so it is important for the family to be united and to give the child a set of moral values and principles to guide it throughout life: honesty, honesty, trust, integrity, compassion, courage, self-control, respect and responsibility. These moral values must first be adopted by the parent to be subsequently assimilated by the

child. In case of failure, the child will develop a deviant behaviour, and the society, functioning according to specific values and concise rules, will reject the child or will force him/her to withdraw within a group of deviant correspondents. The specific family patterns require first of all care for the child, the fulfilment of its primary socialization function, meaning the concern for the child's development, education and social integration, and any approach to child issues and difficulties must start from the specifics of every family. The family environment represents the main support for the child, the natural environment in which the child grows, develops and evolves as a personality, as a future adult. According to sociologist, the family can be defined as a social group formed on the basis of marriage, consanguinity and kinship relationships, the group members sharing common feelings, aspirations and values. Thus, the family is a primary group in which direct and informal relationships predominate. The family is one of the primary groups with the highest regulatory burden. The reasons of limited access to education originate in social and economic background, ranging from the impossibility of providing daily food and school packs, appropriate seasonal clothing and footwear, and ending with educational expenses that exceeds the financial potential of the parents, who are thus confronted with a paradoxical situation where the material benefits conditioned by school attendance are far below the educational costs. Nevertheless, formal education is the only way children can escape the vicious circle of social exclusion: poverty – disinterest for school – illiteracy – no profession and no income – poverty. Therefore, it is imperative in nowadays society to bring children to school. In addition to financial measures and investments in the educational system, such as school renovations, equipping laboratories, libraries and cabinets, providing a daily meal at school cafeterias, subsidizing school supplies and textbooks, as well as providing transport in

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rural and urban areas for children and teachers to and from school, specific educational measures must be implemented:

- training educators on issues related to poverty, social exclusion, methods of integrating poor children into the classroom and increasing the learning abilities of children with few opportunities;

- providing professional social and psychological services focused on specific area communities and family needs, to create a collaboration network between local authorities, school, family;

- adapting the curriculum to the economic requirements and the social realities, with emphasis on practical skills and abilities;

- diversifying the extracurricular activities to motivate pupils, as well as to promote the social inclusion of children;

- parents inclusion in school activities to increase social activism and thereby raise awareness of the role and importance of school and education in the life of a child.

The response policies and procedures should focus on reducing the social inequalities generated by discriminated access to education and on providing the proper social and economic level of education for the younger generation, thus avoiding the intergenerational transmission of poverty and of the resulting deprivation. It is essential to protect the children at risk by ensuring access to education, considering that the education inequalities, the reduced chances of schooling and later, the lack of vocational training will have major future negative effects on the quality of life of the individual and the society as well. Reducing school drop-out and enhancing school participation through integrated measures of social, economic and educational nature must be the central focus of the educational strategies along with the reintegration in the educational system of the low-educated youngsters and the re-employment of

unskilled adults thus increasing the chances on the labour market and combating social exclusion.

Protection of refugee children. From exclusion to social inclusion

Unaccompanied and separated children from parents and family because of conflicts, forced displacements or natural disasters are vulnerable, and it is imperative the national governments, authorities and organizations to identify them by collecting specific data and report the information internationally. Currently, statistical data on unaccompanied and separated refugee children are limited because many countries, including South Africa and the United States of America - who have a high number of asylum applications, do not report this information globally, to UNICEF or other child rights protection organizations.

The 2017 statistical data indicates that 45,500 unaccompanied and separated children have applied for individual asylum, 67 countries reporting at least one such request. Although underestimated due to under-reporting, the 2017 number of unaccompanied and separated children is lower than in 2016, when 75,000 unaccompanied and separated children were reported, 98,400 children in 2015, and in 2014, 34,300 asylum applications were reported. Most of the applications (33,300) were submitted by children aged 15-17, and the rest (12,200) came from unaccompanied and separated children up to 14 years of age.

In 2017, Italy had the highest number of asylum applications (9,900), representing a 68% increase over 2016, when there were 5,900 asylum applications, and the number of refugee children unaccompanied and separated from family, who arrived in Italy at sea, was estimated at 15,800 children, or 91% of all refugee children. Between 1 January and 31 October 2018, 3,346 unaccompanied and separated children arrived in Italy at sea, accounting for 15% of the refugees arriving in Italy at sea, and the data on the countries of

origin of unaccompanied and separated refugee children indicate Tunisia (814 children), Eritrea (602 children), Sudan (252 children), Pakistan (208 children), Côte d'Ivoire (189 children), Mali (163 children), Nigeria (157 children), Somalia (137 children) and Algeria (137 children). In 2017, Germany received 9,100 asylum applications, the unaccompanied and separated refugee children coming from Afghanistan (2,200 children), Eritrea (1,500 children), Somali (1,200 children), Guinea (900 children), Syria (700 children), Iraq (500 children) and Gambia (400 children). Other countries with more than 1,000 asylum applications include Sweden (2,700 applications), Turkey (2,300 applications), Greece (2,300 applications), United Kingdom (2,200 applications), Tanzania (2,100 applications), Austria (1,400 applications), France (1,200 applications), Zambia (1,100 applications) and the Netherlands (1,100 applications).

The State is primarily responsible for the protection of children, having to establish and implement the proper child protection systems according with the international obligations, ensuring the non-discriminatory protection of all children under its jurisdiction. Furthermore, the international institutions and organisations are obliged to strengthen the national and international child protection systems and services and to promote access for refugee, displaced and stateless children. Given that the State is unable to fulfil its responsibilities towards children, the international institutions together with their partners, are required to establish a parallel and temporary child protection mechanism based on a fair approach to guarantee the rights that provide non-discriminatory access in supporting and helping the children in need. When developing any framework-project for child protection intervention, key issues and stages should be included, such as working in partnership, planning, implementation and monitoring, by ensuring adequate staffing and organizational capacity:

1. *Working in partnership*. Every partnership represents an essential element for a systemic approach and raises the participants' awareness of their complex and important role to create a complex child protection system. The partner institutions must cooperate with the national authorities and strengthen their operational cooperation with UNICEF or other international organizations committed to develop and improve the children protection systems. Thus, the contributes to strengthening the child protection systems that identify, prevent and respond to the child protection risks. In the event of a conflict or disaster, the partners coordinate their action and actively participates in the field through protection groups and existing child protection coordination networks. A partnership-based approach relies on partners' experience, resources, knowledge and skills to enhance child protection in need-based operations.

2. *Planning, implementation and monitoring*. Any framework-project includes operational contexts, including designed and specific strategies that deliver better child protection. The objectives must be realistic, systemic and timely, including mapping the necessary resources, partners, the possible opportunities to strengthen the child's protection systems, and monitoring tools that comprise the results and consequences, as well as the indicators for the expected effects.

3. *Ensuring adequate personnel and the organizational capacity*. The involved members (including community services and professional staff) should contribute to ensuring that children are protected by carrying out designated tasks, being appropriately trained to identify and act against the risks faced by children, to communicate with children, to promote the participation of children in their decisions and to develop strategies and programs in coordination with other child protection institutions.

Child protection must be integrated into all sectors, including means of securing the basic necessities such as health, nutrition, livelihoods, shelter, to ensure that the specific needs of children are considered in the design and implementation of the framework-project through measures such as:

- creating a national/regional/local database including the social (collective and individual) actors, based on common objectives and priorities related to the protection and support of children at risk;

- identifying the real and practical steps, the possible gaps and crises, making realistic recommendations on key priorities, given that: children's rights are always a priority; children have access to appropriate help and care; children should not be by the authorities or sent back to countries where they are not safe; children have access to key services, including education; children are fully protected from exploitation, abuse and violence, including child trafficking; children are not discriminated and can integrate into host communities;

- identifying the innovative solutions and exchanges of promising practices, guaranteeing the principle that first and foremost children are children regardless of migration or their legal status;

- identifying the chances and opportunities for action and mobilization.

Every child needs protection. Armed conflicts, natural disasters, poverty, violence cause the phenomenon of migration, including refugee children, unaccompanied minors or separated from family, orphans, traumatized and at risk. Every child has the right to protection, survival and development, the international and national community having the obligation to comply with child protection legislation and to identify viable solutions that guarantee their social inclusion and the chance for a better future.

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Features of sensory development in children with autism spectrum disorders

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Abstract:
Researchers studying autistic spectrum disorders symptomology agree on the fact that the behavioral manifestations of autism are a response to an organic substrate of their brains. In fact, autism is a complex developmental syndrome, including a heterogeneous group of individuals with similar symptoms, but with multiple biological etiologies (Secară,2007).
Today autism is described as a pervasive developmental disorder, affected individuals manifesting deficits in the social interactions (using nonverbal behavior in communication, reciprocal social/ emotional), verbal and nonverbal communication and a narrow field and stereotyped interests and activities (American Psychiatric Association, 1994; Myles, Cooper Swanson, Holverstott, Moore Duncan, 2007).

Key words: autism, sensory integration, sensory disorders, intevention, interhuman relationships,

Educational interventions in autism have developed, the most effective being non-biological interventions. There are research reports in the specialized literature promising results and data (Lovaas says an intervention program of 40 hours/week would "heal") but this has been criticized. Children with autism are unable to decipher social intentions, a processing problem that will accompany them throughout life. As a result, they have difficulty relating with others and with the environment. Also, it is very difficult for them to understand a situation from the viewpoint of others. Inappropriate behavior, repetitive and ritualistic, such as dismantling and construction of objects (Albano, 2005), rotating objects (Jamieson, 2004), repetitions of movements of the hands, fingers, arms, hitting his head, walking back and forth (Albano, 2005), body rocking back and forth once can stand on all fours, endless series of jumps on the mat or rotation around its axis (Muresan, 2004) are common characteristics of children with autism.

The direct involvement of the parents or family members in therapy is essential, especially as regards the consistency of the application of intervention plans and the management of disruptive behaviors. Family does not only transfer information which is vital for cognitive or affective autonomy and functionality but also information on social statuses, beliefs and values that guide parents` and children`s behaviour. Shaping has an important role in the transfer process. Children, as observers of adult behaviour will include in their relationships similar behaviour to the one they imitate from their parents. Imitation refers to sets of values taken up by parents, to the manner they try to transfer these values to children through various activities and also to the manner parents themselves behave in this system of values. (Roman, Castanheira, 2015).

Children with autism may show hypersensitivity to sounds, touch, smells and visual stimuli, a condition caused by dysfunctional sensory integration. Sensory integration helps the brain to organize sensory inputs to be used to focus on the relevant sensations, to eliminate the irrelevant and organize sensations so that the person could interact effectively with the environment. Sensory integration deficit occurs when the brain does not process or organizes range of sensory stimuli in a manner that gives children accurate information about the world that exists around them.

Sensory integration refers to the way the nervous system receives messages from the senses and turns them into appropriate behavioral and motor responses. All information received from the environment pass through our sensory systems. Because many sensory processes occurring within the subconscious nervous system, usually we are not aware of them. On the other hand, we are aware of senses involving taste, smell, sound, but most of us do not realize that our nervous system processes ("feel") touch, movement, gravity and body position. As eyes detect visual information and send them to the brain for interpretation, so all sensory systems have receptors that take information to be perceived by the brain.

In conclusion, sensory integration (SI) is the process of receiving, organizing and interpreting information that are based on motor planning, learning and behavior. When this process is disorganized, we talk about sensory integration dysfunction.

Sensory integration dysfunction occurs when sensory signals can not organize appropriate responses. Jean Ayres likened the sensory integration dysfunction to a 'traffic jam', meaning the inability to process and use information received from the senses to have a normal activity in everyday life. Children with sensory integration dysfunction struggle to control emotions and behavior and motor skills in response to sensory stimulation. Sensory stimulation may include touch, sight, sound, taste, smell, feeling of movement

in space and awareness of body position in space. A person with sensory integration dysfunction find it difficult to process and act upon information received through the senses, which creates problems in performing countless everyday tasks.

Clumsiness, behavioral problems, anxiety, depression, school failure and other effects may result if the disorder is not treated effectively. These children have difficulty to keep calm, to activate their alarm state or to have a positive emotional mood.

Children who have difficulty adjusting and processing of sensory stimuli have the following symptoms:

Sensory modulation problems refers to the way a child adjusts his reactions to various sensations (these children are hyperreactive, subreactive in search of sensations or oscillating).

Sensory discrimination issues (how a child hardly distinguish a feeling of another).

Based sensory motor problems (unusual postures, difficulty conceiving action, to plan and organize the movement of the body and to carry out the plan itself).

Associated behavioral and adjustment problems refers to problems that can cause inefficient sensory processing.

Autism, hipercomplexed developmental disorder of neurological origin affects motor and sensory systems, language and verbal communication acquisitions and social skills. Children diagnosed with autism have poor control of impulses and certain behavioral characteristics. Available medical treatments can treat only some aspects of neurological disorder. Every child with autism presents a unique set of traits spectrum disease event, so no treatment is equally effective for all autistic children or to treat all aspects of the disorder. In this condition, the treatment is complex, individualized and tailored for each behavioral profile of each patient. Behavioral analysis (BA), speech therapy, sensory integration therapy, exercising motor skills, playing and socializing with children of the same age are ways to approach treatment program for autism.

Children with autism are described as being absorbed by themselves or'by a different world, characterized by poor responsiveness of everything that surrounds them and by a language delay (Baron-Cohen, 2005; Baron- Cohen, Bolton, 1993; Lovaas, 1985, 1986). Often, these children do not accept the changes, their families have difficulty in getting out in public places. Children with autism may develop aggressive behaviors (hetero and self-harm), can turn to self-stimulating behaviors requiring intervention to be quiet (Schechtman, 2007; Lovaas, 1987).

If onset is early, toward the 4th – 8^{tth} month of life is noticed in these children the lack of anticipatory movements when they are hugged and lack of feedback to their mother' s smile (Barbuți, Giurgiu, 2004). The autistic child does not know how to analyze submitted information coming from the upper face. The eyes and eyebrows are not carriers of messages for him, on the contrary, they provoke an extreme emotion, unbearable (Muresan, 2004; Baron-Cohen si Belmonte, 2005).

Apparently, sensorial autistic child seems normal; its sensory receptors (five senses) are intact. But his behaviors make you think that there is a deficit of sensory processing.

Authors like, Hermelin and O'Connor (1970) showed that in the presented photographs autistic children preferentially looked at the fund to the detriment of the figures (actually done by normal children). Bullinger (1989) reported a series of abnormal perceptual abilities of autistic children, saying that they use, in a privileged way, the peripheral properties of their visual system to the detriment of the foveal (Muresean, 2004; Stone, 2004). Children with autism may exhibit unusual reactions to physical sensations such as tactile hypersensitivity or painful hypersensitivity (for example, may hit seriously without having any reaction).

Also, children with autism may exhibit impaired proprioceptive integration, this can be seen in children who seem to be 'prevented' , but intentionally colliding other children. Also in daily activities, seems to be 'stunned' ', they are not able to retain order, it is difficult for them to learn letters and various sizes of writing. Show a weak coordination of their own movements and a weak dosage of strength (have difficulty when it comes to stop their own spontaneous movements: can not observe when colored contours) they hardly self-rebalance. They are clumsy, making activities in a slow and inefficient manner (Secara, 2007; Layartigues, Lemonnier, 2005; Schopler, Lansing, Waters, 1993).

Hypersensitivity or hyposensitivity can touch all five senses (Juhel, 1997; Secara, 2007; Fouse and Wheeler, 1997; Preda, 2005). To some autistic children only feel will be affected, and they have different manifestations. It is therefore not possible to establish a general rule for all autistic children. Only autistic children are able to determine with certainty whether they are hyper or hyposensitive to the same stimuls.

In most cases of children with autism, the fine and the rough motion development is poor. Since the development of motion plays an important role in exploring the environment, in motor interactions, physical activity, skill development based tool (handwriting), it is preferable to include physical therapy treatment programs (Muraru-Cernomazu, 2004; Secara, 2007; Layartigues, Lemonnier, 2005; Preda, 2008).

For children with autism, the difficulties in the field of motion are observable since the age of 4-6 months; difficulties rolling from back to belly, difficulty to maintain control of the body in a sitting position, postural asymmetry, flaccid muscle tone (Secara, 2007). Although some children with autism have difficulty in performing complex motor tasks (climb on a trellis, buttoning or zipper), other children may have motor skills very well developed (using PC at very young ages, use of stereos etc) .

Also, it talks about the presence of a deficit in motor coordination, posture instability, lack of energy and muscle strength, poor balance control, clumsiness in overcoming obstacles, poor control of speed, difficulty to organize the whole body in a single integrated driving action, hypotonia, index-police opposition, articulate speech and poor motor imitation capacity (Layartigues, Lemonnier, 2005; Muraru-Cernomazu, 2005, Secara. 2007; Ingsholt, 2002).

Graphomotricity correlates with the trunk stability and with the relation between the shoulder-elbow and the radiocarpal joint. Motion radiocarpal wrist and fingers allows the pen to be worn fluid without being involved the entire arm or shoulder.

The problems of strength and skill of the hand is seen from the preschool period and must be addressed as early therapy. Any activity of the fingers and hands stimulates the development of fine motion" (Secara, 2007; Layartigues, Lemonnier, 2005). There are references to the autistic children's writing to whom the macrographic feature may be due to lack of motor coordination (Muraru-Cernomazu, 2005).

The difficulties experienced by autistic children in the area of motorized planning (ability to plan a move, and once initiated, the ability to predict the course and outcome) can leave their imprint on the social imitation tasks but also on simple non imitation tasks orientated toward a particular purpose or motor skills (Muraru-Cernomazu, 2005; Secara, 2007; Preda, 2005, 2008; Layartigues, Lemonnier, 2005).

Trying to explore, to know the world and especially his own world, in terms of diversity of things that are part of him, normal child becomes aware that he is the author of exquisite acts (eg, hand movement, fingers, feet). Self begins to develop in times when the child sets specific goals, objectives, wishes to acquire certain assets (objects), and for this he has to make an effort to become successful, a success (Muresan, 2004; Layartigues, Lemonnier, 2005).

Autistic children's behavior in this realm is a special one, indicating a deviation of the self. As autism is a deeper and the child is submerged deeper into a world of its own, the world, the child's life is inoperable, rigid, wilderness, full of dull and stereotyped mannerisms. Avoiding eye contact, gaze fixed untargeted, are made in order not to charge new stimuls (Mureşan, 2004;

Layartigues, Lemonnier, 2005; Sheinkopf, Siegel, 1998), "enemies"'of their own world, not seeing and not being aware of what is happening in the world around them. As a result, through a demaged ego, unanchored in reality, the child may develop an aversive behavior towards everything that surrounds him, abandoning any way to communicate with the outside world. Over time there have been developed various methods and techniques in the field of autism intervention, aimed in particular for the affected areas in the development of autism but also in the stereotyped, repetitive behavior.

Treatment of autistic spectrum disorders is variable, depending on the age of diagnosis, severity of symptoms and their impact, other related diseases, social and family environment, access to education and healthcare, social protection and reintegration measures available.

There is no cure for autism spectrum disorder, but the intervention's goal should be the maximization of the individual's potential and the improving of a long-termed quality of life.

Early intervention (before the age of three years) is associated with better long-term recovery, but treatment is useful at any age. Interventions that have proven most effective are behavioral psychotherapies and related communications, those targeting children-parent networking and those that develop communication skills and social networking. This means that parents will work with therapists to assimilate techniques that encourage the acquisition of new skills, their maintenance and generalization in different contexts.

Case Study
General Presentation:
Name and surname: C. A.
Date of birth: 11.25.2010.
C.A. lives with his parents and sister, who is diagnosed with Asperger Syndrome. His mother is a housewife and his father is a teacher.
The child's relationship with his family's members are normal, his parents being preoccupied with their offspring's growth and social integration.
The youngster's birth was a normal one, the labor during six hours, and the newborn's position was with the umbilical cord surrounding his neck. He weighted 3.400 kilograms and was breastfed until one year old. He could sit, with help, at the age of seven months and could walk, without being assisted, at thirty-two months old.
C.A. was diagnosed with: infantile autism at three years old, hyperactivity, and Pica Syndrome.
He is taking medication for behavioral disorders and psychomotor agitation.

Educational measurements before programs:

- C.A. attended the Normal Program Kindergarten, and, at the conducted activities during the curriculum, the child's mother also assisted. Today, the child is attending the secondary school, and his mother took the role of his shadow.
- For two months, once a week, C.A. has benefited from an A.B.A. therapy, but, due lack of funding, the family has to renounce upon the treatment.
- Since three years now, the child attends the Mentally Disableds' Association, "Integra Arad".

Landmarks:
Motor development: C.A. could walk, with adult's support, at eighteen months old and, independently, at thirty-two months old; he cannot walk on his tips; shows underdeveloped general and fine motion; stereotypical upper limbs movements: finger shakings.
Self-service*:* will not eat alone, underdeveloped personal autonomy.
Lingual abilities and language or communication use: frequently uses words and sentences, predominantly in English; utilizes immature grammatical structures; has comprehension disruption when talking; shows difficulties in communicating desires; can mechanically reproduce melodies, but without any showing emotionality.
Social interactions*:* does not cooperate in group activities, has sustained visual contact, tends to be aggressive, lacks emotional manifestations, does not initiate games, does not show interest in toy maneuvering.
Short-term objectives*:*
Growth in cooperation abilities.
Promoting communication development.
Long-term objectives*:*
Improvement of life quality though sensorial stimulation, facilitating autonomy and development, and betterment of concentration and attention aptitudes.
Information gathering methods*:* observation when it comes to both behavioral and functional evaluation.
Activities:
- Aural stimulation: musical instruments, musical bed, toys that make noise;
- Tactile stimulation: different textures and size materials (balls, elastics, touch pouches, tactile instruments, such as: brushes, whisk, massage brush, nail brush, vegetal brush, painting brush, lufah and sponges, kush ball, massage glove, volcanic pebbles, rings, sharp-edged toys, colored touch balls, suspended ball, ice bag, face mask, massage device, elastic

balls, play dough, fuzzy materials, sandbox, finger paint, cotton balls, feathers, rice boxes);

- Visual stimulation: liquid disk projector, interactive bubble tube, magic ball, lighted toy cloud, mobile projector, light falls, light spheres and light boxes, fluorescent materials (the tube, the cloth, the wool, particles, orbs), intermittent lights, toys that do sound or lights;

- Olfactory stimulation: diverse essences, aromatherapy device, flavors;

- Vestibular stimulation: bobath ball, route, hammock balancing, spins, tumbles, dancing.

The courses are predominantly agreeable, C.A. is attracted by instruments found in the multisensorial room. Occasionally, C.A. refuses to collaborate, becomes angry, yells, runs in circles, overturns objects in his perimeter.
The therapist has a nondirective attitude, letting the child choose the games that stimulate his mind and give him the sense of success. After some time, C.A. opts for another game of a higher difficulty, that will represent a challenge anew for him. In this natural way, through self-insured success, the child will develop an auto-healing process.

Conclusion:
Following his sensorial integration therapy two times a week, forty minutes being a session, for one whole school-year, C.A. recorded significant progress when it comes to communication and language skills. He developed phonological awareness abilities in Romanian, using three to four words with sense.
There were no recorded advances in social relationships, and still refuses to play with other children included in the program, vehemently protests when asked to tidy up the objects he overturned, in maximum frustration moments runs in circles, yelling senseless sounds.

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Aggressive behavior towards staff in the prison environment. Descriptive study on the first semester of 2015

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Abstract

Aggression on the penitentiary staff represent a situation for which authorities must identify adequate management methods, given than its escalation leads to serious issues both for the other inmates, and for the entire system. The hereby study intends to analyze the distribution of the aggression acts on the staff within the units subordinated to the National Prison Administration in Romania. During the first semester of 2015, 49 such events were recorded, almost two thirds of them (63.8%) having occurred inside the maximum security prisons and closed-regime prisons. The most vulnerable locations for engagement in aggression acts on the staff were the detention room and the walk yard. The social profile of the aggressors is defined by poor relations with the family and low education level. Verbal aggressions are the most frequent types of behavior manifested towards the staff. Identification of these elements represents an important part in identifying the best prevention and direct intervention methods.

Key words: inmates, aggression, staff, social profile

INTRODUCTION

The penitentiary institution, as an institution responsible with the application of the law in the matter of enforcement of penalties and measures of deprivation of liberty present a special social role, determined by its main functions, aiming to ensure community safety, on one hand, and social reintegration, on the other hand, (Law no. 254/2013, GD no. 756/2016, GD no.

157/2016). Through these functions, the penitentiary system brings its contribution to the increase of responsibility and socio-professional reinsertion of persons sentenced to punishments or measures of deprivation of liberty.

"The social structure of an organization is essentially generated by three factors: the division of work, the authority hierarchy and coordination" (Cornescu, Mihăilescu & Stanciu, 2003, p. 36). Having these elements as starting point, together with the specificities of the detention places (e.g. large collectivities, overcrowding, heterogeneous groups, risks, complex needs of persons in custody), an organizational issue occurs, which is more complex than in other institutions, including from the point of view of the risks that the staff can be exposed to. The conditions of the detention environment, as well as the psychosocial characteristics of the persons in custody, thus lead to the consideration that, the interaction of these factors generates certain risks regarding the civil servants with special status, who carry out their professional activities in the penitentiary units.

Deprivation of liberty has a dramatic effect on the personality of incarcerated persons, sometimes leading to the occurrence of new behaviors, which are inexistent outside the penitentiary (Breaz, 2018). Thus, the engagement of persons deprived of liberty in aggressive behaviors (e.g. self-aggressive, hetero-aggressive) seeks explanatory support, to substantiate the adequacy of institutional decisions and administrative measures focused on the prevention part. In this context, the multidisciplinary comprehension of the phenomenology encompassing the custodial perimeter and, dependent upon this, the implementation of recovery undertakings, in compliance with the *evidence based* principle, must be included among the action priorities of the Romanian penitentiary system.

In relation with the aggression explanatory models, the model of general aggression (Anderson & Bushman, 2002) embodies the greatest number of factors that can act in order to influence aggressive, violent behaviors. The specialized literature emphasizes that the insights provided by this explanatory model are highly valuable both in the research field, and for the practitioners responsible with aggression management, either individual or group aggression, or, if applicable, inter-group aggression. This model also allows formulating research hypotheses regarding aggression acts (e.g. verbal, physical, mixed) manifested in the penitentiary environment.

METHOD
Purpose
The hereby study intends to identify a certain social profile by describing certain contextual elements of the penitentiary environment which

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predispose persons deprived of liberty to engage in aggression acts against the employed staff.

Participants

The research universe included all the inmates registered in the penitentiary system records as having committed aggression acts against the staff during the first semester of 2015. The final volume included 49 aggression events recorded in the detention units in the 8 territorial administrative regions of Romania (table 1).

Table 1. Distribution of aggressive incidents

Characteristic	N (%)
Region	
South-West	1 (2.0)
South-East	15 (30.6)
North-West	1 (2.0)
North-East	13 (26.5)
Center	1 (2.0)
West	4 (8.2)
South	7 (14.3)
Bucharest	7 (14.3)
Incarceration regime	
Maximum security	16 (34.0)
Closed	14 (29.8)
Semi-open	9 (19.1)
Open	1 (2.1)
Criminal records	4 (8.5)
Not classified	3 (6.4)
Inmate age category	
Minor	3 (6.1)
Juvenile	9 (18.4)
Adult	37 (75.5)
Inmate educational level	
Higher education	2 (4.2)
High school education	5 (10.4)
Secondary education	26 (54.2)
Primary education	13 (27.1)
Illiterate	2 (4.2)

Measurements

The data were centralized in an Excel file, which included the following

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dimensions: (a) administrative data (detention unit, detention regime and the region that the unit belongs to); (b) time context (the moment when the deed occurred: month, day of the week, time interval); (c) physical context (location where the event took place); (d) the action itself (type of aggression) and (e) social-demographic context (age category of the authors, gender, reoffending status, family relations, educational level, participation in the activities and programs offered).

Procedure

Information was requested at the level of the National Administration of Penitentiaries through a request submitted to the managing board. Following approval, the data were collected uniformly from all the units, and later transferred in SPSS 18 and used in the descriptive analyses presented in the Results section.

RESULTS

Most acts of aggression took place at the level of the detention room (42.9%), in the walk yard (14.3%) and in the hospital room (10.2%) while the lowest number of aggression acts was recorded at checkpoints, accommodation pavilion, the dayroom and the visiting sector (2%). More than half of the recorded acts (55.1%) represented verbal aggression, one third (32.7%) represented mixed aggression and 12.2% physical aggression.

Generally, the highest aggression rate against the staff was recorded for those in the South-Eastern (30.6%) and North-Eastern (26.5%) regions, compared to those in the South-West, North-West and Center who recorded a rate of 2%. Depending on the detention regime, the highest risk rate of engaging in aggressive behaviors was recorded in the maximum security penitentiaries (34%) and closed penitentiaries (29.8%), while in the case of open and semi-open regimes, the rate is lower. This may be explained by the fact that the closed and maximum security regimes are more restrictive, thus favoring the occurrence of additional frustrations and implicitly relieving through acts of aggression against the staff, which represents the projection of authority. The time interval when most acts of aggression were committed was 12-16 (28.5%), followed by 08-12 (18.3%) and 06-08 and 16-18 each counting 14.2% of the events. The lowest number of aggression acts (4%) against the staff was recorded in the time interval 18-20. Thus we can conclude that the first part of the day represents a higher risk context.

The number of aggression acts increases by age, from 6.1% in case of minor children up to 75.5% in case of adults. A little over half of our research sample included respondents with maximum 8 grades graduated (54.2%). A

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quarter of the respondents (27.1%) have only graduated primary school and only 1:10 have graduated high school. Almost half of the aggression acts (46.9%) were committed by reoffenders, and a quarter committed by persons deprived of liberty with and without criminal records.

Involvement in various programs and activities during detention is perceived as a protective factor and a preparation factor for the post-detention period. The data collected with regards to the first semester of 2015 indicated however that, from the total of recorded events, 9% of the authors were enrolled in work activities, 15.9% in school activities, 52.3% in various programs and 84.1% in other semi-structured activities (educational, psychological, social fields). This draws attention to rendering the contents of these activities adequate to the actual needs of the inmates.

In order to shape the profile of the person deprived of liberty engaging in the three types of aggression, a series of associations were driven, using the individual features (age, education), social features (family relations), and institutional features (detention regime, location where the event took place), as independent variables. Thus, no significant associations were identified between age and type of aggression [$\chi^2 = 4$, $df = 4$, $p = .409$], however verbal aggression is most frequently engaged in by all inmates. For that matter, this is the only type of aggression that minor children engage in. Similarly, no statistically significant differences were identified between the educational level and the type of aggression that the inmate was involved in [$\chi^2 = 4.50$, $df = 8$, $p = .809$]. Regardless of the educational level, verbal aggressions proved to be the most frequent, varying between 100% (in case of those with no education) and 50% (in case of those having graduated from higher education and secondary education).

Although the large majority of events were produced by persons having poor relations with their family (44.9% of them have never been visited in prison, and 36.7% reported rare visits), we did not identify a significant relationship between the type of family relations and the committed aggression [$\chi^2 = 4.98$, $df = 6$, $p = .546$]. However, those who have an open relationship with their family engage, more frequently, in mixed aggressions (50%), while for the others, verbal aggression is the most frequent (63.6% for those who do not maintain relations with their families, and 55.6% for those who are rarely visited).

From the institutional point of view, there is no significant association between the detention regime and the type of aggression [$\chi^2 = 16.63$, $df = 10$, $p = .083$] or between the location where the behavior occurred (inside or outside the room) and the type of aggression [$\chi^2 = 1.21$, $df = 2$, $p = .544$]. Verbal aggressions were most frequently reported in both locations.

CONCLUSIONS

Based on the comprehension of the specificity elements of the custodial environment (e.g. limitation of the personal space, daily program, detention regime, large collectivities), certain explanatory supports can be emphasized with regards to the manifestation of hetero-aggressive behaviors by the persons deprived of liberty.

In order to handle the new challenges, the penitentiary institution must engage in a change process at structural and functional level (Breaz, 2018). In this context, we reiterate a few elements of interest, applicable to the detention places, with regards to the factors that the specialized literature emphasize as being involved in determining aggressive responses, in the situational context of the penitentiary environment: *instigation to aggression; power of habit; situational factors; potential to respond* (Gheorghe, 2003).

Acknowledging certain inherent limitations to the employed method (i.e. documents analysis), the conclusions of the hereby study present however the potential to bring a practical contribution in relation to references, for the judicious planning of the staff in service, from the point of view of certain time intervals, locations, situational contexts associated with risks.

With regards to the scientific validation of certain specialized interventions (e.g. psychological, social), as well as of certain multidisciplinary strategies relevant to the system, we underline that, for *evidence based* practices, the cooperation of practitioners with the research environment is vital.

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