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THE RELATIONSHIP BETWEEN INDIVIDUAL COPING, SOCIAL SUPPORT AND QUALITY OF LIFE OF ONCOLOGICAL PATIENTS: A SYSTEMATIC REVIEW OF THE LITERATURE

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Abstract: The severity of the consequences of the disease, but also the possible side effects of the treatment make cancer diagnosis one of the most difficult life experiences. Because according to the stress and coping model the relationship between the stressor and the consequences is mediated by the actions taken in response, the present research aims to study the relationship between active coping, avoiding coping, social support and quality of life of oncological patients. To this end, a literature review was conducted which included cross-sectional studies dedicated to oncology patients, published in peer-review journals in the PsycInfo and Medline databases between 2000-2018. The analyzed studies revealed the existence of a positive association between active coping, social support and the quality of global, emotional, physical, functional and social / family life. Also, the existence of a negative relationship between the avoidant coping and the quality of the emotional, physical, functional and social / family life of the oncological patients was highlighted. The conclusion of this paper argues for the need to define interventions aimed at developing active coping

strategies and increasing social support for cancer patients.

Key words: cancer, patient, social support, coping, quality of life.

Introduction

Cancer is a serious life-threatening disease, patients experiencing physical consequences (pain, fatigue, sleep disturbance, loss of appetite), psychological (anxiety, depression), social but also spiritual (Cieślak 2013; Gavrilă-Ardelean, Gavrilă-Ardelean 2010). Besides, this diagnostic affects the mental health not only of the patient but also of the family members (Ștefănuț, Vintilă 2019a; Gavrilă-Ardelean, Gavrilă-Ardelean 2017). Diagnosis with this disease is therefore one of the most severe stressors that one can face throughout life. With the reduction of mortality due to the improvement of the screening and the available treatments, the care in the oncological field considers not only the survival but also the improvement of the quality of life of the patients. Quality of life refers to the subjective perception of the well-being that results from the person's satisfaction or dissatisfaction regarding different aspects of life that are important to him (Ferrans 1990), and the quality of life associated with the health status refers to the extent to which the well-being physical, functional, emotional and social are affected by the disease or the associated treatment (Cella 1995). Thus, the quality of life has become one of the aspects of interest in psycho-oncological research and in understanding how it can be improved for oncological patients, one can consider the stress and coping model of Lazarus and Folkman (1984). According to this model, the stress response is mediated by the cognitive evaluation of the stressor and the coping strategies. The cognitive evaluation includes both the primary evaluation following which the stressor is included in one of the categories: the potential for harm / loss, threat, challenge and the secondary evaluation that considers what can be undertaken in the respective situation. As a result of this evaluation, the person uses the available internal and external resources (Lazarus, Launier 1978; Lazarus, Folkman 1984). The meta-analysis conducted by Ștefănuț and Vintilă (2019b) emphasizes the importance of improving the patient's confidence in individual abilities to cope with the disease-related challenges and finds that interventions have a statistically significant positive effect.

Even though coping strategies have been conceptualized in different ways, their significance is similar and refers to accepting the stressor and trying

to cope with it. This effort can be realized either in focusing on problem solving or in emotional coping (Carver, Scheier 1994). Problem-solving strategies include planning, engaging in confrontational tactics, seeking concrete help from others. Emotional coping refers to emotional adjustment and can be classified as active or avoidant emotional coping (Carver et al. 1993). Active emotional coping includes seeking emotional support from others, acceptance, humor. Avoiding emotional coping includes denial, lack of emotional or behavioral involvement. Active emotional coping is seen as adaptive (Folkman, Lazarus 1985), while avoidant emotional coping is generally seen as maladaptive (Dedert et al. 2012). However, there are also opinions that avoidant coping strategies are not always maladaptive and that the relationship between coping and psychological well-being can be influenced by the patient's situation and characteristics (Lazarus 2000).

Another resource available to the patient in coping with the disease is social support. This is defined as an exchange between a provider and a receiver, which one of them considers to improve the quality of life of the receiver (Shumaker, Brownell 1984). Sherbourne and Stewart (1991) refer to several types of social support: emotional / informational support, concrete support, affective support, positive social interactions. It has been demonstrated that social support can improve the capacity to face overwhelming events, becoming a protective factor for these situations (Tudorel & Vintila, 2018).

In view of the theoretical aspects set out, there was no delay in appearing to analyze the relationship between coping, social support and quality of life of oncological patients. Thus, Holland and Holohan (2003) found that in patients with early-stage breast cancer, active coping strategies are positively associated with psychological well-being and behaviors that promote health, whereas avoidant coping is negatively associated with psychological well being state. Other studies (Stanton et al. 2000, 2002) have shown that active acceptance and emotional processing predict a positive adjustment, while denial predicts negative consequences for breast cancer patients. In those regarding social support, there are studies that highlight the relationship between it and the quality of life: social support is a predictor of a better adjustment at the beginning of treatment and one month after treatment in patients with melanoma (Devine et al. 2003), and is positively related to the quality of life associated with health (Roberts, Lepore, Helgeson 2006). It has also been found that patients with melanoma who received higher social support had lower anxiety and depressive symptoms as well as improved quality of life (Söllner, Zschocke, Augustin 1998).

In the year 2013, a systematic literature review was conducted that investigated the relationship between coping, social support and the quality of life associated with health in prostate cancer patients (Paterson, Jones, Rattray,

Lauder 2013). The studies analyzed predominantly reported a main effect of social support on the quality of life associated with health, and some of them analyzed the mediating effect of coping and social support. However, this review finds that at the time there was little empirical evidence on the subject.

In order to fill this gap in the literature, the present research aims to conduct a systematic review that will highlight the relationship between coping, social support and quality of life of oncological patients. The hypothesis considered is that there is a positive relationship between active coping, social support and the patients' quality of life as well as a negative relationship between avoiding coping and their quality of life. The analysis will be performed both for the overall quality of life and for its domains: emotional, physical, functional and social / family.

Methodology

Research methods for identifying the studies

Searching the articles included in the research was done in the databases PsycInfo and Medline by applying at the abstract level the following algorithm: (cancer or neoplasm or oncology) AND ('individual coping' or 'coping skills' or coping strategies 'or' coping mechanisms 'or' dyadic coping 'or' couple coping 'or' social support) AND (qol or quality of life or wellbeing or well-being).

Inclusion and exclusion criteria

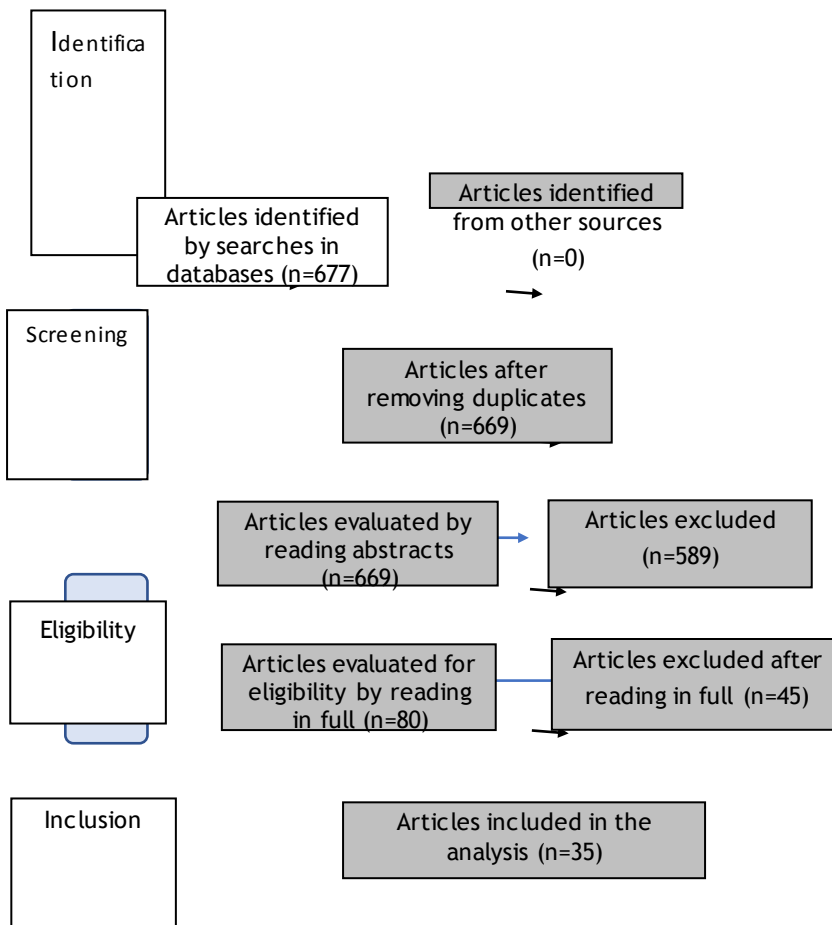
The works that met the following criteria were selected for inclusion in the review: cross-sectional studies aimed at the relationship between coping, social support and quality of life published in English in journals applying a peer-review process between 2000 and 2018. The subjects included in the studies had to be adult people diagnosed with cancer. Articles containing interventions, longitudinal studies or literature reviews were not included in the study.

The selection process

Following the application of the search algorithm, 677 articles were identified out of which 8 were found to be duplicates. By analyzing the abstracts of the remaining articles, 589 articles were removed. The remaining 80 studies were completed in full and 45 articles were eliminated based on the same criteria. Following this process, in the final analysis stage, 35 eligible articles were included.

The selection process is shown in *Figure 1*.

Figure 1. Selection process of studies



Data extraction

Following the final analysis applied to the eligible studies, the following data were extracted for each of them: the country in which the study was conducted, the number of patients included, the type of cancer diagnosed, the stage of the disease, information from the literature, the purpose of the study, the tools used for evaluation, results.

Results

The characteristics of the studies found

Of the total of 35 eligible studies, 15 (43%) were conducted in the USA (Wong, Lu 2017; Teo, Fingeret, Liu 2016; Hill, Watkins 2017; Friedman et al. 2006; Manne et al. 2015; Schreiber 2011; Constanzo, Lutgendorf,

Rothrock, Anderson 2006; Kim et al. 2010; Agarwal, Hamilton, Crandell, Moore 2010; Sammarco, Konecny 2008; Lim, Yi, Zebrack 2008; Matthews, Cook 2009; Shelby et al. 2008; Mellon, Northouse, Weiss 2006; Kershaw et al. 2004). In Australia (Ownsworth et al. 2010; Green, Wells 2011; Dunn et al. 2011). In Australia (Ownsworth et al. 2010; Green, Wells 2011; Dunn et al. 2011) and Turkey (Bozo, Tathan, Yilmaz 2014; Pinar, Okdem, Buyukgonenc, Ayhan 2014; Filazoglu, Griva 2008) there were 3 studies (9%), in China (Liu et al. 2016; So et al. 2013), France (Brunault et al 2016; Nairn, Merluzzi 2003) and Malaysia (Ahadzadeh, Sharif 2018; Sharif, Khanekharab 2017) 2 studies (6%), in Canada (Queenan, Feldman-Stewart, Brundage, Groome 2010), Greece (Assimakopoulos et al. 2009), Nigeria (Asuzu, Elumelu 2013), Holland (van Laarhoven et al. 2011), Portugal (Pereira, Ponte, Ferreira, Machado 2017), Slovakia (Barinková, Mesárošová 2013), Thailand (Somjaivong, Thanasilp, Preechawong, Sloan 2011) and Taiwan (Huang, Hsu 2013) each 1 study (3 %).

The number of patients included in the studies ranged from 30 (Ownsworth et al. 2010) to 439(Dunn et al. 2011). In total, 3125 patients participated in these studies.

The types of cancer faced by those included in the studies were: breast - 15 studies (43%)(Ahadzadeh, Sharif 2018; Brunault et al. 2016; Wong, Lu 2017; Teo et al. 2016; Sharif, Khanekharab 2017; Bozo et al. 2014; Friedman et al. 2006; Huang, Hsu 2013; So et al. 2013; Schreiber 2011; Kim et al. 2010; Matthews, Cook 2009; Filazoglu, Griva 2008; Shelby et al. 2008; Kershaw et al. 2004), gynecology - 4 studies (12%) (Hill, Watkins 2017; Manne et al. 2015; Pinar et al. 2012; Constanzo et al. 2006), prostate - 2 studies (6%) (Green, Wells 2011; Queenan et al. 2010), head and neck - 1 study (3%) (Agarwal et al. 2010), brain- 1 study (3%) (Ownsworth et al. 2010), skin- 1 study (3%) (Pereira et al. 2017), bladder- 1 study (3%) (Liu et al. 2016), cholangiocarcinoma- 1 study (3%) (Somjaivong et al. 2011), breast or gynecological- 1 study (3%) (Lim et al. 2008), different types of cancers - 7 studies (20%) (Asuzu, Elumelu 2013; Assimakopoulos et al. 2009; Barinková, Mesárošová 2013; van Laarhoven et al. 2011; Dunn et al. 2011; Mellon et al. 2006; Nairn, Merluzzi 2003). One study (Sammarco, Konecny 2008) did not specify the cancer type of the included patients.

In 14 (40%) of the analyzed studies were included patients at any stage of the disease (Brunault et al. 2016; Wong, Lu 2017; Teo et al. 2016; Sharif, Khanekharab 2017; Hill, Watkins 2017; Bozo et al. 2014; Manne et al. 2015; So et al. 2013; Assimakopoulos et al. 2009; Barinková, Mesárošová 2013; Pinar et al. 2012; Kim et al. 2010; Matthews, Cook 2009; Filazoglu, Griva 2008), 2 studies (6%) included patients in advanced stage (Constanzo et al. 2006; Kershaw et al. 2004), 4 studies (11%) addressed the survivors (Agarwal et al. 2010; Sammarco, Konecny 2008; Lim et al. 2008; Mellon et al. 2006), one study (3%) included patients in stage 0-III A (Shelby et al. 2008) respectively I-III (Ahadzadeh, Sharif 2018). In 13 of the analyzed studies the stage of the disease was not specified (Asuzu, Elumelu 2013; Liu et al. 2016; Pereira et al. 2017; Friedman et al. 2006; Huang, Hsu 2013; van Laarhoven et al. 2011; Schreiber 2011; Ownsworth et al. 2010; Green, Wells 2011; Somjaivong et al. 2011; Queenan et al. 2010; Dunn et al. 2011; Nairn, Merluzzi 2003).

The relation between the individual coping and the patients' quality of life

Twenty-one of the studies included in the review referred to the relationship between individual coping and patients' quality of life (Ahadzadeh, Sharif 2018; Brunault et al. 2016; Teo et al. 2016, Sharif, Khanekharab 2017; Asuzu, Elumelu 2013; Manne et al. 2015; Assimakopoulos et al. 2009; Barinková, Mesárošová 2013; van Laarhoven et al. 2011; Schreiber 2011; Constanzo et al. 2006; Ownsworth et al. 2010; Kim et al. 2010; Agarwal et al. 2010; Green, Wells 2011; Somjaivong et al. 2011; Matthews, Cook 2009; Filazoglu, Griva 2008; Mellon et al. 2006; Kershaw et al. 2004; Nairn, Merluzzi 2003).

The relation between the active coping and the patients' quality of life

The relation between the active coping and the global quality of life

Regarding this relationship, it was highlighted that the general well-being of the oncological patients is positively associated with the emotionally active coping: $r = 0.233$, $p < 0.01$ (Ahadzadeh, Sharif 2018); $r = 0.246$, $p < 0.01$ (Sharif, Khanekharab 2017), with finding peace and significance: $r = 0.61$, $p < 0.001$ (Manne et al. 2015) or finding significance for the disease: $r = 0.42$, $p < 0.01$ (Mellon et al. 2006). There was also a positive relationship between the overall quality of life of patients and the positive expression of emotions: $r = 0.26$, $p < 0.001$ (Manne et al. 2015) or the application of problem solving strategies (Matthews, Cook 2009). Manne et al. (2015) point out that positive recurrence and general well-being are statistically significant positive: $r = 0.27$, $p < 0.001$ (Manne et al. 2015).

The relation between the active coping and the quality of life from the emotional point of view

Other studies have shown that the emotional well-being of cancer patients is positively associated with acceptance: $r = 0.53$, $p < 0.001$ (Brunault et al. 2016); $r = 0.36$, $p = 0.01$ (Teo et al. 2016) but also with the positive crop: $r = 0.34$, $p < 0.001$ (Kim et al. 2010). The religious coping and the optimistic coping of the patients is also positively correlated with the emotional well-being: $r = 0.399$, $p < 0.01$ respectively $r = 0.504$, $p < 0.05$ (Filazoglu, Griva 2008). The quality of emotional life is positively associated with the application of problem solving strategies $r = 0.475$, $p < 0.01$ (Filazoglu, Griva 2008)

The relation between the active coping and the quality of life from the physical point of view

It was determined that the physical well-being of the oncological patients also varies in the same sense with the variation of religious coping: $r = 0.455$, $p < 0.01$, of optimistic coping $r = 0.541$, $p < 0.01$ but also with coping based on resolution. of problems: $r = 0.503$, $p < 0.01$ (Filazoglu, Griva 2008).

The relation between the active coping and the quality of life from the functional point of view

It was also highlighted the fact that the active coping is associated with the well-being from the perspective of the patients functioning: $r = 0.208$, $p < 0.05$ (Ahadzadeh, Sharif 2018); $r = 0.249$, $p < 0.01$ (Sharif, Khanekharab 2017); $r = 0.144$, $p < 0.05$ (Asuzu, Elumelu 2013). The same functional well-being is positively correlated with the concrete support received from the others (Asuzu, Elumelu 2013), with the positive crop: $r = 0.26$, $p < 0.05$ (Constanzo et al. 2006) and with the application of problem solving strategies. $r = 0.230$, $p < 0.01$ (Sharif, Khanekharab 2017). Acceptance is in turn positively related to the quality of life in terms of functioning: $r = 0.31$, $p = 0.02$ (Teo et al. 2016); $r = 0.35$, $p < 0.01$ (Constanzo et al. 2006).

The relation between the active coping and the quality of life from the social/family point of view

The family / social quality of life is positively associated with active emotional coping: $r = 0.383$, $p < 0.01$ (Ahadzadeh, Sharif 2018);) $r = 0.422$, $p < 0.01$ (Sharif, Khanekharab 2017); $r = 0.147$, $p < 0.05$ (Asuzu, Elumelu 2013) with emotional support: $r = 0.32$, $p = 0.02$ (Teo et al. 2016); $r = 0.402$, $p < 0.01$ (Asuzu, Elumelu 2013) but also with the concrete support received by the patients: $r = 0.28$, $p = 0.04$ (Teo et al. 2016); $r = 0.372$, $p < 0.01$ (Asuzu, Elumelu 2013). This area of quality of life is also positively correlated with coping based on problem solving: $r = 0.412$, $p < 0.01$ (Sharif, Khanekharab 2017).

The relation between the avoidant coping and the patients' quality of life

The relation between the avoidant coping and the quality of life from the emotional point of view

Oncological patients' emotional well-being was shown to be negatively correlated with avoidant emotional coping: $r = -0.229$, $p < 0.05$ (Ahadzadeh, Sharif 2018), $r = 0.217$, $p < 0.05$ (Sharif, Khanekharab 2017); $r = 0.38$, $p < 0.001$ (Green, Wells 2011). Behavioral disengagement is also a coping strategy that is negatively associated with the quality of life from an emotional point of view: $r = -0.32$, $p < 0.001$ (Brunault et al. 2016); $r = -0.232$, $p < 0.01$ (Asuzu, Elumelu 2013); $r = -0.29$, $p = 0.04$ (Teo et al. 2016); $r = -0.26$, $p < 0.05$ (Constanzo et al. 2006). Teo et al. (2016) if Kim et al. (2010) show that self-blame leads to decreased emotional well-being ($r = -0.54$, $p < 0.01$ respectively $r = -0.49$, $p < 0.001$). There is also a deterioration of the quality of life from an emotional point of view when the mental disengagement is frequently used: $r = -0.26$, $p < 0.05$ (Constanzo et al. 2006), denial: $r = -0.40$, $p < 0.001$ (Brunault et al. 2016), $r = -0.39$, $p < 0.01$ (Teo et al. 2016) or ventilation: $r = -0.39$, $p < 0.01$ (Teo et al. 2016).

The relation between the avoidant coping and the quality of life from the physical point of view

The physical well-being is negatively associated with behavioral disengagement: $r = -0.30$, $p < 0.001$ (Brunault et al. 2016); $r = -0.223$, $p < 0.01$ (Asuzu, Elumelu 2013), self-distraction: $r = 0.30$, $p = 0.03$ (Teo et al. 2016) and with negation: $r = -0.42$, $p < 0.01$ (Teo et al. 2016). Teo et al. (2016) and Asuzu and Elumelu (2013) find that ventilation is negatively associated with quality of life from a physical point of view ($r = -0.34$, $p = 0.01$ respectively $r = -0.141$, $p < 0.05$). On the other hand Filazoglu and Griva (2008) show that helplessness is negatively related to physical well-being: $r = -0.446$, $p < 0.01$.

The relation between the avoidant coping and the quality of life from the functional point of view

Teo et al. (2016) find that behavioral disengagement, denial, self-blame, and ventilation are in turn negatively associated with the oncology patients' well-being ($r = -0.38$, $p = 0.01$; $r = -0.42$, $p < 0.01$; $r = -0.30$, $p = 0.03$; $r = -0.31$, $p = 0.02$).

The relation between the avoidant coping and the quality of life from the social/family point of view

Regarding the well-being in terms of family and social relations, according to Green and Wells (2011), it is negatively associated with avoidant coping ($r = -0.027$, $p < 0.05$) and according to Teo et al. (2016) is negatively associated with behavioral disengagement, with denial and self-blame ($r = -0.42$, $p < 0.01$; $r = -0.45$, $p < 0.01$; $r = -0.33$, $p = 0.02$).

The relation between social support and the patients' quality of life

Twenty of the studies included in the analysis considered the relationship between social support and patients' quality of life (Wong, Lu 2017; Liu et al. 2016; Pereira et al. 2017; Hill, Watkins 2017; Bozo et al. 2014; Friedman et al. 2006; Huang, Hsu 2013; So et al. 2013; Pinar et al. 2012; Ownsworth et al. 2010; Kim et al. 2010; Sammarco, Konecny 2008; Lim et al. 2008; Somjaivong et al. 2011; Queenan et al. 2010; Dunn et al. 2011; Matthews, Cook 2009; Filazoglu, Griva 2008; Shelby et al. 2008; Mellon et al. 2006).

The relation between the social support and the global quality of life

Of these studies, half analyzed the relationship between social support and global quality of life, finding a positive association between them: $r = 0.319$, $p = 0.000$ (Liu et al. 2016); $\rho = 0.24$, $p < 0.05$ (Pereira et al. 2017); $r = 0.449$, $p < 0.01$ (Huang, Hsu 2013); $r = 0.619$, $p < 0.001$ (Pinar et al. 2012); $r = 0.50$, $p < 0.01$ (Ownsworth et al. 2010); $r = 0.388$, $p < 0.001$ (Sammarco, Konecny 2008); $r = 0.49$, $p < 0.001$ (Lim et al. 2008); $r = 0.27$, 95% CI: 0.10, 0.44 (Queenan et al. 2010); $r = 0.251$, $p < 0.01$ (Somjaivong et al. 2011); $r = 0.42$, $p < 0.01$ (Mellon et al. 2006).

The relation between the social support and the quality of life from the emotional point of view

A positive correlation was also found between the social support and the emotional well-being of the oncological patients: $r = 0.438$, $p = 0.000$ (Liu et al. 2016); $r = 0.543$, $p < 0.01$ (Hill, Watkins 2017); $r = 0.20$, $p < 0.1$ (Friedman et al. 2006); $r = 0.472$, $p < 0.01$ (Huang, Hsu 2013); $r = 0.34$, $p < 0.001$ (Kim et al. 2010); $r = 0.274$, $p < 0.01$ (Sammarco, Konecny 2008); $r = 0.69$, $p < 0.001$ (Dunn et al. 2011); $r = 0.31$, $p < 0.01$ (Matthews, Cook 2009); $r = 0.649$, $p < 0.01$ (Filazoglu, Griva 2008); $r = .39$, $p < 0.05$ (Shelby et al. 2008).

The relation between the social support and the quality of life from the physical point of view

It was also determined the fact that the social support is positively associated with the patients' physical well-being: $r = 0.316$, $p = 0.000$ (Liu et al. 2016); $r = 0.362$, $p < 0.01$ (Huang, Hsu 2013); $r = 0.49$, $p < 0.001$ (Dunn et al. 2011); $r = 0.605$, $p < 0.01$ (Filazoglu, Griva 2008).

The relation between the social support and the quality of life from the functional point of view

Friedman et al. (2006) and Sammarco and Konecny (2008) highlighted for positive oncological patients a positive relationship between social support and functional well-being: $r = 0.25$, $p < 0.05$ respectively $r = 0.402$, $p < 0.001$.

The relation between the social support and the quality of life from the social/family point of view

For cancer patients, social support was positively associated with social / family well-being: $r = 0.36$, $p = 0.000$ (Liu et al. 2016); $r = 0.60$, $p < 0.01$ (Friedman et al. 2006); $r = 0.221$, $p < 0.05$ (Sammarco, Konecny 2008).

Discussions

The present research aims to investigate the relationship between individual coping, social support and quality of life of oncology patients. The results of the studies included in the review showed that active coping strategies are positively associated with the overall quality of life and its sub-domains - emotional, physical, functional, social / family. Also, the analyzed studies showed that avoidant coping strategies are negatively correlated with the quality of emotional, physical, functional, social / family life. In terms of social support, his perception is positively related to the overall quality of life and its sub-domains - emotional, physical, functional, social / family.

The results of the studies included in the analysis are consistent with those of other studies in the literature that affirm the existence of a positive relationship between social support and quality of life (Devine et al. 2003; Roberts, Lepore, Helgeson 2006) between active coping and quality of life and a relationship negatives between avoidant coping and quality of life (Holland, Holohan 2003; Stanton et al. 2000, 2002). They can be understood from the perspective of Lazarus and Folkman's (1984) stress and coping theory, according to which coping strategies are chosen according to the stressor's evaluation and action possibilities and mediate the relationship between stressor and consequences.

The analyzed studies suggest based on the obtained results aspects that can be integrated in future interventions. Thus Brunault et al. (2016) finds that the quality of life of oncology patients is more strongly associated with premorbid psychological characteristics and with how the individual copes with the disease than with the variables associated with cancer, therefore the need for psychological evaluation of patients and their support in developing coping adaptive modalities appears. In the case of patients presenting predominantly maladaptive coping strategies (denial, ventilation, self-blame), interventions are suggested to consider their modification and the development of more adaptive strategies (Teo et al. 2016). The encouragement of active coping strategies is also suggested by Asuzu and Elumelu (2013). For patients who have a place of external control, there is a need for early interventions to encourage them to resort to more active emotional coping (Sharif, Khanekharab 2017). It is also stressed the importance of recognizing the need to inform patients and sending them to trusted sources (Ahadzadeh, Sharif 2018). Barinková and Mesárošová (2013) support the need to recognize patients' anger where it exists and the need for intervention to reduce it. Education opportunities for families could increase

the chance to understand how to manage it (Goian, 2004). However, specialists should use specialized language with caution, as this can create a barrier between the professional and the client, sharing or receiving meaningless messages (Goian, 2010).

Although the relationships highlighted are only some of the associations, the results obtained are relevant for clinical practice because modifying coping strategies and improving social support are issues that can be addressed in therapy. In order to obtain valid and robust results, future studies should also take into consideration to use a culturally adapted scales (Tudorel et al., 2018; Vintila et al., 2018).

However, it is necessary for further studies to consider programs that investigate a possible causal relationship between the variables considered. These could lead not only to improving the quality of life of patients but also to increasing tolerance and adherence to disease treatments (Cheville et al. 2015).

The limits of the research and future directions

The analysis performed referred to the social support perceived as a whole, without considering the relationship between the quality of life of the oncological patients and their different types: emotional / informational support, concrete support, affective support, positive social interactions. Also, the study does not consider the connection between the quality of life of the patients and the social support according to their origin (life partner, family, medical personnel, other persons in the person's social network), (Gavrilă-Ardelean 2008). Subsequent systematic reviews could study the relationship between patients 'quality of life and different subtypes of social support or the relationship between patients' quality of life and social support taking into account its source.

Fifteen of the 35 studies included in the research were conducted in the United States, and another ten were conducted in different countries with a western culture, so that other geographical and cultural areas were little or not represented in the analysis.

The analyzed studies applied different inclusion criteria (type of cancer, stage of the disease, time in the course of the disease course) which led to a good definition of the area of interest, but, at the same time, this affects the degree of generalize ability of the obtained results.

Only cross-sectional research was included in the analysis, which allows highlighting some association relationships, but in order to support the existence of causal relationships between different coping strategies, social support and the quality of life of oncological patients it is necessary to achieve studies that are based on interventions. Also, in order to analyze such causal relationships and the effectiveness of the interventions, a subsequent research

may aim to conduct a systematic review and meta-analysis that will include experimental studies that aim to modify coping strategies and improve social support for quality improvement of the patients' lives.

Conclusion

This systematic review showed that there is a significant relationship between individual coping, social support and the quality of life of oncology patients. It has been found that there are several studies that show the connection between different types of coping and different areas of quality of life, but the literature on the association between different types of social support and quality of life is poorer. Thus, further research is needed to investigate the relationship between the types of social support and the emotional, physical, functional and social / family domains of well-being. The results support the definition of interventions to help oncology patients reduce the frequency of avoidance coping strategies and increase the frequency of active coping strategies. In addition, the increased support for these patients is also supported.

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COMPLEX APPROACH OVER OUTDOOR LEARNING IN THE MAIN FORMS OF EDUCATION: FORMAL, NONFORMAL AND INFORMAL

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Abstract: In the modern educational systems, there have been debates over the place of outdoor learning, as an interactive teaching-learning strategy in the three main forms of education. Formal education has adopted it as a modern interactive method, while in the non-formal educational areas, it is used more frequently because of its basic ways of implementation. In the area of informal education, it can also be found under its different forms, from which the most known one is gaming. The present article, is a brief study that comes in help of teachers that are interested in using outdoor learning activities in the formal educational environment.

Key words: outdoor learning, formal education, informal, non-formal, strategy

Introduction

“The current debates on the role of education and school in the contemporary society have led to developments and movements within the theoretical space of the education sciences.” (Păun, Potolea, 2002, p. 13) Today's society demands, more than ever, intelligence and capacity. Therefore, since ancient times, education has been a permanent concern of society.

Education is a particular type of human action, intervention or guidance, a fundamental category of pedagogy, through which the conscious development of the human biopsychic potential is desired and the formation of a personality type required by the present conditions and the perspective of the society. The educational environment in Romania has been invaded lately by terms such as: outdoor education, teaching and learning in nature, nature kindergarten and the forest school. The concept is so vast that a clear conceptual and semantic delineation is required. In the Romanian educational system, for the description of the concept, the terms are used mainly: outdoor education, outdoor education or outdoor learning.

Outdoor education can be done during classes or during after-school programs, respecting the national curriculum. The activities within it, can be done as a complement of the classroom hours, or they can be carried out independently, provided that the contents set in the school curricula for each age level are respected. It is important to note that outdoor play or recreational activities cannot be included in the field of outdoor education, because they do not pursue the objectives of learning acquisition, and they are not organized for educational purposes.

Theoretical foundation

From an etymological point of view, outdoor education refers to an organized learning situation, which takes place in the external environment. Activities in outdoor education can often involve travel-based experiences in the immediate environment, by participating in a variety of outdoor adventures and activities, such as hiking, climbing, boating, rope racing or group games. Therefore, outdoor education is based on the philosophy, theory and practices of experiential education.

Broadly speaking, outdoor education is a process, care includes modern strategies for learning care and learning is required in the outdoor environment. It can appear as a complement to the national curriculum to replace some activities in the classroom or outside celebrities, it can function independently of the system, so that it can be carried out entirely in the external environment, and with curricular information to be fully adapted to the natural space. The objectives of using the tip of education, to learn and to create learning situations in the external environment in care, implying learning organization and experimentation implications. The necessary resources, appearing entirely in the care environment are learning situations, the methodology being adapted to be able to provide an education advice, to be able to take into account the curricular requirements, and to finish taking on learning acquisitions.

The intended purposes of outdoor learning may include: knowledge and understanding of geographical processes or plant growth techniques, attitudes

towards the future or society, values and feelings related to the environment or self, assimilation of skills such as orientation in space or communication, behaviors such as personal and group interactions, coping strategies, personal development and self-confidence development. Outdoor learning locations may include: school grounds or gardens, wilderness areas, urban areas, rural farms, parks and gardens, natural centers, etc. (Bilton, 2010)

Direction and causes of the problem

Postmodernism in education as existential-humanistic approach, brings along a new paradigm, which places the person, the individual, the pupil and actor in its center. (Roman, 2014) Formal education, together with non-formal and informal education, represents a set of pedagogical actions or influences carried out simultaneously or successively in the formation of the human personality. Following the analysis of the formal education in comparison with the non-formal education one can observe advantages and disadvantages of each one. We consider this analysis necessary because outdoor education is an interface between the two forms of education and is present in each of them.

Formal education usually takes place in an educational institution, being regulated by certain norms, having the following characteristics: institutionalized and hierarchical; it works according to rules and norms; it is organized chronologically; it is run by the MEN; the learning process is teacher oriented; the evaluation is carried out by the teachers; the relationship between teacher and student is formal; authority and discipline are usually imposed by coercion.

Non-formal education works outside the structures and routines of the formal education system, being an out-of-school education. (International Dictionary of Education) The characteristics of non-formal education are: they minimize the constraint specific to formal educational institutions, maximize the educational process; it has immediate practical utility of the acquired knowledge; has a flexible framework and content; the skills and interests of the students are emphasized; involvement is stimulated; participant orientation; assessment made by the educator; it is based on experience; the authority being non-imposed stimulates human relations and teamwork.

Informal education refers to everyday learning, it does not involve certification but the diversity of the actors involved. Informal education is connected with terms such as daily learning, unconventional learning or cultural learning. Non-formal education is usually carried out through the following areas: workplace; mediate; advertising; the public sector; through parents, children and different social groups.

All three types of education presented above, contribute to the formation and integral development of the personality of those involved by developing

their character, in a positive way. Correlating the multiple valences of the three forms of education presented is difficult, but none of its forms should be neglected, completing them throughout the life of the educator, manifesting itself to a greater or lesser extent depending on age and educational level of each person. (Șerban, 2014)

Non-formal learning, analyzed as a concept, is widely used and debated in the educational field. (Păun, 2017) It uses a wide variety of principles, methodologies and approaches to learning in the education sector, emphasizing the intrinsic motivation of the educator, voluntary participation, critical thinking and democratic involvement of students. Non-formal education offers unique learning opportunities to millions of Europeans daily.

The glossary of the European Knowledge Center for Youth Policy describes non-formal education as follows:

Non-formal education is based on objectives but it is voluntary learning that takes place in a diverse range of environments and situations where learning is not the main objective. These environments and situations may be intermittent or transient, activities and courses taking place, may be coordinated by professional facilitators (such as trainers) or volunteers (such as youth leaders), and the courses or topics addressed are usually addressed to some specific target groups. (Glossary on Youth, Council of European Union) Unlike formal education, in non-formal learning, the educated person has control over the contents, resources and modes of development, over the program, these being chosen according to needs, purpose and possibilities. (Kelemen, 2014)

In recent years, the academic requirements have gradually changed the position of non-formal education, which in 1974 was defined by Coombs and Ahmed as any organized and systematic educational activity, carried out outside the structure of the formal education system, in multiple learning situations, continuous and structured learning between multiple dimensions of formal, non-formal and informal education. (Chrisholm 2007, Cooley et al. 2003). Over the years, non-formal education and education have become priorities of the European Council, and in 2005, the European ministers responsible for youth expressed the importance of recognizing the skills acquired through non-formal education and the contribution it has made in lifelong learning.

Outdoor education as a discipline in new education and as a startup used in formal education, is most often used as a fundamental part of non-formal education in most institutions of the world. Steve Bowles (Bowles, Lehtonen, 1998), stated that non-formal education is a learning experience, initiated voluntarily, situationally and experientially, being difficult to divide into measurable phases from a teaching point of view and thus difficult to quantify in results of learning. Outdoor education is a significant part of non-formal learning that conglomerates learning processes outside the classroom. Recent

research on outdoor education and its practice has shown that some competences and skills related to identity growth and social integration are developed during these activities. This fact is all the more true as the activity is sufficiently developed as a duration, well prepared, followed by follow-up activities, evaluated and linked to the formal education curriculum.

The definitions of non-formal education are based on the theory of student-centered education, which in turn is based on the philosophy of pragmatic learning, constructivist education, social pedagogy and community work. Even if certain activities essentially belong to formal, non-formal or informal education, they may also include elements from the other two types of education, interrelating continuously. The criteria that differentiate between the three types of education were given by Cooley, Hodgkinson and Malcolm in 2003 and appear as follows: the relationship between teacher and educators; location; goals and planning; evaluation; motivation; the nature of knowledge; the purpose and interests of meeting marginalized or dominant groups; pedagogical approaches; learning mediators; time; context-specific learning or transferable learning.

Following these criteria, the authors (Cooley et al., 2003) propose the use of four dimensions of formal, non-formal and informal learning. They narrow down the list to process, location, purpose and content. There are clear links between formal and non-formal education and the role of the latter is complementary, alternative or autonomous. In analyzing the complementary role Chisholm (Chisholm et al., 2006) emphasizes that there is no opposition between the two types of education because there are no exact barriers between the two types of education. Regarding the alternative role of formal education, one can notice an opposition between the two concepts, in that the formal education is based on a single objective interpretation of the world, while the non-formal one is based on several relatively true interpretations. Formal education is based on the role of the teacher, the non-formal one negotiates this role. The context of learning in formal education starts from the curriculum and school books, and the non-formal one from the society and the phenomena that take place there. (Juha, 2003)

The concept of non-formal education autonomy is approached by Theodore Adorno who uses the following example to explain his vision: it is more important to learn Latin than to make a class trip to Rome. This can be translated by the fact that there is a wealth of content that can be better learned through activities organized within formal education, and some that require personal involvement and experience. (Feșteu, 2006)

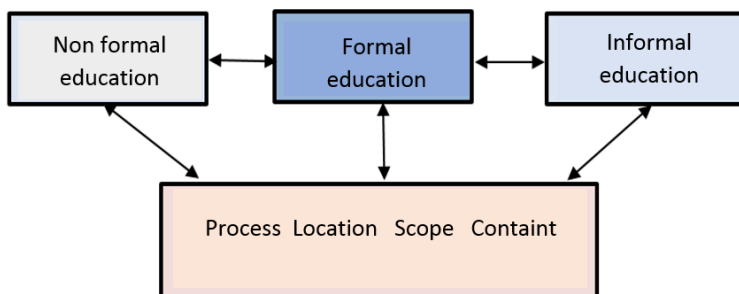


Figure no. 1. Dimensions of formal, nonformal and informal learning

The question therefore arises whether non-formal learning is really needed. Studies show that the need to approach non-formal education is due to its promotion for the benefits it offers as a complement to those of formal education, namely the assimilation and development of skills, abilities and attitudes necessary for life in the context of the 21st century. According to the specialized literature, (Sahlberg, 1999), in non-formal educational organizations, skills are needed for study, work and life in general. Socialization and the acquisition of social skills are promoted, thus increasing the level of active participation in the community.

Manuela du Bois-Reymond emphasizes the added value of non-formal education in personal experiences and the critical reflection of citizen education. Therefore, this type of education enriches and complements formal education through the importance given to social learning, its connection with real life and its values. Through art programs, manual work and new technologies, young people who do not have a job are motivated to set their occupational goals and develop the skills and practical skills needed to apply for a job. Last but not least, non-formal education also offers benefits in terms of communication and intervention. Research shows that in formal education the common interests between students and teachers are increasingly lacking, and educators feel that the school is concerned with irrelevant topics and contents, which are not useful in continuing education, and teachers are not competent in counseling, regarding their interests in life and their vocational perspectives. In contrast, according to young people, leaders and coordinators who are part of non-formal education have a much more positive image. (du Bois-Reymond, 2011)

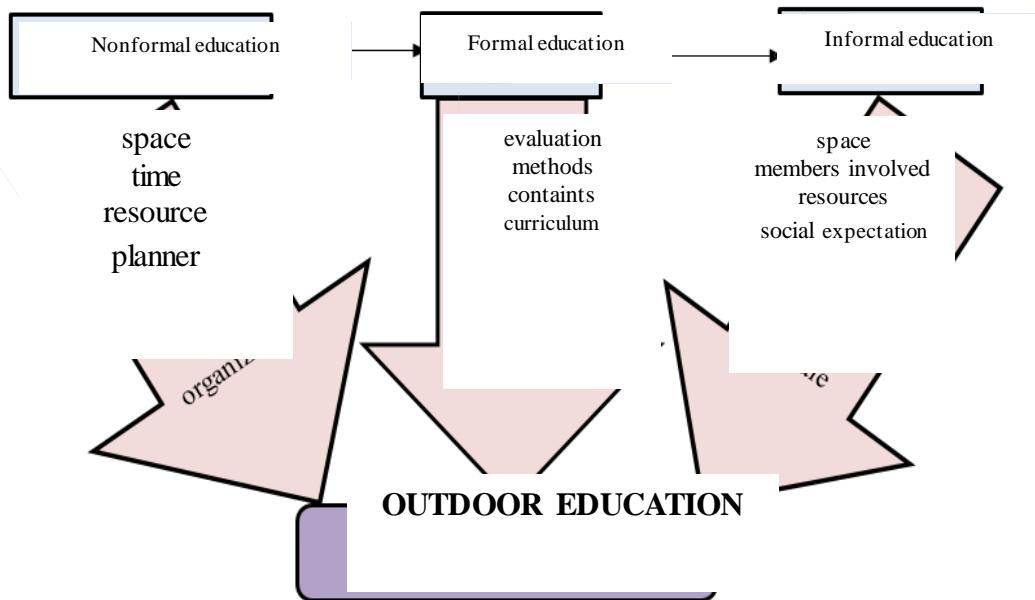


Figure. no. 2. Outdoor education as an interface between main types of education

Recent perspectives

Outdoor education, as an interface between the three forms of education, is considered to be much more motivating and stimulating, having a greater impact on the learning process among students. Outdoor education receives elements of each type of education, functioning as a learning strategy within the new education. After the incursion of the existing forms of education it can be deduced that outdoor education is folded over to non-formal education, because it is based on active participation. At the same time, it maximizes the learning process, minimizing the school-specific constraint and having a flexible structure and planning. The modern tendencies are based on the interaction between the other forms of education because, when incorporated, they lead to a much more valuable educational system from a qualitative point of view, ensuring long-term advantages and covering a much wider range of competences. In the following, we will present a figure-synthesis of the place that outdoor education occupies within the established types of education, and how it works within the Romanian educational system.

EDUCATIONAL SYSTEM

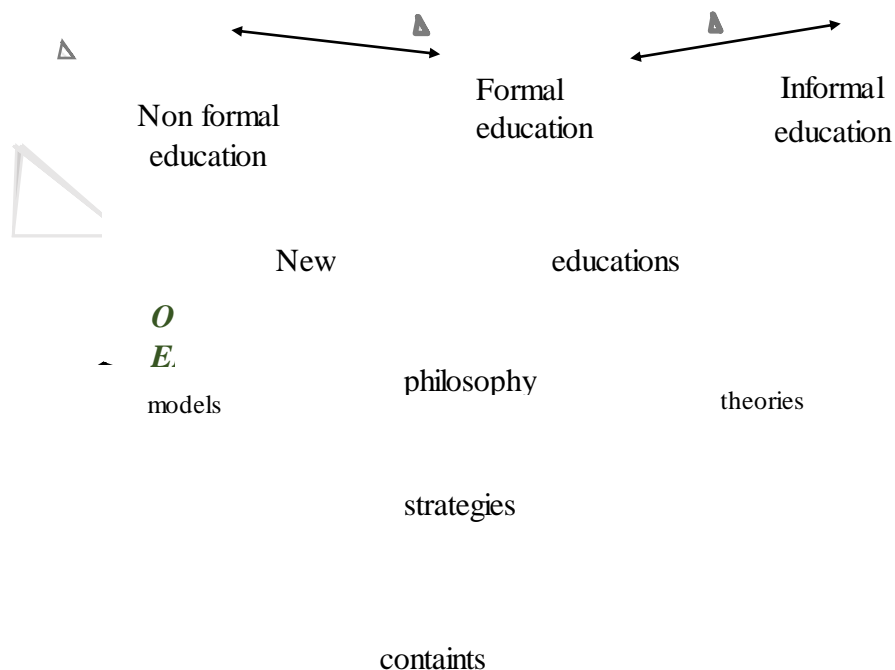


Figure. no. 3. Outdoor education within the Romanian educational system

Conclusions

As a conclusion for all the data presented above, we can state that there has to be a permanent communication between the formal educational system and the non-formal one. It is important that the two to be seen as one, cooperating and completing each other. In order to achieve this, the educators have the main role.

If the educator has specialty competences such as good communication with society and all institutions that offer non-formal education, success is guaranteed. (Breaz, 2019)

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VIEWS OF EVANGELICAL FAMILIES ON DIVORCE AND METHODS OF OVERCOMING CRISES DURING MARRIAGE

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Abstract: This study assesses the view of evangelical Christian families on divorce and settlement methods to preserve their marriage. The study was carried out in 2018, in the city of Chişinău, Republic of Moldova. The research method was qualitative, conducted through an interview guide. Results were collected using a semi-structured interview guide. For starters, it was the opinion of couples on divorce and how their perspective was formed. The frequency of crises in families and the methods by which they have been resolved in order to avoid serious consequences in the future has been evaluated. The opinion of evangelical families on the avoidance of divorce when confronted with this problem was evaluated. Data obtained are presented in the form of a narrative report.

Keywords: divorce, evangelical context, crises, solutions.

Introduction

It is said that a marriage is born in Heaven, but the reality of the last decades shows more and more often that, “for various reasons, it tends to fall apart on Earth. Then it comes to divorce.” (Tomashevski, 2016).

In this paper, we set out to look at the family as a basic social unit; since a marriage is born in Heaven, we wanted to present the plan and the purpose of God concerning the family. Divorce comes after a marriage, which is why our wish was to understand what a family means before people understand what a divorce means.

In the first part of the paper, we defined the terms Evangelical family, divorce, and family crisis. This largely constitutes the theoretical framework.

“A family is the place where relationships define social interaction: friendships, visits, serving meals, training, working, and playing. God wanted us to be more intimate with family members than anyone else. Comparing God’s plan with modern realities, it is not hard to realize that we have moved away from the predetermined divine pattern. Parents have come to have to ‘plan’ a ‘family evening’ or, sometimes, ‘a family meeting’. As a social unit, the modern family is about to disintegrate.” (Coblentz, 1996, 9).

The term of divorce is detailed in the second part of the theoretical framework.

Evangelical Family

An evangelical family is a family that lives by the principles and Christian values exhibited in the *Bible* and that believes that God is the creator of the family. “The family is instituted for the Earth (in Heaven there will be no more marriages), but it is instituted from Heaven, it is governed from Heaven. In addition, for any home of faith, there is a pattern in Heaven: Christ and the Church.” (Socoteanu, 1991, 4)

The International Federation for the Promotion of Family Life has, among its principles, the following statement: “The family cell, which is vital for the development of society, has three essential elements: a man, as a person, husband and father; a woman, as a person, wife and mother; a child, present or potential, which must be respected as a person since conception.” (Trobisch, 2001, 188).

Divorce

Divorce is the subject that concerns us in this research. Divorce is a drama, a pain and no one passing through it cannot say that he/she has not suffered. “Divorce is second, in order of emotional impact, after the partner’s death.” (Minirth, in Ziglar, 2001, 56).

Divorce is like death, it brings tears, pain, suffering, hatred, betrayal and other different consequences.

Statistical data say that “almost 20 thousand couples in the Republic of Moldova were married in 2017 and, on the other hand, around 9 thousand couples divorced. Data of the Civil Status service shows that, as a rule, men

decide to start a family at the age of 28, and women at 26. The average duration of a marriage is up to six years. Usually, the age of men who choose to divorce is 32, and that of women, 30. Actually, one of two marriages ends in a divorce. Every divorce case needs to be dealt with separately, but when we see these figures, I tend to think that, for the years we live, it is a national disgrace.” (Blendarencu, 2018, 1)

If we are to look at statistics on the U.S., this is what is happening: “After World War II, the experiences of two successive generations stand in a strong contrast. In the 1950s, the country’s marriage rate was high and growing and the rate of divorce was relatively low and fixed. But, when the young generation grew up, in the early 1960s, the divorce rate began to rise and, between 1966 and 1976, the number of divorce cases doubled.” (Cherlin, 1981, 6-7).

A newer study shows that, “in the United States, one of two marriages ends with divorce. According to Cherlin’s high value of personal freedom, the strong emphasis on personal development provides dissatisfaction in marriage seeking reason for divorce.” (Apostolou, 2018, in Cherlin, 2009).

Other statistics found that, “The divorce rate has risen by more than 70% over the last 50 years, and the number of single parents has increased as fungi. For example, in 1948, only one in 14 children under six years was raised by a single parent. In 1973, the proportion was one in seven. Today, statistics show one in five. Data on divorces in 58 countries, regions and various cultures between 1947 and 1981 show that the seven most difficult years in a marriage are actually four, and most marriages ending in a divorce fall apart in the fourth year. This is tragic.” (Ziglar, 2001, 56).

The word “divorce” (from Latin *divortium* “separation”) suggests the cutting of trees or even of the head, implying the cutting of something that once was a living unit (Elwell, 2012, 345).

A divorce certificate does not pass without being noticed: it leaves behind a string of consequences among which a major impact on health.

Family Crises: Factors Causing Divorce

Too many people are getting married today with unrealistic expectations from the partner, with high standards, with selfish desires, with serious sins and, when they come to live day by day a family life, they risk to become more anxious, more disappointed; they communicate without transparency and many other reasons lead to crises in family life. “We should remember that marital dissensions are often symptomatic of something much deeper, like selfishness, lack of love, inability to forgive, anger, bitterness, communication issues, anxiety, sexual abuse, sin, and deliberate rejection of God’s will. Each of these

can be influenced by the conflict between the spouses.” (Săndulache, 2009, 613).

The lack of communication also leads to serious conflicts. Unforgiveness and unresolved conflicts help destroying the family. The birth of a disabled child (Gavrilă-Ardelean & Gavrilă-Ardelean, 2017, 6), the need for education for such a child with special needs (Gavrilă-Ardelean, 2008, 60) may constitute grounds for divorce especially for the spouse. The financial problems of a family may constitute grounds for divorce, especially for people from rural areas (Gavrilă-Ardelean & Gavrilă-Ardelean, 2013).

The crises that arise in the life of a family must be resolved in time, they should not be left deep in the heart and completely unforgiven.

“The family is about to be destroyed, and Christian families should have jumped out of the boat a long time ago. If we realize that the percentage of divorces between Christians is almost as high as the one between the ungodly, we know that we have been uncaring, indifferent.” (MacArthur, 2002, 62).

When, in a family, conflicts escalate, there are 3 options: divorce, resignation or rebuilding.”

Rebuilding seems to be the most effective method of resolving family crises, however few choose it because it seems to be the hardest way. White (2000, 62) said, “even if it’s hard, we don’t have to change the status of marriage but we can only change the attitude”.

Research Methodology

We studied the literature on the rise of the divorce rate among evangelical families to assess this issue at the level of married families within the evangelical framework to observe, subjectively, the opinion on divorce and three methods of crisis resolution in the early years of marriage.

Research Goal and Objectives

The *goal of the paper* is to assess the view of evangelical families on divorce and identify how the crises were resolved in the early years of marriage to avoid divorce.

Research objectives are:

Determining the view of evangelical families on divorce.

Identify how the crises in the early years of marriage in evangelical families were resolved.

Research Design

Starting from the idea that qualitative research is the study of people in their natural environment, in everyday life. The research design being qualitative, we tried to study the opinion of the people of evangelical, complete

families, with 5+ years of marriage, to avoid the crisis period of the first years of adjustment. Qualitative research helped us discover our own views on divorce, opinions that cannot be adapted to every evangelical Christian.

We chose to emphasize the words, experiences and emotions of the people interviewed and not the amount of people to have statistical data.

Also, through the qualitative method, we had the opportunity to meet people face to face, and study their verbal and non-verbal communication (Iosim, 2019).

According to Labov and Fanshel (in Singly *et al.*, 1998, 158), “An interview is a speech event in which a person obtains information from a B person, information that was contained in the biography of B.” The term “biography” highlights the living character of the collected information. Interview survey is required in addressing specific problems. Interview tactics provide for the use of a more or less structured guide, the adoption of personal attitudes, the formulation of appropriate questions, etc.”

The Investigative research tool was the interview. To use questions with a higher degree of generalization, we use the semi-structured interview, “a talk with partially fixed rules” (Tutty *et al.*, 2005, 66).

“Qualitative research is exploratory and involves interviewing a limited number of people, with no statistically representative data for the studied population. Qualitative research studies in their depth motivations, emotions, perceptions, feelings that cause people to act in different ways.” (*Cercetarea calitativă*).

Research Sample

The qualitative research sample consisted in ten evangelical families from Chisinau, families with five years of marriage. In order to avoid certain unpleasant incidents, the researcher discussed with the interlocutors about data confidentiality, so participants can openly acknowledge their personal experiences. The researcher was patient, benevolent, nonauthoritarian, and she didn't give many tips (Singly *et al.*, 1998, 158). The researcher, the husband and his wife (plus a child if aged 0-3 years) interacted during the interview at the participating family's home.

The Interview

The researcher developed an interview guide based on the idea that it represents “an organized ensemble of functions, operators and indicators that structure the listening and intervention activity of the interviewer” (Singly *et al.*, 1998, 152). The interview guide included 8 questions. The indications on the methodology for the application of the semi-structured interview were complied with.

The Procedures

We chose audio recording because it “allows the researcher to be focused on the interlocutor and the conversation itself” (Tutty *et al.*, 2005, 77). All interviews were audio recorded and then transcribed.

Data Analysis

Qualitative research results are presented in the form of a narrative report containing the main respondents’ ideas. The views of families are presented on the basis of the semi-structured interview guide. Research results are presented below in a structured and logical form.

View of Evangelical Families on Divorce

If we are to talk about the evangelical families’ view on divorce, all the families interviewed were of the opinion that there should be no divorce. During the research, we noticed how opinions differ from one family to another, with some people being more tolerant about divorce, while other families consider this practice evil.

“In evangelical families, there must be God, not divorce. Every divorce situation in the Church must be treated individually; however, we believe that divorce is not a solution.” (Family B., married 5 years)

“Christianity and divorce are two parallel sides which, according to the Bible, should never intersect. Christians who end in divorce cannot call themselves Christians and, according to Malachi 2:16, God hates divorce. It is good to learn to forgive because, where many difficulties are encountered, God also gives much grace. Divorce is a temptation.” (Family D., married 5 years)

“If it’s to talk about Christian people, this topic shouldn’t even exist. Moreover, Christian partners should not admit such thoughts.” (Family F., married 5 years).

In most of the answers, we noticed the tendency of people to separate Christianity and divorce as two different paths with different destinations. A Christian should not be complacent in such sins, not even at the level of thought. Divorce is not a solution: it is a problem leaving deep scars.

“The beginning of marriage is important over the years and there can be no divorce in a family where partners have an individual relationship with God. And what God has tied, man must not divide even if he is one of the partners.” (Family M., married 5 years)

Crises in the Early Years of Marriage

The beginning of marriage is very important for a happy relationship: if Christians come to the altar to begin marriage before God, they should never take Him out of their home, because if someone builds a house without God, it's in vain.

“Once two people have become one – divorce is not an option/solution. You must weigh things well before marriage, and not after. Marriage is a covenant that we must honour with God’s example. We’re definitely not for divorce.” (Family C., married 9 years)

“Divorce is something contrary to the Bible, and the Word of God clearly lists a few situations when you can divorce. Divorce should be prevented; however, it is admissible only in a case of adultery. If the partners testified before God on their wedding day, then they must go together until death ‘do us part’.” (Family P., married 8 years)

Listening to the views of evangelical families on divorce, we did not hear anyone be pro divorce, yet some families listed several situations in which divorce is admissible:

- Adultery;
- When a partner becomes a Christian and the other wants to divorce him;
- When things have been revealed that have been discovered after the wedding and one of the partners wants a divorce;
- In case of addiction (pornography, money, etc.).

Each family claimed that conflicts in marriage must be dealt with immediately, with a fair attitude because a small, insignificant conflict can turn into a divorce. Crises are not abstract, are not excluded from the happy home, they will appear and will help us if we will solve them wisely.

Evangelical families have hardly acknowledged that they have experienced difficult situations and many couples preferred to talk about crises in an indirect way; however, we do not believe that family with conflicts are unhappy. As for the crises faced by families in the early years of marriage and the methods for resolving them, we collected the following data:

“We have not had many misunderstandings in family life because we always pray to God to form us, transform us to live a happy life, which is why, when we stand before a misunderstanding, we try to see it as an answer to prayer because if we pray for humility – God will give us situations in which we will increase humility. However, the most appropriate method we use to solve it is to separate ourselves for a little while, until we settle down and then we can come back to talk gently and calmly.” (Family B., married 9 years)

“In our years of marriage, we have not encountered serious crises that lead us to divorce because we have always had God in our hearts. If, at the beginning, our different characters brought conflicts, with time we changed thus reaching better understanding. Of course, we faced problems, that is

natural in every family, however it is good to solve it in time before it develops even more." (Family D., married 5 years)

Some of the families in the interview were delighted to remember the early years of marriage claiming the lack of conflicts in the family, yet meditating slightly on the question, they came with a convincing response because the crises that seemed immense in the early years now are no longer considered crises because they remained in the past, and they complement each other so perfectly that they cope more easily now.

"In family life, many crises arise, especially in the early years of marriage. I believe that most common crises in young families are material, because they do not have their own home and are forced to rent an apartment, a house. When a child is born, only the spouse works and then the family collides with problems and material shortcomings. In our family, we had difficulties because we lived with parents the first six years. It is better for a young family to live separately and the best method of resolving conflicts is knowing one's partner." (Family G., married 14 years)

"The greatest problem we faced in the first years of marriage was finances. Living in rent, the wife was not employed and only the husband was the one who financially maintained the family. Other conflicts were caused by different characters, however, we tried to reach a common denominator until both were satisfied." (Family P., married 8 years)

An interesting observation was made during the research: most families faced a financial crisis in the early years of marriage. Is it really the lack of money or the incompetence to manage correctly? Families consider financial crisis a divorce factor, not just a source of family conflict.

"The first years of marriage for us were beautiful yet complicated. With two totally different characters, the husband being extrovert and the wife introvert, we encountered difficulties in communication. When we didn't reach a common denominator, we stopped talking, which is not correct, because accumulating two situations could lead to an explosion." (Family F., married 5 years)

"A crisis at the beginning of our marriage was caused by our parents. For them, it was hard to reconcile with the thought that we were already a family, we were mature and we had separated from them. The conflicts arose between us and the parents, and for us it was hard to go through this period; so, to avoid division, the wife with her parents and the husband with his parents, we chose to be neutral." (Family C., married 9 years)

The young family faces conflicts because of different characters, lack of communication, high level of offense; however, the conflict can also lead to frequent involvement of parents in their children's family life.

“Humanly, we find techniques to solve our conflicts, but if there is no God to give us victory and wisdom, nothing works.” (Family M., married 5 years)

“Before solving a problem, it’s better to prevent getting into big conflicts with your partner; you need to be careful with your speech. When we’re in a conflict, we don’t say sharp words to avoid destroying the relationship. It’s easy to tear down what you’ve been building for years.” (Family T., married 25 years)

“The early years of marriage in the life of a family are considered years of crisis because their lives move to another level. Not everyone crosses this period well; this is why most divorce cases are recorded in the early years.” (Gumerov, 2018).

Reflecting on data collected, we noted that the most common crises in the early years of marriage are financial. Another cause, frequently mentioned by families, was the different character of each partner leading to conflict. These two types of crises and many others made the relationship better.

Assessing the families’ views on character formation during marriage, we received various opinions.

“Becoming a husband and, later, a father, I learned to be more responsible. I learned to care for those I love and, once married, I set new goals.” (Mister I., married 5 years)

“My character turned a lot after I got married and the needs, worries, challenges that stand in our face are just to form me further to become humbler, more patient, more forgiving.” (Mrs. E., married 5 years)

“Moments of crisis show weakness in the character of a person. In the aftermath of the new misunderstandings, we discovered where change is needed and, based on them, we began to shape our characters to complement each other.” (Family D., married 5 years)

“Conflicts have a quenching effect on our character. Of course, if we look back, we have now become more mature and learned how to approach one another in a conflict to avoid hurting.” (Family M., married 5 years).

The main approach to conflict is from a constructive perspective. When you look at a conflict as a way of transforming, improving character, mutual knowledge, it only seems like a conflict. And if you choose to solve the conflict in a harmonious way, according to the respondents, you can keep the marriage and develop the relationship.

“The needs and crises in the family made me humble and taught me to be simpler in my conduct.” (Mrs. M., married 5 years)

“We learned to communicate dissatisfaction wisely, avoiding to hurt the partner; but through proper communication to make changes.” (Family G., married 14 years)

“I learned to apologize and this is my greatest victory. It was easier for me to ask for forgiveness from strangers than from my own husband but, from the example of my own husband, I learned how important forgiveness is in family life.” (Mrs. L., married 9 years)

“Our characters shaped by developing communication skills that helped us solve the challenges of life.” (Family F., married 5 years)

“To preserve our marriage, we learned to give in.” (Family T., married 25 years)

“The origin of the word ‘character’ was the mark or letter made in stone or metal by the engraver’s chisel; so, the character was not erased but sometimes remained over the ages. Character is carved inside man, it remains and directs his thoughts, tastes, desires, actions and whole human behaviour.” (Popovici, 1996, 4). Our characters can be improved and we can work on them for a better understanding in our home.

Christian people did not judge those who divorce but, on the contrary, state that God is the one who knows best the situation, that is why we only have to pray for those in this pain. All perceive divorce as a pain, but not all families can understand this pain very well because, among those interviewed, few are those who faced divorce directly.

All those who faced a divorce situation to some extent confess with grief that divorce is not a solution, it is a wound that leaves scars forever.

Divorce is an effect preceded by a cause. Some families get to divorce for different reasons. The lack of a healthy relationship with God was the most common factor. All the families interviewed said this, because a Christian without a relationship with God is only a Christian and then he goes for other values.

“Self-love, worldly values, remoting from God are triggers of divorce in an evangelical family.” (Family F., 5 years of marriage)

“Lack of communication, absence of Agape love, selfishness, parents, money.” (Mr. A., married 5 years)

“When partners redeem other things and people more than God; another factor is the influence of the environment in which we live.” (Mr. I., married 5 years)

“The causes of divorce may be issues unresolved in time; lack of communication; money – their lack or abundance; lack of love; receiving without giving; lack of attention; often, these reasons arise because people start a marriage with unrealistic, selfish expectations.” (Mrs. M., married 5 years)

“A cause of divorce is adultery itself. Even though we think that there should be no such sins among Christians, however, such situations occur and often these things cannot be forgiven by the other partner, he/she feels betrayed and deceived.” (Family P., married 8 years)

The causes of divorce listed by our participants were also found in literature:

- Sexual infidelity;
- Faulty communication;
- Constant stress;
- Incompetence for intimacy relationships (Berce, 2004, 43).

Limits of Qualitative Research

In this paper, we could not present statistics and numerical data specific to the entire population of the Republic of Moldova because qualitative research focuses particularly on people's opinions, emotions and thoughts specific only to the investigated sample.

Being limited by space, we chose to present very interesting answers to the questions during the interview.

The information obtained cannot be generalized for all evangelical families because ten families are not representative.

Conclusions

When God guides a Christian family, there is forgiveness, love, honesty, transparency, communication, understanding, and the crises that arise will strengthen the family relationship and will not lead it to divorce.

In some families, they negotiate the permissibility of divorce depending on situations, such as adultery; things that are disclosed by the other partner after the wedding; when one of the partners asks for divorce or when it comes to certain addictions arising along the way.

Family crises or conflicts should not be a divorce factor because, when family problems are dealt with in time and in a fair way, they will lead to the development of relationships and the strengthening of the couple. Each family had to share something about the emergence of crises in the early years of marriage. No family denied the occurrence of crises; however, difficulties are not a cause for divorce as long as they are resolved correctly.

Crises have resulted in the development of partner characters and mutual knowledge. It was found that most of the difficulties encountered in their families in the early years of marriage were financial. Crises have also emerged because of parents' involvement, non-fulfilment of expectations, etc.

Analysing the information collected, we observed an assimilation between the causes of family crises and the causes of divorce. Failure to fulfil expectations, miscommunication, the birth of a child with a disability, the lack of a relationship with God were also causes of family crises. Other causes of the divorce listed by the interlocutors were money, selfishness, remoteness from God, and adultery.

Divorce is not a solution: it is a problem that needs and can be resolved. To avoid divorce, respondents were of the opinion that it must be prevented by strengthening relations, identifying more common interests, knowledge more of the partner and avoiding doing things that do not please the partner. If, however, the couple were to face divorce, they would first have to determine their desire to save their marriage, take time for a holiday to rediscover the emotions they experienced at first, allocate time aside for fast and prayer. If a family is not able to solve this problem alone, it needs to appeal to a Christian pastor or counsellor.

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THE RELATIONSHIP BETWEEN VISUAL PERCEPTION AND MOTOR DEVELOPMENT IN SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract: The author makes a review of the psychological and cognitive development of the young schoolchildren, referring to the literature. There are mentioned the terms in the literature intended to denote intellectual disabilities and their meanings.

Research has started from the premise that there is a relationship between motor development and visual perception in children with intellectual disabilities who are integrated into mass school. A sample of 43 children with mild and moderate intellectual disabilities (Raven Color test) were studied for the perceptual level (the Bender-Santucci test) and the level of motor development (Ozeretzki scale).

The processing of the obtained results reveals that: there are significant differences between schoolchildren from the point of view of the visual-spatial perception; there were significant differences in motor development among schoolchildren; there is a positive correlation of intelligence with visual-space perception, so that a high level of intelligence is associated with a high level of visual-spatial perception.

Key words: visual perception, motor development, intelligence, children with intellectual disabilities

Theoretical frame

The whole psychic development concerns the issue of adaptation that is achieved by adopting new forms of balance. When the teacher insists exaggeratedly on discipline, the child presents a difficult adaptation that is manifested by increased nervousness and fatigue. At age 7, there has already

been a relative psychological detachment, an increase in expansion, greater extraversion and euphoric experiences, which means that school adaptation has exceeded the first tense phase. This is also evident in the child's speech, by the frequent use of the superlative in the description of situations and events, as well as by the manifestation of the curiosity towards the extracurricular and street environment (Tinica, 2004).

After eight years, the child is more sensitive to social education, which means that the adaptation has gone beyond another tense stage, reaching a phase in which balance and a more prominent self-control dominate. He becomes more reflective and concerned about issues such as the children's origin, social affiliation, self-identity. And belonging to class and school is a pride (Picker, Walsh, 2013).

Towards the end of the early school year, intellectual development is evident and the self-evaluation of its capacities is more realistic, as the critical spirit is making continuous progress. Under the influence of the school, perceptive sensory capacities are trained and exercised as tools of cognition. The visual and auditory acuity reaches 9-10 years. All forms of learning contribute to their development, especially those related to writing, drawing, composing that require fine perception and rapid interpretation. Perceptual discriminative sensitivity is also stimulated by identifying the phonemes that make up the words and converting them into graphs (Atkinson, 2002).

Compared to other periods, in small school, mental transformations are slow and non-spectacular, but they are still fundamental to the child's further development. Interesting is the side of the general orientation materialized by the abandonment of some prominent pre-school interests such as drawing and modeling. The little school gives the impression that it is less spontaneous in making its products. Appear preferences for biographies, legends, as well as for arithmetic and reading lessons, film, television. They are, for the beginning, collected from everything: from pictures, stamps, nails, buttons, to rabbits, insects (Vernon, 2006).

Children go through a phase of excessive sensitivity to new rules. Many times, they do not tolerate breaking rules and adopt attitudes towards colleagues who "forget their notebook at home," or those who "do not sit behind their backs" (Bonchis, 2002).

The discriminative aspects that develop in children on the perception of small space are also important. The spatial orientation on the paper, the decoding by differentiation of the graphs, the writing, support a complex intellectual activity. In the same context, memory, intelligence, attention, representation (Landsberg, 2005) takes place.

In the process of learning, the child frequently operates with schemes and images that facilitate the manipulation of information, and in which an

important role is played by the representations. Based on these, symbols and concepts develop. The child assimilates a series of symbols in the game, then realizes that letters, words, numbers, and different signs conserve significant amounts and relationships. The discovery of causality and defining attributes enriches the knowledge of the child, which enables it to carry out grouping operations using the concepts from which the correlation between the real, possible and impossible, transpires. This is achieved by both direct, conscious knowledge and indirect learning, deduced. As a result of this correlation, the child acquires the ability to distinguish between the fictional and the real world, determining degrees of acceptance of the phenomena he comes into contact with. Under these circumstances, the formation of the realistic-naturalistic concept becomes more and more evident.

In thinking, the logical critical spirit and the operation of sets of rules as assertions about concepts intervene more and more. Positive thinking creates positive feelings and leads to an active and comfortable adaptation to reality (Roman, 2018). The basics of the rules are operations, and they relate to thinking and intelligence relationships using concepts or information. The progress made in using the rules correlates with the development of general intelligence. Piaget (2005) considered that the whole mental development tends to formal logical thinking.

Language is one of the most significant phenomena that differentiates children from entering school. In writing, there are omissions of graphs, replacements, grammatical disagreements, punctuation, incomplete expressions. Generally, linguistic competence is more developed than performance. Developing language skills is achieved by expanding knowledge about the roots of words, prefixes, suffixes and the application of grammatical rules and the use of abstract language, independent of context. Words and grammars become a communication tool that facilitates the child's adaptation to various situations (Dughi, Ropota, 2018).

There are three stages in the writing-reading evolution. A first step is to identify the sounds (letters) as elements of the words. This process is accomplished by the action of separating words in syllables. Syllables are units of pronunciation extracted from the flow of speech and words, resemble - more or less among themselves, allowing the auditory field of their analysis to be better distinguished by their sound components. This phase, called pre-sessions, creates a new optic to the spoken language and a new possibility of approaching it. Syllabus separation is exerted until it becomes a current, intensely proven capacity. At the same time, writing skills are prepared. The activities for this purpose create a great flexibility and precision of the pen movements on the spaces bounded by the helpline of the notebooks. It is believed that perceptual learning mechanisms are achieved by looking for clues that are retained, not

because of trial and error, or due to reward and punishment, but to the complex adaptive requirement to reduce uncertainty (Bertelli et al., 2016).

The second stage begins to differentiate the sounds and their graphic correspondences and to be mentally associated. This is where active literacy begins. The graphical identification of sounds and their writing creates a condition for the child to distinguish large print and hand from small ones, a relatively difficult process in which reading his own writings is more slowly perfectable than that of printed texts. Children, however, go through the first part of the alphabet in a few months, with the gradual learning of letters to the proper sounds and their writing. During this period, the auditory expectation is a critical one, a phenomenon that can be noticed by completing, replacing, reading mistakes, by supporting the context of these phenomena (Cederborg, La Rooy Lamb, 2008).

In the second part of the first school year, the child reinforces the abilities to assimilate the symbolism involved in the alphabet and to write and read the figures. With this, in fact, the third stage of literacy begins, in fact the longest. It is the stage in which writing-reading consolidation takes place. This stage is extended in the second and third year of the school. Characteristic is the increase in the expectation of reading, which gradually becomes fluent and expressive (Handley, Southwell, Steel, 2012).

Intellectual disability, one of the major psychiatric dysfunctions, is a concept that is still undefined with precision, involving many aspects of a medical, psychological, pedagogical, sociological and even legal nature. In general, intellectual disability (synonymous with mental deficiency) means a significant reduction in mental capacities that causes a series of disorders of the individual's responses and mechanisms of adaptation to the changing circumstances of the environment and the standards of social cohabitation in a which places the individual in a state of incapacity and inferiority, expressed through a state of disability in relation to the other members of the community to which he belongs (Horner et al, 2005).

Intellectual disability is understood as a global deficiency that significantly influences socio-professional adaptation, personal and social competence and autonomy, affecting the whole personality: structure, organization, intellectual development, affective, psychomotor, adaptive-behavioral.

In the United States, the American Association for Intellectual Disability considers that this deficiency exists whenever there is a significantly lower than average intellectual activity associated with adaptive limitations in two or more areas: communication, self-care, social networking, community services, situational orientation, health and personal security, knowledge applicable in everyday life (Osiceanu, Zaharescu, 2017).

In our country, the first rigorous definition of mental deficiency belongs to Alexandru Roșca (apud Buică, 2004), for whom this abnormality represents a state of restricted potency or a stop in the cerebral development, as a result of which the person reached is unable to mature adapt to its environment, to the requirements of the community, so that it can maintain its existence, without oversight and external support.

Ionescu and Radu (apud Bonchiș, 2000) understand by mental deficiency the type of deficiency determined by a complex of etiological factors with unfavorable action on the brain during its maturation, having two main consequences: to stop or slow the pace of evolution, especially of the functions cognitive and diminishing social competence.

Gavrila-Ardelean M. and Gavrila-Ardelean L. (2010) state that mental deficiency refers to the phenomenon of organic damage and / or functional impairment of the central nervous system, with negative consequences on the process of mental maturation, development in different aspects to the individual concerned. Mental Disability is the disadvantage that mental deficiency creates in the context of the individual's adaptation and integration relationships in the social environment to which he or she belongs.

In some specialty circles, a distinction is made between the mental deficiency, which indicates an abnormal level of organization and mental functioning, with direct implications on the organization and structuring of the individual and the deficiency of intellect, a term that denotes the inability of the individual to deal with tasks included in the act of learning, as a consequence of the inadequacy of these tasks, often overworked in school, to the specific and actual potential of the child. In other words, mental deficiency - which is an impairment of evolution and development due to the pathology of organizing and functioning of psychic structures, differs from the deficiency in the intellect where, even under the conditions of a normal mental organization, the individual can not exceed certain limits adaptation and learning (Bonchiș, 2004).

Specialist literature uses a number of synonymous terms to designate mental deficiency, the most common of which are: mental retardation, mental retardation, oligofrequency, mental retardation, mental impairment, mental retardation, mental retardation, mental disability, mental debility, behavioral alteration adaptive, altered skills / maturity of learning and socializing, etc. (Cantone et al, 2018). Due to the fact that these terms, with the exception of the last two, have a blatantly pejorative nature, the specialists have decided in recent years to use the term intellectual disability.

Most of these terms are mainly used in the psychiatric field. In recent years, medical terms specific to psychiatric, classical and modern nosology have been used less in the field of special psychopedagogy, with strong

recommendations from practitioners in this field to abandon medical terminology because of the effects induced by the nosological label on the psychological plane and negative public perceptions / representations about this category of people (Gherguț, 2005).

This attitude is of great importance, especially from the point of view of the socio-professional integration of individuals and the removal of the mentalities and prejudices that constitute real barriers to the understanding, acceptance and valorisation of those persons.

Objectives and Hypothesis

The research started from the following assumptions:

H1 - *there are significant differences in school children in terms of visual-spatial perception based on the level of intelligence*

H2 - *there are significant differences in terms of motor development in school children based on the level of intelligence*

H3 - *there is an association between the level of intelligence, the visual-space perception and the motor development*

From the aforementioned assumptions, the following objectives are achieved:

- identifying the level of visual and spatial perception in children with intellectual disabilities;
- identifying the level of motor development of children;
- identifying an association between the level of intelligence, the visual-space perception and the motor development;

Methodology

Sample taken into study

The sample taken into study was made up of two groups of children with intellectual disabilities:

- group 1 - 22 scholars with mild intellectual disabilities (QI ranging from 60 to 69)
- group 2 - 21 scholars with moderate intellectual disabilities (QI ranging from 50 to 59).

The level of disability was appreciated by the psychological test of nonverbal, global intelligence testing: Raven color

The samples were made up of children with intellectual disabilities from different schools in Arad, which were included in mass education. Table 1 shows the mean age values for both samples.

Table 1

Values of central trend indicators for the studied group

Group	Characteristics	Age average	Std. Dev.	Total subjects
1	schoolchildren with mild intellectual disability	7,22	0,42	22
2	Schoolchildren with moderate intellectual disabilities	7,23	0,43	21

Methods

The Raven colour test

It is a test destined to show the global nonverbal intelligence coefficient.

The Bender-SantucciTest

One of the factors influencing the child's school performance is the perceptual-motor function, ie the student's ability to accurately perceive spatial configurations, compare them to each other, so to see space and form, to remind the form that can serve as the content of various mental operations. One of the tests by which we can diagnose this function is the one known as the Bender-Santucci sample, a proof sample of geometric figures. The Bender-Santucci sample consists of 5 patterns made on a 10/15 cm cardboard.

The Bender-Santucci test, being a genetic test, highlights the evolution of the reproduction of fundamental geometric figures from one age to the next. In normal children due to harmonious and logical development, it is easier to establish rules characteristic of a chronological age than to children with intellectual disabilities. Heterocronia, which is specific to mental insufficiency, makes it impossible to identify mental deficiency in terms of mental development and compliance with the norm of the same chronological age or even the same mental state

An indication of the heterocrony of mental deficiencies is the high frequency of "unclassified" responses that occurred in different samples. Santucci's rating system designed to evaluate reproductions of subjects with normal intellect, does not allow penalizing those performances of mental debilitations that are far inferior to normal. To highlight quotas of "unmerited", in addition to the original rating system, some penalties were imposed. Thus,

the following issues will be given the minimum rate (zero): scratch that does not allow identification or evaluation of the component elements of the model; rotating drawings close to or over 180 degrees; replacing a pattern during reproduction with another previously perceived pattern; the gross non-observance of the number of elements of the different models; the impossibility of reproduction of simple geometric figures, normally dominated by small ages (circle, square).

The prognostic value of the test is evidenced by its strong correlations at the $p = .01$ threshold with the copy sample ($r = .76$), the dictation ($r = .67$) and the reading ($r = .84$).

Ozeretzki Scale for motor development evaluation

The Ozeretzki scale (for the 4 to 13-14 year age) determines the degree of normal development of motor movements. It operates with the concept of motor age or age of motricity and carries out a gradual assessment of normality of motor development from 4 to 14 years. It includes six samples each year, differentiated for boys and girls. The movements are performed at the verbal command of the evaluator, and the evaluation is done in the classical Binet-Simon tests, that is, calculating the delay or the advance of the driving age related to the chronological age. In some situations, the scale can highlight motor skills specific to sporting activities.

The significance of the results is as follows:

- slight motor delays: when we have a delay of 1-1.5 years;
- motor deficiency: 1,5 to 3 years delay;
- severe motor deficiency: 3 to 5 years delay;
- deep motor deficiency: delay of over 5 years.

Procedure

The research took place in mass schools, where children with intellectual disabilities were included in the integration program were in the first class. The tests were applied for a period of two months; the parents were informed in advance and gave their written consent for testing.

The sample surveyed comprised 43 children with intellectual disabilities divided into two groups according to the severity of the disability. The tests were applied both individually and collectively.

Results and discussions

Following descriptive processing, histograms show a symmetric distribution of data, which allows us to use parametric statistical methods. we used the t test for independent samples to identify the differences between the groups studied and the statistical significance of these differences.

H1: - *there are significant differences in school children in terms of visual-spatial perception based on the level of intelligence*

Tabel 2

**Values of central trend indicators in the perception test
visual-space in school children**

Visual-spatial perception	Average	Std. Dev.	N
Group 1	52,27	2,14	22
Group 2	28,80	2,18	21

where: group 1 = children with mild intellectual disability
 group 2 = children with moderate disabilities

As can be seen from Table 2 there are significant differences between pupils from the point of view of the spatio-spatial perception, since the value of the test $t = 35,57$ is statistically significant for a significance threshold $p = 0,974$.

Table 3 shows the significance of differences in visually-spatial perceptions in small schools.

Table 3

**The significance of differences in perception
visual-space at small schools**

Visual-spatial perception	df	t	Sig
Intergroup	1	2,14	0,974
Intragroup	41		

Visual-spatial perception is much better for children with intellectual disabilities compared to those with moderate intellectual disabilities. This confirms the hypothesis we initially formulated that the visual-space perception is influenced by the intelligence coefficient. The H1 hypothesis was confirmed by our results.

H2: *there are significant differences in terms of motor development in school children based on the level of intelligence*

Table 4 shows the values of central trend indicators at the level of motivation in school children.

Table 4
Values of central trend indicators at level motricity in school children

Erors	Average	Std.dev	N
Group 1	8,34	0,29	22
Group 2	5,23	1,82	21

where: group 1 = children with mild intellectual disability

group 2 = children with moderate disabilities

Table 5 refers to the statistical significance of motor-grade differences in school children.

Table 5
Meaning of differences in level motricity in small schools

Motricity	df	t	Sig
Intergroup	1	17,215	0,00
Intragroup	41		

The hypothesis H2 was confirmed by our results.

H3 -*there is an association between the level of intelligence, the visual-space perception and the motor development*

As can be seen from Table 6, there is a positive association of intelligence with visual-space perception, a high level of intelligence is associated with a high level of visual-spatial perception, at a correlation coefficient $r = 0.961$, significant for a significance threshold $p = 0.01$.

Table 6
Relationship of intelligence with visual-space perception

	Intelligence	Visual-spatial perception
Intelligence	1	0,961 **
Visual-spatial perception	0,961**	1

The correlation is significant at a significance threshold of $p = 0.01$. The hypothesis H3 was confirmed by our results.

Conclusions

The research was conducted in normal schools where children with intellectual disabilities were included in the first grade within the integrated education program. Samples were applied for a period of two months, parents being informed in advance when they were asked for written consent to the test.

The sample surveyed consisted of 43 children with intellectual disabilities divided into two groups: children with mild intellectual disabilities (QI between 60 and 69) and children with moderate mental disabilities (QI between 50 and 59). Samples were applied both individually and collectively.

After the statistical processing of the obtained data, the following aspects were highlighted:

There are significant differences between pupils from the point of view of the visual-spatial perception, results obtained by processing the data with the t test for independent samples, which is significant, so hypothesis no. 1 confirmed.

Hypothesis no. 2 was also confirmed by the results obtained by processing them with the significance test t for independent samples, showing significant differences in the motor development in school children.

Verification of hypothesis no. 3 shows the existence of a positive correlation of intelligence with visual-space perception, so that a high level of intelligence is associated with a high level of visual-space perception.

We consider it necessary to implement programs of intervention that improve the motor development of children with intellectual disabilities and, of course, spatial perception.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants' guardians giving their consent to participate in the research.

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DO THE CHILD-RELATED CHALLENGES ASSOCIATED WITH ASD PUT THE POARENTAL COUPLE AT RISK FOR COUPLE CONFLICTS? A LITERATURE REVIEW PAPER

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Abstract: Autism Spectrum Disorder (ASD) is one of the most widespread child psychopathologies. The impact of the diagnosis is well known in the literature as a considerable increase in marital distress. Hence, we understand very little about the exact impact of ASD upon the family dynamics, especially parents’ marital relationship. In this context and considering that couple conflict is considered one robust indicator of marital quality, we aim to approach the themes of conflict parents of ASD children face. We aim to explore some answers referring to the child-related challenges and the risks of conflicts and consider whether these conflicts are real or just the peak of the iceberg. A number of 20 studies were identified as exploring the subject, out of which only six were eligible for further analysis. The reported results revealed some of the topics of conflict and their impact on the family. The review highlights the further need of studies exploring these conflicts in ASD

families and mentions practical implications of the current analysis.

Keywords: Autism Spectrum Disorder, couple therapy, family therapy, conflicts, parents, parent-child relationship, couple, marital

Introduction

Autism is known as one of the most widespread child psychopathologies. Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder and represents a complex of neurological and developmental deficits characterized by a lack of social interaction and communication together with a series of restrictive, repetitive behaviors and stereotypes (APA, 2013). The prevalence of ASD is presented to be on the rise in recent years. Consequently, literature has given considerable interest in the topic. It is well known that facing ASD represents facing a variety of chronic symptoms that affect the family functioning and their quality of life (Solomon and Chung, 2012).

A high number of studies have shown that parents of children with ASD are prone to experience concerning levels of stress in comparison to parents that have children diagnosed with other developmental disabilities (Al-Khalaf, Dempsey and Dally, 2014). Also, studies have highlighted a wide range of effects of the diagnosis in the families of children with ASD. For example, in these families, the risk of developing anxious or depressive symptoms is higher compared to other families together with higher levels of stress (Lecavalier, Leone and Wiltz, 2006; Karst and Van Hecke, 2012). Evidence suggests that families of children with ASD are prone to develop concerning levels of psychopathology compared to families of typically developed children (Gau et al. 2012). Moreover, it is well known that mothers are even more affected by depressive, anxious and obsessive symptoms. Additionally, these cases are characterized by different couple difficulties and a growing rate of divorce (Karst and Van Hecke, 2012; Hartley et al., 2010; Freedman et al., 2012). Even if we know that these couples face difficulties, we understand very little about the exact impact of ASD upon the family dynamics, especially parents' marital relationship (Hartley et al., 2017). In other words, we miss essential information that could help us understand these families and how to help them. The level of information we have regarding this impact refers to stress related to the cognitive difficulties of the child, anxiety related to the child's communication, motor and social skills; low parental self-efficacy; mood swings of the child, lack of autonomy hyperactivity, learning difficulties; low family functioning; fatigue; family conflicts; low marriage satisfaction; low quality of life and as

mentioned before, high rate of divorce (Higgins, Bailey and Pearce, 2005; Smith et al., 2010; Kelly et al., 2008; Hartley et al., 2011; Brobst, Clopton and Hendrick, 2009; Gau et al., 2011; Karst and Van Hecke, 2012).

The above-mentioned impact of child-related challenges on the parents' marital relationship could offer essential information about the particularities of these couples and the dynamics of these families. More precisely we refer to one principle of systemic and marital therapy which refers to the fact that any stressor of one family subsystem influences the functioning of other subsystems (Cox, Paley and Harter, 2001). This means that challenges within the parental subsystem related to the child's diagnosis challenges may lead to high couple conflict within the marital subsystem. Couple conflict is considered one robust indicator of marital quality. Most longitudinal studies indicate that couple conflicts can predict changes in marital satisfaction across time together with the likelihood of divorce (Gottman, 2013; Park and Unützer, 2014). A growing number of studies highlight that an increased level of couple conflicts impacts the child functioning and behavior problems and vice versa, that child-related challenges put the couple at risk (Stroud et al., 2015; Hartley et al., 2017; Fond-Harmant & Gavrilă-Ardelean, 2016). For example, in the case of ADHD, it is highlighted that child-related challenges have been shown to contribute to parental stress and psychopathology which are known as risk factors for couple conflicts (Theule et al., 2013; Krannitz et al., 2015; Gavrilă-Ardelean & Gavrilă-Ardelean, 2010). Hence, in the case of ASD we lack information about conflicts in couples of parents who have a child with ASD. We still miss an answer to the question: do the child-related challenges associated with ASD put the parental couple at risk for couple conflicts? Until now the only evidence we have refers to marital stability or self-reported global marital satisfaction or marital adjustment (Hartley et al. 2017). In their study, Hartley and the colleagues (2017) compared couple conflicts of parents of children on the spectrum to a comparison group of parents of typically developed children. Their research implied 178 couples of parents of children with ASD and 174 of parents of typically developed children. Their findings suggest that parents of ASD children experience more frequent and unresolved couple problems in comparison to the other group. Yet, authors suggest that we still lack evidence regarding the types and particularities of the conflicts these parents face.

Considering these facts, the paper aims to review the existing literature referring to the impact of the child-related challenges upon the couple, especially referring to the types of conflicts these couples experience. We aim to provide an up to date image of the literature intending to meet the above-mentioned gap. We begin by highlighting the methods we used and continue by exploring the main findings revealed by the systematic search in the current

literature. The paper concludes by reinforcing the importance and the impact of couple connection and by featuring future research directions.

Methods

A scientific literature search was performed within Ebsco, Proquest and Science Direct database and ultimately in the non-official source of Google Academic. The following research keywords were used in the search strategy *Autism, Autism Spectrum Disorder, Children with Disabilities, conflicts, parent-child relationship, couple, marital*. The considered criteria for the articles referred to any quantitative research exploring the difficulties faced by the couples of parents of children with ASD compared to parents of typically developed children or to children with disabilities. Also, articles should be peer-reviewed studies written in English.

Throughout the process, 4 important steps were accomplished: identification, screening, eligibility, and inclusion. In the first step, we identified 20 possible eligible literature. The following phase was to screen the studies and to exclude all the duplicate studies. This meant that from 20 articles, 2 were excluded. Out of the 18 remaining studies, we identified 7 studies referring to wellbeing and marital satisfaction, 2 studies referring to the siblings of ASD children, one did not involve families of children with ASD and one study referred to psychodynamic counseling. On the other hand, 6 studies were identified as eligible and were included in the current qualitative paper.

Results

A total of 6 studies were reviewed on the topic of conflicts in families of children with ASD. These scientific articles were conducted in 2004 (Knapp, 2004), 2011 (Weber, 2011), 2013 (Walsh and O'Leary, 2013); 2015 (Saini et al 2015); 2016 (Hartley et al. 2016); and 2017 (Hartley et al. 2017). The review presents the following data: study characteristics (Table 1), the methodology of identified studies and reported results.

Overview of studies related to the impact of the diagnosis

Hartley, DaWalt and Schultz (2017) examined the experiences of 174 couples who had a child on the spectrum to 179 couples who had a child without disabilities regarding their couple interactions. Parents were asked to complete a daily diary for 14 days in which they had to report the amount of time they spent with the partner, the amount of partner support and partner closeness, types of positive and negative couple interactions and the level of positive and negative affect. Findings suggest that parents of children on the spectrum reported less time with the partner, lower partner closeness, and fewer positive couple interactions than the comparison group. In their scoping

research, Saini and the team (2015) explored the amount of risk of couple breakdown in families of children with ASD. Their review included quantitative (n = 39), qualitative (n = 15), and mixed (n = 5) studies and their findings highlight some themes related to divorce rates, relationship satisfaction, conflict, demographic and socio-demographic variables. Results referring to conflicts reported by the authors suggest that marital adjustment which was either lower or with no significant differences in comparison to parents of typically developed children. They note that a poor amount of studies examined the type of conflict in couple relationships in parents of children with ASD and the one that did report mixed findings.

Moreover, Hickey, Nix, and Hartley (2019) examined the family emotional climate in the context of ASD, more precisely they aimed to determine how the parent-child and parent-couple relationships combine and which are the classes of emotional climate in these families. Their study included 148 families and their statistical analysis implied the latent class analysis. Their findings suggest that the climate varies from warmth to criticism as follows: in 12% of the cases the sample was represented by high criticism and low warmth and in 43% the sample was characterized by low levels of criticism and high levels of warmth in both parent-child and parent couple relationships.

Articles referring to themes of conflicts in ASD families

Even if the following three studies did not meet the criteria referring to the peer-review process, we will present them, as there is a poor amount of studies related to the topic. Therefore, in his dissertation Knapp (2004) examined the relationship between raising a child with autistic disorder and marital satisfaction and reported results referring to themes of conflicts. The study implied 127 (75 parents having a child with autism and 52 parents having a child without a disability). Findings suggest that parents of children on the spectrum besides reporting higher global distress and scoring higher in marital dissatisfaction, had periodic conflicts over child-rearing, time spent together, and sexual satisfaction. In other words, some fist conflict themes emerge in the literature.

Another study, conducted by Weber (2011) and representing his doctoral thesis, aimed to explore the stressor that parents with a child that has been diagnosed with a Pervasive Developmental Disorder face and explore how these stressors impact parental and marital satisfaction, within an online mixed methods study. Results revealed the existence of a relationship between parenting stress and parent level of education, age and gender of parent and child, the type of professional who made the diagnosis, the diagnosis itself, and relationship status. Also, besides the main purpose of the study the author

suggests that the participant parents face periodic conflicts related to child-rearing. In another doctoral thesis Smith (2013) examined the impact of raising a young ASD child on married parents. He used a cross-sectional design and used the ABCX/double ABCX model of family stress theory to determine. His results provide an understanding of the factors that are perceived as negative and positive to parents within the realm of the spousal relationship. More precisely the results suggested that fathers perceived a higher level of controlling behaviors that their wives which may lead to conflict.

Hartley et al. (2016) conducted a study in order to examine the impact of daily fluctuations in the symptoms and behavior problems of ASD children on parents 'couple of problem-solving interactions. In a 14-day daily diary, parents reported their most common topic of problem-solving interactions. Results revealed that the most frequent topic of problem-solving interactions was the child with ASD (25% of the cases). Also, it is highlighted that couple disagreements about child issues can be frequent and that parents' couple interactions could be affected by stress generated from parenting. In another study, Hartley and the team (2017) compared the conflicts of parents of children on the spectrum to a group of parents of children without disabilities. A total of 178 couples of children with ASD and 174 of couples of typically developed children were examined using self-reported and observational measures. Findings suggest that parents of children with ASD face more frequent couple problems than the comparison group. These parents were observed and proved more positive affect and sensitivity towards one another, than parents in the comparison group, yet were less engaged, balanced, and cooperative in conflict interactions. Group differences of the named results had small effect sizes.

Study	N	Design	Dependent variable	Measurement
Walsh and O'Leary (2013)	174 couples	Longitudinal	couple interactions	Social Responsiveness Scale – Second Edition

Saini and the team (2015)	quantitative (n = 39), qualitative (n = 15), and mixed (n = 5) studies	Review	risk of couple breakdown	-
Knapp (2004)	127 (75 parents having a child with autism and 52 parents having a child without a disability)	Non-experimental Dissertation	marital satisfaction	The Marital Satisfaction Inventory; Family Assessment Measure
Weber (2011)	72 parents	Mixed	parental and marital satisfaction	Parenting Stress Index-Third Edition Marital Satisfaction Inventory-Revised
Hartley et al. (2016)	176 families	Longitudinal	the impact of daily fluctuations in the symptoms and behavior problems of ASD children on parents' couple problem-solving interactions	Social Communication Questionnaire

Hartley and the team (2017)	178 couples of children with ASD and 174 of couples of typically developed children	Longitudinal	conflicts of parents of children on the spectrum	The Conflict and Problem-Solving Scale 7-minute videotaped couple conflict interaction
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As far as the above results, we can observe more of a heterogeneity. In their first study Hartley et al. (2016) report significant difference referring to the frequency of topics ($F(13, 324) = 1343.41, p < .01$). The sample-test reported indicate that most often interactions occurred about habits, leisure, money, personality, other children, relatives, friends, work, intimacy, commitment, communication, chores. In their second study also Hartley et al. (2017) report that groups and topics were independent of one another ($\chi^2(9) = 13.55, p = .14, \Phi = .20$). The most often interactions, in this case, were habits/personality; intimacy/commitment; work; target child; other parenting relatives; leisure/friends; communication; money; chores.

Discussion

Autism Spectrum Disorder (ASD) is still on the rise according to recent surveys. The impact of the diagnosis is well known. One of the severest consequences of the named impact is the high rate of divorce among couples of children with ASD. Hence, the exact impact upon the parental subsystem is not fully understood especially when it comes to the nature of the conflict parents of ASD children face. The goal of the present literature review was to review the existing literature referring to the impact of the child-related challenges upon the couple, especially referring to the types of conflicts this couples experience in order to provide an up to date image of the literature intending to meet the above-mentioned gap.

A scientific literature search was performed, and 20 studies were identified. After a more detailed process of screening, only 6 studies were identified as exploring topics related to the impact upon the parental subsystem and the types of conflicts emerged in these families. Hartley, DaWalt and Schultz (2017) examined the experiences of 174 couples who had a child on the spectrum to 179 couples who had a child without disabilities and concluded that parents of children on the spectrum reported less time with the partner, lower

partner closeness, and fewer positive couple interactions than the comparison group. Saini and the team (2015) in a review exploring the amount of risk of couple breakdown revealed that marital adjustment was either lower or with no significant differences in comparison to parents of typically developed children and noted a poor amount of studies examined the type of conflict in couple relationships. Hickey, Nix and Hartley (2019) examined the family emotional climate in the case of ASD and concluded that the sample was characterized by low levels of criticism and high levels of warmth in both the parent-child and parent couple relationships. Studies referring to conflicts revealed that the main topics were child-rearing, time spent together, and sexual satisfaction (Knapp, 2004; Weber, 2011), child issues, habits/personality; work; target child; other parenting; intimacy/commitment; relatives; leisure/friends; communication; money; chores and other (Hartley et al. 2016; Hartley et al. 2017). The analysis of the studies revealed firstly the currently existing gap and offered some ideas related to the possible topics of conflicts that parents of ASD children face. These conflicts are of interest because one stressor of one subsystem affects the other subsystems, which means that parent conflicts can affect ASD children. Also, besides the interest referring to the themes of conflicts still remains the question whether these conflicts are real either just the surface of other more profound problems like perhaps an emotional rupture between the partners.

Conclusions

The first issue to be noted as mentioned before is that the literature regarding conflicts in couples facing ASD is currently insufficient. Through the review, we were able to identify that only two studies that directly explored the topic and some possible conflict themes like child-rearing, communication, intimacy, chores, etc. Some possible practical approaches emerge from the review:

- Findings are relevant for marital therapist and marital educational programs for parents as they highlight the importance of couple therapy in these cases. Couples may benefit from interventions targeting a decrease in marital distress. Consequently, organizations and institutions that offer therapy programs for ASD could consider offering short programs focusing on the marital relationship and monitor the effectiveness. Also, education opportunities for families could increase the chance for integration (Goian, 2013). A multifaced treatment plan is essential in these cases. Organizations and institutions could also consider offering therapy programs for

ASD could consider adapting their services to the value of this conclusion (Gavrilă, 2008).

- We could consider learning couples effective problem-solving strategies in order to improve their interactions. It has been demonstrated that social support can improve the capacity to face overwhelming events, becoming a protective factor for these situations (Tudorel & Vintila, 2018).

- All specialist in mental health could consider talking about and validate all the struggle of a family facing the ASD challenges. Recommendations for couple therapy could be also considered. Specialists should use specialized language with caution, as this can create a barrier between the professional and the client, sharing or receiving meaningless messages (Goian, 2004; Goian, 2010).

To sum up, the present paper reviewed the existing literature referring to the impact of the child-related challenges upon the couple, especially referring to the types of conflicts this couples experience. Couple interactions especially conflict influence the wellbeing, development, and function of the child. Thus, it is important that furthered research examines these dynamic relations. Moreover, in order to obtain valid and robust results, future studies should also take into consideration to use a culturally adapted scales (Tudorel et al., 2018; Vintila et al., 2018).

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THE IMPACT OF THE FAMILY-DEFICIENT ENVIRONMENT ON CHILDREN'S HEALTH

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Abstract: The study is based on the assumption that a family-deficient environment has a negative influence on the health of its members. The study was attended by 37 children aged between 14 and 16 years, and, through the data collected, their families. However, the registration of health dysfunctions is only a starting point for building prevention and intervention programs in this field, with the ultimate goal of improving their health and orienting them towards healthy life choices.

Keywords: family environment, deficiencies, health, children.

Theoretical frame

In Parsons's opinion, the fundamental and exclusive functions of the family are that of the primary socialization of the descendants with the purpose of their proper integration in the society and that of ensuring the emotional security of the adults.

A simplified model is the following:

1. *Physical functions*, including: reproduction, economic function and protection function;

2. *Cultural functions*, which concern the affective and social dimensions materialized according to education and to the well-being of each family member.

Herseni appreciated that the family, as a social institution organized and sanctioned by rules incorporated in customs, norms, laws, has in particular two functions: raising children and social-economic supplementation of spouses to form an efficient social unit together (Herseni, 1969). Of course, since this classification, progress has been made in the field, the classifications have diversified and thus in other classifications there is mentioned a complexity of basic functions of the family, among which we have those of biological, legal, economic, cultural and educational character. Another classification characterizes the functions of the family as follows:

- a) *Internal functions*, which contribute to the creation of an intimate life regime meant to ensure a climate of security, protection and affection to all its members;
- b) *External functions*, ensuring the natural development of the personality of each member of the group, socialization and proper integration in the social life.

The first group includes the following functions:

1) *Biological and sanitary functions*, consisting of satisfying partners' sexual requirements and needs within the conjugal couple, children procreation and ensuring the hygienic-sanitary needs of normal biological development of all the family members;

2) *Economic functions*, achieved by accumulating certain income for the whole family and organizing a household based on a common budget;

3) *Family solidarity functions*, including help based on feelings of love and respect between parents and children, between brothers and sisters, towards the elderly in the family or towards the sick patients;

4) *Pedagogical-educational and moral functions*, aimed at ensuring children's education and learning and their primary socialization.

It is possible that the human being takes control of the development process, but this does not happen at young ages but at older ages, and this process is gradual and is carried out in the family and with its help. (Mecu, 2010). One of the dimensions of family's biological function is that of the hygienic-sanitary function, a function that we master as all the other ones, gradually.

The hygienic-sanitary function refers to the family task to ensure its members a normal biological development status and an adequate physical and mental health status.

When investigating of the hygienic-sanitary situation of a family the following aspects must be taken into account (Stanoiu, Voinea, 1983):

- the health status of the family members and their concerns for ensuring a good health;
- the hygiene of the house (sanitation, endowment with sanitary facilities, functionality, living space related to the number of members etc.);
- food hygiene;
- rest hygiene;
- hygiene of clothing;
- the hygienic-sanitary skills of family members.

Within the family the personality of the child takes place and the transition from a normative behavior (externally regulated) to a normal behavior (based on self-regulation and moral autonomy). The family, being an affective and protective environment, provides children with security, care, subsistence and material and moral support until they grow up and become independent. The child needs a family, but not any family, but a complete one, in the full exercise of his functions recognized by the society. The existence of each of us is unique, original and individual and it is realized in the family and with its support. (Flo, 2001)

The educational tasks of the family are multiple and complex. They involve a conscious and consistent action of both parents and also the orientation of the educational actions to the specificity of the child's personality. The educational function of the family has an intentional character, aiming at the formation of the child's personality, induction of desirable behaviors, his integration in social life, and one of its components aims at its own health and healthy life behaviors. Considerable efforts have been made to study how socialization is influenced by the way parents interact with their children. Some parents are very strict and harsh with their children; others are more permissive and flexible. The deficiencies of the family environment disadvantage children's normal and balanced development and show a series of risks such as: the failure of the young people on the socio-professional level in terms of capacities and aspirations, social delinquency, health problems, imitation of some defects and parents' vices.

The problems faced by children from disadvantaged backgrounds are those related to health, low cultural aspirations, lack of encouragement, emotional and financial support of the family, rejection, bullying within the classroom or school, lack of long-term plans in both school environment and the professional one. (Crețu, 1997)

The sample and working tools

In order to investigate the chosen population and to understand the importance of the resulting data, we used *the interview method* and *the document analysis method*.

The sample is set up as follows - the subjects who represent the object of the research were brought into the attention of the school counselors from a school from the periphery, their registration in the counseling services was made in two different years, 2011 and 2012. I must mention that for working in the school I was a volunteer in counseling activities at the level of student groups. The number of subjects is 37 (20 from 2011 and 17 from 2012) and their age range is from 14 to 16 years. Although the number of actual participants in the study was 37, their parents and later their siblings were added to the number, so that a much larger number of subjects was reached. The data on parents concerned the socioeconomic status and the degree of disorganization of the family. The data on the siblings of the children in the study targeted the existence of illnesses within the family and also of the unhealthy behaviors. The last two types of data were extracted from the study of the documents filled in at the registration of the children participating in the study.

The general objective of the study

- *understanding the relationships between the family context, the economic situation of the family and the type of children's health problem (or unhealthy behavior).*

Hypotheses

H1: The poorer the economic situation of the family (low), the higher the chances of health deficiencies in children.

H2: In disorganized families (by separation, divorce, abandonment, cohabitation, death) and with a poor economic situation, the appearance of unhealthy behaviors in children is favored.

The results achieved

First hypothesis

For every child in the sample the family of origin was analyzed from the point of view of its structure and functions. The information regarding the family of origin was obtained by interviewing both the children included in the sample and the family members, where it was possible, as well as from analyzing the documents (children's files) filled in together with the school counselor. A detailed analysis of the family context in which the child develops includes some aspects:

A). The socio-economic dimension of the family,

- B). Home stability,
- C). psycho-affective climate,
- D). Parents' attitude towards the child,
- E). The family's educational style,
- F). The structure of authority and power,
- G). Family issues.

In the present study we address only the socio-economic dimension of the family and its influence on children's health.

Table 1. Table with data on parents' workplace

	Frequency Group 1 (father)	Frequency Group 2 (father)	Frequency Group 1 (mother)	Frequency Group 2 (mother)
no answer	7	4	4	5
unemployed	9	13	10	14
retired	6	4	9	2
employed	5	7	7	8
day laborer	10	9	7	8
Total	37	37	37	37

It should be noted that the table above contains data on the father's workplace without specifying that the father is natural or not. Often in such families the father is not a safe presence and children get to know one or more fathers throughout their lives. Marital disharmony, the absence of the father or the presence of multiple fathers over the years lead to dysfunctions in the harmonious development of the child, affective and behavior disorders. The economic function holds the central place in the constellation of the other functions for maintaining a family in cohesion. It refers to ensuring the material basis necessary to satisfy the basic needs of all family members. As long as the family succeeds, it can focus more on the fulfillment of the other functions or if this is not achieved, the very existence of the family as a social institution is in danger.

The analysis of the economic situation of the family is important to see if the income available to the family is sufficient, meaning that it covers the expenses needed by its average standard of living, related to its size and the

specific needs of the members, or they are insufficient, meaning that it does not cover these needs. This is because the economic situation of the family influences the way in which the family manages to fulfill its fundamental functions, it influences the nature of the relationships between the family members and the degree of stability / instability of the family. A poor economic situation can be a source of tensions and conflicts within the family system. In terms of income, the situation of the two studied groups is as follows: families in group 1 whose incomes cover the needs of the family - 7, whose incomes do not cover the needs of the family - 30, families in group 2 - whose incomes cover the needs of the family - 12, whose income does not cover the needs of the family - 25. It is thus found that in both lots there are many more families whose incomes do not cover the needs of the family. One of the negative consequences is the health of family members. The number of children in each family participating in the study is from two children up, the total number of children is 121 (64 in group 1 and 57 in group 2). It should be mentioned that when studying the deficiencies in the health field, the dysfunctions found in children are cumulative (the same child may have one or more).

Table 2. Table with data on children's health

	Group 1	Group 2
Calcium deficiency	51	49
Vitamin deficiencies	64	57
Pediculosis	5	7
Rickets	38	19
Damaged teeth	64	57
Hepatitis A	3	2
Scabies	3	5
Anemia	45	29
Posture defects	60	43
Recurrent respiratory infections	56	42
Malnutrition	21	25

Second hypothesis

Another aspect that has a negative influence on children's health and on the unhealthy behaviors is the degree of family disorganization. The degree of functionality / malfunction of the family is due to its possibilities to perform its main functions, to support itself, to provide physical and emotional comfort to its members, to be good role models for children, to respond with involvement and responsibility to the problems that have arisen over the years

in order to find viable solutions and restore the family balance. The family plays a fundamental role in children's socialization, in providing appropriate educational models in accordance with the norms and values of the society. If the stability of the marital couple is weakened, children's socialization has to suffer and they can develop behavioral disorders and even deviant and delinquent manifestations. The family and psychosocial factors that contribute to the occurrence of children's health and behavioral problems are: early maternal deprivation, chaotic environment, poor education of parents, quality of family relationships, financial economic problems of the family. (Dobrescu, 2005)

Table 3. Table with data on the stage of disorganization of families

	Group 1	Group 2
married-stable relationship	19	10
married-instable relationship (separation, infidelity)	8	1
divorced	21	9
concubinage	15	11
one of the parents is deceased	0	1
Single mother with a restored relationship, father unknown	2	3
Both parents are deceased, living with grandparents	1	5

The unhealthy behaviors recorded in the children from the two studied groups are:

Table 4. Table with data on children's unhealthy behaviors

	Lot 1	Lot 2
Smoking	20	17
Alcohol consumption	15	12
Substances consumption	5	9
Gambling addiction	6	8
Pre-delinquent behaviors	6	11

Children who grow up in a dysfunctional environment where quarrels, beatings, terror, abuse of all kinds, sometimes rape and occasionally crime, are part of the relationship, fail to discover the true meaning of love and intimacy and thus the aggressive manifestations become natural as the only way they know how to relate. The resources provided by the community - by the educational environment, by the peer group, grandparents or balanced relatives, offer a variety of ways to test reality differently and to develop socially desirable coping strategies (Rapee, Spence, Cobham , Wignall, 2011).

It would be useful to recall that Horney argues that the source of our development is represented by the conflict and he classifies people according to the anxiety experienced in the family in relation to parental love (Horney 1998). Fundamental anxiety is determined by the parents' behavior related to the evidence the child perceives as insurers or not, that the parents' love exists; behaviors that can be domination, indifference, insult. Each of these behaviors brings a specific pattern that leads to a typology of people as follows:

- *Relationship oriented* - will search for affection in others, will comply with the rules in order to be accepted, conforming to live the feeling of belonging
- *Oriented against the relationship* - it starts from the perception that all people are hostile, the manifestations are aggressive, they want to control the others and the supreme law is the pursuit of personal interest.
- *Detached from the relationship* – they live with the feeling that whatever they do is not understood, that they cannot be accepted, therefore they isolate themselves.

The three types coexist in each of us, but not developed or shown at the same extent, so that only one of them can develop in a certain moment, until it becomes dominant.

Starting from this data and from the situations encountered, a program of children's orientation towards healthy life behaviors was developed, a program developed for a period of 3 months. Although the results of this program are positive as the children participating in the study managed to solve some of their health problems, the results draw attention to the need to continue such programs.

Thus we are witnessing today a "family restructuring" (Voinea, Apostu, 2008, p. 71). This refers to the new types of families, to the more frequent alternative models in recent years, to their particularities and dysfunctions. The nuclear family disintegrates for different reasons: abandonment, separation, death, divorce. The new forms of family show particularities against the classical comprehensive family type, with particular

reference to role disturbances, to restructuring, diminishing or enhancing some of the functions. Thus, any intervention that can support the new generations in understanding the family contexts, in assuming different and better choices than that of their family of origin is more than welcome.

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PERSONAL OPTIMISATION FOR SMALL SCHOLARITY- PERSONAL DEVELOPMENT GROUPS

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Abstract: The concept that the present study has as a starting point is that any child can be facilitated the evolutionary approach by creative methods and a first step for this is precisely the access in his world within the personal development groups. The children find themselves in school in different relational dynamics - with their peers, with teachers, with the school staff - and in all these contexts they grow and develop themselves. Relational contexts offer good things but also difficulties, so children are put in life situations that require immediate resolution. The study proposes an intervention within the class of students, an intervention that will be focused on activating the personal resources of the children, on capitalizing on their experience, a better contact with their own person, updating the role of the group and the self-image through stories and games.

Key words: child, story, game, personal development.

Introduction

The personal development groups propose, at any age, a project of personal optimization, of becoming, of growth, in a relationship that is and becomes co-evolutionary every day. The interaction entails the magic of discovery, the possibility of creating better relationships, the closeness and facilitating expression. The process of personal development is, moreover, the key to energizing an open society that manages to unlock uncomfortable inertia and revitalize the training in any field. (Mitrofan, 2005). In the secure space of a personal development group, different or similar people meet, thus creating an opportunity for self-discovery and self-experimentation and for the relationship with others. (Udrea, 2010). At a broad level, the acquisitions of such a group are reflected both at the personal and at the group level.

Kolb quoted by Mecu considers learning to be a holistic process of adaptation to the world so that learning leads to the acquisition of skills, to the structuring of the dimensions of understanding and transformation both of oneself and the world. (Mecu, 2010). Working in group work brings an abundance of personal themes, a unique way of configuring a different dynamic from group to group and from one moment to another of the same group, a multitude of metaphors and meanings. (Popescu, 2010).

Each being is unique and starting from this the approach of each being has a degree of uniqueness and specificity. In order to have an answer to how the group is approached, we will have to look at each member individually, as well as the interaction between them - answering a few general questions - who they are, what their history is, what brings them together in the same place and also allocating time for everyone. (Bettinger, 2019).

One of the theories regarding the psychic nature of the Self is that of the personal constructs elaborated by G. Kelly, who regards the construct as a personal representation of the world, used to give meaning to it, to anticipate it, a kind of "spiritual tool" through which we discriminate, organize and anticipate reality. The Self is thus a synthetic and personal construct that springs from what we feel, adds our personal reflections and expresses itself in the conduct (Țuțu, 2007). This is why the space of experience brings to the child a lot of data about himself, about the world and how it can be formed step by step.

Working with children involves taking into account the stage they go through. From a genetic perspective, this involves taking into account the order of the acquisitions and what the child can do at that age, as each stage has its own structure and this structure converts previous acquisitions that do not disappear but are enriched.

The child makes acquisitions one at a time so that the transition from the cognitive, to the emotional, real and social skills is achieved, all of which lead to acquiring the adaptive competence so necessary for our being in the world. Awareness of one's own and others' feelings, free and open expression, the ability to face difficulties and find resources lead to a good adaptability of the child and transforms him into a true actor in his own life and not an achiever of his parents' wishes. Communication is very closely linked to self knowledge and of others, therefore, a good communication will stimulate this knowledge, which in turn will contribute to the satisfaction and fulfillment of the communication. (Vasile, 2007).

For groups to be effective the main ingredient is precisely "together" which makes those who work to reflect on themselves but also on themselves within the group, or in the relationship with another individual. (Rapee, Spence, Cobham, Wignall, 2011). One of the main goals of the school is to ensure education, but at the same time it is a place where strong relationships are created - either between colleagues, thus creating friendships, or between students and teachers, the latter becoming true role models.

In this area of small schooling I have chosen to initiate a study that refers to the world of childhood and how it can be enriched through the groups of personal development. The expected aims of this approach are the expression of experiences, of any difficulties, optimizing the modalities of relationship, identifying and expressing needs, all by creating both personal stories and also of the group, and the class of students.

In this area of education, of the classroom, the focus is on growing step by step, on development, on discovering the skills, resources and strategies by which the student becomes the later adult and the teacher finds for himself that the job chosen is in fact a calling, a perfection, and this is happening generation by generation. Any authentic educational act happens in the perspective of a spiritual encounter between people and implies a dynamic of the search, of discovering both others' requirements and the gift of science, or the way of being, that the teacher can do in the students' training (Cucoş, 2008).

We cannot hope to train someone, to educate him or her unless we have access to that person, if we know him or her, if we understand his or her path and if we choose to support him or her in his or her personal approach of discovery, offering from our knowledge exactly what he or she needs.

General objective of the study:

The enrichment of the experience of reality, of the self-image through the activation of personal resources differs according to age. Under this general objective, the specific objectives are:

- To raise awareness and to check their empathetic qualities within classroom interaction
- To gain the experience as a speaker, listener and observer and to reflect on the different roles he experienced (which one it is easier / harder, in what way, why exactly)
- To reflect on personal achievements, on his role in the classroom, on the relationship for developing self-esteem
- Accept and value diversity (of the study level, of opinion, of better, of less good, etc.)
- To reflect on the dynamics of "me – the other" and how others contribute to each person's image about their own person
- Enriching the personal growth experience both by clarifying the position in the classroom and towards the finished product - the story, consciously reporting to others, obtaining a better take-off with oneself.

General hypothesis

Enriching personal experience through storytelling exercises leads to a better contact with one's own person, updates the self-image, raises awareness of personal resources and optimizes the functioning of the group. Under this general hypothesis, the specific hypotheses are:

H1: There are differences in perception about the role they play in class depending on their biological age but also on the level of experience they had so far.

H2: The level of expectations from different roles (listener, speaker, observer) is different depending on how subjects perceive success

H3: Children without difficult events in the classroom (related to themselves) experience greater satisfaction related to participating in classroom activities.

H4: As a result of the activity in the personal development groups the dynamics of the classroom relationship is optimized.

Sample description

The study was attended by a class from the primary cycle as follows: during the year of study in which the children were in the second grade and then during the following year when they were in the third grade. I must mention that the data of this study were collected during my work over a period of three months, every year; during this period the class was participating in personal development groups. The distribution of the sample in terms of subjects' gender is (girls 15, boys 12):

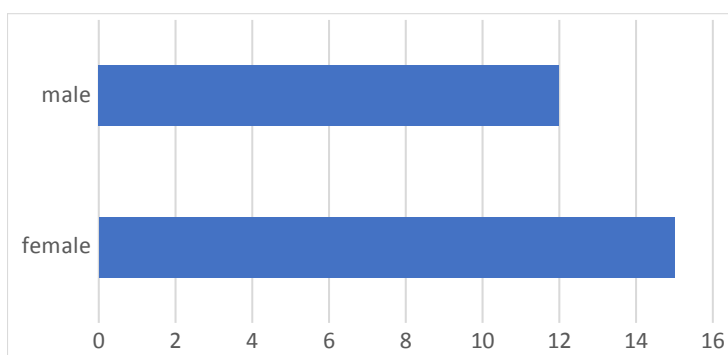


Figure 1. Distribution of the sample subjects by gender

Tools used:

The tools used in the study are "Story with a beginning", game and drawing. The story with a beginning is an instrument that aims to discover and raise awareness of the relationships in the family of origin or in different groups as well as the role that each one plays in that family or in those groups. The stories built together with the children aim to deepen the self-knowledge, the understanding of the role within the family, within the classroom and within the groups of friends. The proposed games and drawings were chosen so as to capture aspects of children's lives, but also to facilitate expression, communication and interaction.

The results of the study

First hypothesis

The study starts from the conception that we also learn through self-discovery, so that any child can be facilitated evolutionary approach through creative methods - such as stories, play, drawing, painting, dance, etc. Practicing working with yourself begins as a first step with access to the child's world, and the world of stories is one of the most common in this regard. The space of the stories and the games proposed represented both an understanding of the reality and also building it together with the children, thus representing a personal space of knowledge, self-knowledge and personal development. The chosen exercises brought to light the dynamics of the relationship during the second grade and the differences after one year. The differences registered concerned the children's degree of maturity after one year, their self-perceived changes at the level - of "who I am", at the level of their role within the classroom and also of the place they occupy there. There is an improvement of the expressive behavior from year to year, of the communication in the

classroom, of the modalities of expressing themselves in difficult situations, in the knowledge and the expression of their own needs. The progress is also due to the child's growth and development, but during the personal development groups it was facilitated through the chosen exercises. After the exercises we notice that the relationships were improved, the children know their needs better and express them assertively, they accept the differences more easily, describe easier what they live and communicate authentically.

Second hypothesis

In the second hypothesis, I started from the prerequisite that getting what you want begins with taking a step in understanding what you need and being able to express it properly. Thus the children experienced different roles in the chosen games - listener, speaker and observer. After the meetings it was found that those children who consider themselves successful or good (at learning, or the way of being, or behaviour, etc.) are constantly eager to experience the role of speaker, without being inhibited or avoiding this role. experienced the three roles and thus the group dynamics and the relationship within the classroom improved. The children learned to express more properly what they feel, they managed to identify and express how quickly, nuanced and appropriate they feel something about themselves and also how they express it. comfortable and represent them. In an environment as diverse as that of a classroom, when a child does not feel comfortable and calm, in that environment he will reach a fold in himself and respond inappropriately or truncated to relationships, stimuli, communication, learning.

Third hypothesis

Regarding the third hypothesis, children were asked to provide feedback both at each meeting and also at the end of the three-month period, as long as the personal development group lasted each year. Reflecting on one's experience involves sharing with other participants the impressions during the exercises, identifying experiences, needs, of what exactly experience brings into their lives, identifying common themes of the group and the ways to support each other. From the beginning, the children most open to working were those who had positive experiences in the classroom over the years spent together. For the others, who did not have such good experiences, working within the group was approached with difficulty. As a result of the exercises proposed, storytelling, games chosen, we found an improvement in the group dynamics - children were no longer ashamed to learn from each other, understood that they were different and that this was not an impediment to being natural and genuine, that they could change their behaviour, that they were not alone, that others experience the same things as they do, even if in another way.

To conclude, the differences found from one week to another are related to the proposed working methods, namely an evolution of children's creativity - if at first the stories created were shorter and with less details, from one workshop to another they were lengthened and enriched. Supporting this evolution is the fact that there were formed and developed a lot of skills, abilities, creative capacities for composing and rendering notions, group roles, personal meanings, but also for in-depth relationships (discussions over each story brought data about the perception of the reality of each one), but also that a different group dynamics was formed from successive achievements of creative work. The proposed exercises facilitated children's access to their own experiences, to self-knowledge, to practicing the analysis and self-analysis capabilities, to personal growth and enrichment of meanings about themselves.

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STRATEGIC OUTNESS AND SOCIAL MEDIA NETWORK FAMILIARITY IN REGARDS OF CYBERBULLYING

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Abstract: Once upon a time, social media notifications' pressure indulged adding all friends request, even if the persons knew each other in real life or not. Nowadays, youth online behaviour tends to be more critical and selective with social media profiles and online identities. Coming out of the closet, or shortly coming out, represents a metaphor for LGBT people's self-disclosure of their sexual orientation or of their gender identity. Labelled as a privacy issue, coming out of the closet is mostly described as a psychological process or journey, a decision-making or risk-taking action, a speech act, an emancipation from oppression, feeling of gay pride instead of shame and social stigma. It has been debated whether the selective disclosure or strategic outness on

social media is a good strategy to overcome possible prospective cyberbullying attacks. The project Keeping youth safe from Cyberbullying was developed by our research team, 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. This paper is focused is in analysing the effect of social media network familiarity on LGBT online self-disclosure or strategic outness in regards of cyberbullying incidents, in 507 high school students from Romania, Belgium, Turkey and Spain. Results show that when modelling effects of social media network familiarity on strategic outness, the curvilinear model (7%) is more consistent that the linear model (6%), when both models show statistical significance. Psychological conclusions and implications are discussed.

Keywords: strategic outness, social media network familiarity, dynamic relationship, cyberbullying

Introduction

Once upon a time, social media notifications' pressure indulged adding all friends request, even if the people knew each other in real life or not. Nowadays, youth online behaviour tends to be more critical and selective with social media profiles and online identities. It is a sifting of relations, called the theory of socio-emotional selectivity. The theory of socio-emotional selectivity shows that young people in particular, are looking for activities and people to offer them an emotional reward. Thus, socio-emotional regulation becomes a decompensation strategy increasingly adopted by young people who use public posting of private aspects over the internet. As we will see in this study, some young people are aware of the aspect of social network familiarity while others are not, when it comes to sharing LGBT online self-disclosure.

A profile on social networks is like a business card we offer to other users, including those we do not really know. Usually, people with whom young people communicate in social networks are real-life friends. Sometimes, however, friendship requests are sent from absolutely unknown people. A social network is a public place with over one billion users, it cannot be a personal space.

Coming out of the closet, or shortly coming out, represents a metaphor for LGBT people's self-disclosure of their sexual orientation or of their gender identity. Labelled as a privacy issue, coming out of the closet is mostly described as a psychological process or journey, a decision-making or risk-taking action, a speech act, an emancipation from oppression, feeling of gay pride instead of shame and social stigma. It has been debated whether the selective disclosure on social media is a good strategy to overcome possible prospective cyberbullying attacks.

Some LGBT youth are more uniformly self-disclosed, while others may disclose to some groups but not others. This selective disclosure is a complex process on real name social media sites, which tend to encourage a unified presentation of self across social contexts (McConnell, E. et al., 2018).

As related to mental health aspects, although bisexual men report lower levels of mental health relative to gay men, few studies have examined the factors that contribute to bisexual men's mental health. Bisexual men are less likely to disclose, and more likely to conceal or hide, their sexual orientation than gay men, this adversely impacting their mental health. Schrimshaw and collaborators have examined the factors associated with disclosure and with concealment of sexual orientation, the association of disclosure and concealment with mental health, and the potential mediators (i.e., internalized homophobia, social support) of this association with mental health (Schrimshaw, E.W, et al., 2013).

In 2011, Orne referring to the concept of coming out, after tracing its conceptual inflation, shifts the lens from identity development to reconsider coming out as identity management. The author develops the perspective of strategic outness, the contextual and continual management of identity, to emphasize the role of social context in sexual identity disclosure. In his research, Orne explored three aspects of strategic outness: strategies, motivational discourses, and social relationships in controlling information, and emphasize the role of social relationships in their decision-making. Strategic outness reconsiders how coming out is used with sexuality research, providing researchers with an explicit perspective to consider the social context of sexual identity disclosure in their analyses (Orne, J., 2011).

In 2016, Whitehead notes that prior studies have noted significant health disadvantages experienced by LGBT (lesbian, gay, bisexual, and transgender) populations in the US. The results yelled the role of stigma in shaping access to primary health care among rural LGBT people and point to the interventions towards decreasing stigma in health care settings or increasing patients' disclosure of orientation or gender identity to providers (Whitehead, J., et al., 2016).

Finally, in 2019, Feinstein et al., have concluded that sexual minorities are at increased risk for substance use and mental health problems. Their study examined sexual orientation and gender as moderators of the longitudinal associations between outness and substance use (cigarettes, marijuana, illicit drugs, and alcohol) and mental health (depression and anxiety). Authors concluded that being more open about one's sexual orientation had negative consequences for bisexual individuals but not for gay/lesbian individuals, thus identifying potential risks of being open about one's sexual orientation for bisexual individuals.

As a final remark, the negative effects of strategic outness can be seen in terms of attracting cyberbully behaviours that might be represented by posting as comments or messages, negative rumours, threats, sexual remarks or a personal information that can humiliate or injure the victim emotional or social status (Lile, R., 2017).

Research Methodology

With the rapid development of social networks, there is a focus on whether the new communication methods, social networks, have an overall positive impact in all societies or not. There are lots of research that asses the line between cyberbullying and freedom of speech (Espelage, D.L, et al. 2017; Rad, D. et al, 2019; Qing, Li, 2010) concluding that it is a matter of netiquette and how conscious are the online aggressors about the effect of their words. Further, people who would not harass others face-to-face might cyberbully peers because they believe that they could hide or it would be acceptable to engage in such behaviour virtually (Beran & Li, 2005). As suggested by dynamic systems theory, cyberbullying is a result of the interaction of its system's components, peers playing a strong role in sustaining cyberbullying, (Espelage, Holt, 2001).

The project Keeping youth safe from Cyberbullying, ID 2016-3-TR01-KA205-036619 under Erasmus+, had been developed by our research team aiming to deeper understand the dynamics of cyberbullying in online environments among youth, to develop educational resources for professionals involved in youth activities in order to prevent these type behaviors. The objectives of this paper is to analyze the effect of social media network familiarity on LGBT online self-disclosure or strategic outness in regards of cyberbullying incidents, in 507 high school students from Romania, Belgium, Turkey and Spain. In this regard, our team has designed an online questionnaire aiming to gather descriptive data, general perception about the frequency and typology of cyberbullying type incidents, perceptions about the safety of the educational environment, perceived parental support, and an auto evaluation scale centered on self-efficacy perceptions.

This research that is focused on measuring online youth perceptions about strategic outness in relation to social media network familiarity. Single item measures owns the same efficacy in identifying statistical trends like multiple items scales; the procedure has been successfully used by researchers when measuring quality of life (Zimmerman et al., 2006). Single item scales are usually used to represent global constructs that are conceptualized as mono dimensions, like the one we have focused on, strategic outness and social media network familiarity.

The item that measured the perception about strategic outness referred to "LGBT should remain online invisible, otherwise problems will follow." We have registered answers on a 1 to 5 Likert scale, where 1 stands for fully agree and 5 stands for fully disagree. In percent, our respondents fully agreed to the statement in 46,4%, agreed 18,7%, were neutral 17,6%, disagreed 6,5% and fully disagreed 8,9%. We have registered also 2% missing data.

The item that measured the social network familiarity referred to "Do you know all your online friends?". Overall, a percent of 39,6% youth responded Yes and 60,4% responded No.

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, males 48,6% and 72 females 51,4%, from both rural and urban environmental origins.

One of our preliminary assumptions is that there is a statistical difference between Romanian, Belgian, Turkish and Spanish youth regarding the perception about strategic outness. In order to test our hypothesis, we have used SPSS' one way ANOVA analysis, where strategic outness perceptions were statistically observed based on residence country.

Testing for differences, we have calculated an ANOVA coefficient of $F=27.148$ statistically significant at a $p<0,01$. Thus, on scale from 1 to 5, where 1 stands for fully agree and 5 stands for fully disagree with strategic outness, Romanian youth have a mean score of $m=2,19$, Belgian youth score $m=1,55$, Turkish youth score $m=2,58$ and Spanish youth score $m=1,33$. We can observe that Spanish youth score highest on agreeing with LGBT invisibility over the social network, followed by Belgian youth, then there is a slight agreeing with LGBT invisibility in Romanian youth and a neutral opinion on Turkish youth. In other words, Spanish youth feels the most threaten by strategic outness, then Belgian and Romanian youth are agree with nondisclosure, then Turkish youth do not express a particular marginal opinion about strategic outness.

Regarding these aspects, our hypothesis states that two research variables: strategic outness and social network familiarity 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 social network familiarity was the dependent variable.

Results

Regarding these aspects, our hypothesis states that two research variables: strategic outness and For testing our hypothesis that states that between strategic outness and social network familiarity 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 online LGBT self-disclosure on the horizontal axis and social network familiarity, represented on the vertical axis.

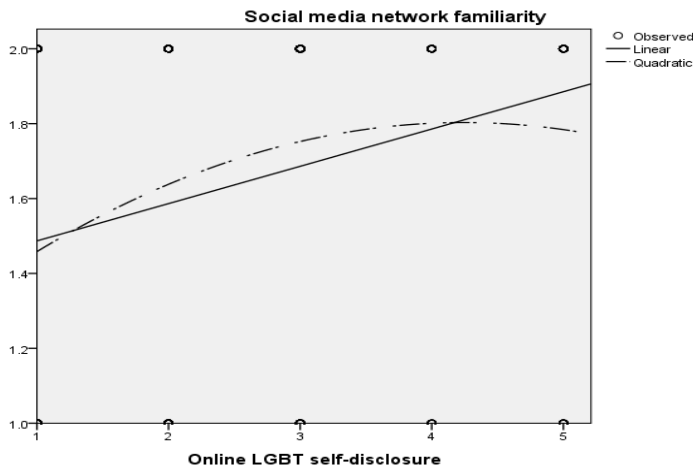


Fig. 1. The curvilinear relationship between strategic outness and social network familiarity

There is a very high correlation between strategic outness perceptions ($m=2.11$, $SD=1.31$) and social network familiarity ($m=1.60$, $SD=0.49$) of

$r=.266$ 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 social network familiarity, and the independent variable in step 1 online strategic outness, and instep 2 online strategic outness, and squared online strategic outness.

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, social network familiarity accounts for 6% of the variance in strategic outness perceptions with a $F=37.792$ significant at a $p<.001$. In Model 2, the model that supposes curvilinear relationship, social network familiarity accounts for 7% of the variance in strategic outness perceptions with a $F=22.016$ significant at a $p<.001$.

Table 1. Linear and curvilinear regression models for strategic outness and social network familiarity

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.266 ^a	.071	.069	.474	.071	37.792	1	495	.000
2	.286 ^b	.082	.078	.471	.011	5.869	1	494	.016

a. Predictors: (Constant), strategic outness

b. Predictors: (Constant), strategic outness, squared strategic outness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.478	1	8.478	37.792	.000 ^b
	Residual	111.040	495	.224		
	Total	119.517	496			
2	Regression	9.781	2	4.891	22.016	.000 ^c
	Residual	109.736	494	.222		
	Total	119.517	496			

a. Dependent Variable: social network familiarity

b. Predictors: (Constant), strategic outness

c. Predictors: (Constant), strategic outness, squared strategic outness

		Coefficients^a				
Model		Unstandar. Coef.		Standar. Coef.	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.387	.040		34.467	.000
	strategic outness	.100	.016	.266	6.148	.000
2	(Constant)	1.213	.082		14.717	.000
	strategic outness	.278	.075	.744	3.686	.000
	squared strategic outness	-.033	.014	-.489	-2.423	.016

a. Dependent Variable: social network familiarity

All standardized coefficients of Beta ($\beta = .318$; $\beta = -.946$ and $\beta = 1.282$) 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: strategic outness and social network familiarity is not linear, but curvilinear. The additional incremental predictive capacity of 1 percent, added by including the squared online strategic outness which is accounting for the band in the regression line, indicates that there is a curvilinear relationship between strategic outness and social network familiarity.

This curvilinear relationship demonstrates that extreme aspects, extremely reduced and extremely high levels of youth online LGBT self-disclosure or strategic outness agreement regardless of consequences, significantly influences the activation of social network familiarity type of online behaviour, which is an identity management strategy of closure, meaning that youth will select their social network contacts according to familiarity, while situating on the neutral segment of agreement-disagreement to online strategic outness, triggers the non-selectivity of social media network, especially in regards to a prospective cyberbullying event.

Until now, we are not aware of any research indicating a curvilinear relationship between online strategic outness and social network familiarity, thus, this study may help expanding the current body of knowledge on socio-psychological aspects of youth online strategic outness taking into account the social network familiarity.

Conclusions and implications

According to social capital theory, social networks provide a vehicle for social resources that can be beneficial for youth well-being. This study is a first step at understanding the correlates of social network familiarity among LGBT youth. Social networks can be incorporated in a variety of theoretical frameworks, including social capital theory. The concept of social capital involves a notion of social relations, networks, as an available resource or social support. Social capital can be defined as a function of social structure, a system of social relations, producing advantage for individuals who are within that structure (Erosheva, E.A. et al., 2016). Thus, social ties constitute social capital of people that can give them access to social, emotional, and practical support (Gray, 2009). As a conclusion of a recent research regarding socio-psychological understandings of diverse type of conflicts, people express and react according to what they are, they feel, live, life events can change the way of thinking but cannot change their personality, which will continuously be an object of study for specialists (Vancu, G, Egerau, A., 2016).

The socio-psychological conclusion of this curvilinear relationship is that extreme aspects, extremely reduced and extremely high levels of youth online LGBT self-disclosure or strategic outness agreement regardless of consequences, significantly influences the activation of social network familiarity type of online behaviour, which is an identity management strategy of closure, meaning that youth will select their social network contacts according to familiarity, while situating on the neutral segment of agreement-disagreement to online strategic outness, triggers the non-selectivity of social media network, especially in regards to a prospective cyberbullying event.

We can identify two limits of this research, firstly not considering Donovan's et al., (1999) notion of layers of outness, which LGBT continually negotiate and re-negotiate, due to the fact that we have measured the agreement with online self-disclosure on a 5 points Likert scale item, reducing the options for describing layers; and secondly not differentiating between LGBT.

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SOCIO - CULTURAL PERSPECTIVE OF YOUTH OFFENDERS FROM EDUCATIONAL CENTERS IN ROMANIA

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Abstract: This paper explores the resilience of delinquent children who are serving a sentence of imprisonment in an educational center of Romania. Using the specific questionnaire for investigating the level of resilience of youth, “The Child and Youth Resilience Measure (CYRM)”, data was collected on a total of 117 youth, boys, aged between 18-23, from an educational center of Romania. The measure has three sub-scales accounting for personal, relational, and contextual factors implicated in resilience processes. On the respect of this paper, we are focused on the items which refer the contextual factors (cultural, educational and spiritual context) of these children.

The results of the investigation can serve to a universal preventive strategy based on cultural context and of the resilience of delinquent youth in these types of the facilities. More than in the case of adults, in children and youngsters, the major concern in establishing educational measures running an offense should aim building their resilience.

Key words: children offenders, child and youth resilience measures, resilience, educational centers

Theoretical background

Adolescence presents a critical period of unique challenges that lays the groundwork for transitioning into adult life. Key developmental milestones include a progression towards independence and the discovery of self identity.

Significant to this process, adolescents negotiate their primary parental attachments in becoming more attentive and adaptive to their extra-familial environment. Learning, discovery, and identity status involves integrating the norms and values of the wider social realm (Sanders, 2013). Peer association presents various opportunities for socialization. In the form of *peer pressure*, friends can exert direct and overt efforts to forcibly prescribe or proscribe certain attitudes and behaviors. Most prominent through conversations among adolescents, *normative regulation* typically involves the use of gossip and teasing to reinforce expectations of the peer group. More covert influences may present in the form of *social modeling*, in which individuals can observe the reaped benefits and consequences of behaviors committed by their peers in the social realm. Additionally, peers may garner influence through the *structuring of opportunities*, when association with groups yields differential exposure to situations that may encourage or dissuade certain behaviors. The youth who have a good adaptation to peer group and don't attend to delinquent behavior are named in this paper as resilient.

Resilience is often defined as a person's ability to positively adapt or achieve success despite having faced situations—being abused or neglected, witnessing violence, or living in poverty—that could lead to negative outcomes such as delinquency (Kaplan, 2005).

Much of the research on resilience has focused on the risk factors that contribute to problem behaviors rather than on the factors that promote positive development (Smokowski, 1998). Although information on risk is important from a theoretical perspective, developing interventions focused on changing the risks for delinquent girls may not be the most effective approach. The knowledge that a girl is at risk for delinquency because she lives in a disadvantaged neighborhood or has a history of abuse is insufficient information for researchers and practitioners to develop an effective intervention program because these risk factors are not easily amenable to change in intervention programs (McKnight & Loper, 2002). In view of the limitations of risk focused intervention strategies, research on resilience turned toward protective factors—aspects of individuals and their environments that buffer or moderate the effect of risk (Fraser, Kirby, & Smokowski, 2004; Wright, & Masten, 2005). The protective factors discussed in this paper offer an explanation for why children and adolescents who face similar risk factors may or may not have a propensity toward negative outcomes like delinquency. Given the multiple processes involved in resilience, there are also multiple pathways to resilience, embedded in varying contexts that require our attention and understanding (Masten & Obradovic, 2006). In this respect, Ungar underlined that “resilience has global as well as culturally and contextually specific aspects” (Ungar, 2011). The Minority World (also referred to as the

West or Developed World) includes people who form the dominant culture in countries that are numerically small but exert a Eurocentric bias in areas of politics, economics, science, and art. Majority World cultures, which include economically underdeveloped nations, former East Bloc nations with economies in transition, and marginalized populations such as immigrants and native peoples living in the Minority World, have yet to be systematically included in studies of resilience. Most commonly, Minority World researchers describe resilience as a quality of individuals that reflects their capacity to engage in processes that make it likely they will overcome adversity and achieve normal or exceptional levels of psychosocial development (e.g., they will go to school, maintain a prosocial peer group, and avoid delinquency (Ungar & Liebenberg, 2011).

Methodology

The research was conducted in one educational center in Romania. This center is subordinated to Justice Ministry of Romania and the measures applied for minors are custodial measures.

Using the specific questionnaire for investigating the level of resilience of youth, (CYRM, developed by Ungar and Liebenberg), data was collected on a total of 117 youth, boys, aged of 18-23, from an educational center of Romania. This paper is focused on the items which refer the contextual factors (cultural, educational and spiritual context) of these children.

The Child and Youth Resilience Measure (CYRM) is a measure of the resources (individual, relational, communal and cultural) available to individuals that may bolster their resilience. The CYRM was originally designed to be used with youth aged 9 to 23 years old. Since its initial validation, the measure has also been adapted into a 26-item version for use with children aged 5 to 9 years old, a 28-item version used to obtain data from a Person Most Knowledgeable (PMK) about a child/youth's life, and a 28-item version for use with adults (aged 24 and older).

For our research, CYRM has been applied by researchers, both individually and in groups. Given the relatively low level of understanding of the youth, the researchers ensured that each question was correctly understood, responding to the clarification questions of the youth.

Results

Demographic data describing the investigated group are: 117 youth, boys, aged between 18 and 23 years old ($M = 19.3$; $SD = 1.3$); school level between 1 to 10 classes ($M = 5.8$; $SD = 2.43$).

To highlight the contextual factors underlying the resilience of young delinquents, we selected from the 28 questions of CYRM, 10 relevant questions from the spiritual, educational and cultural context.

As can be seen in the figure below, in which the three questions about spiritual factors are presented, the spiritual context in which youth live has a great influence on the degree of development of their resilience.

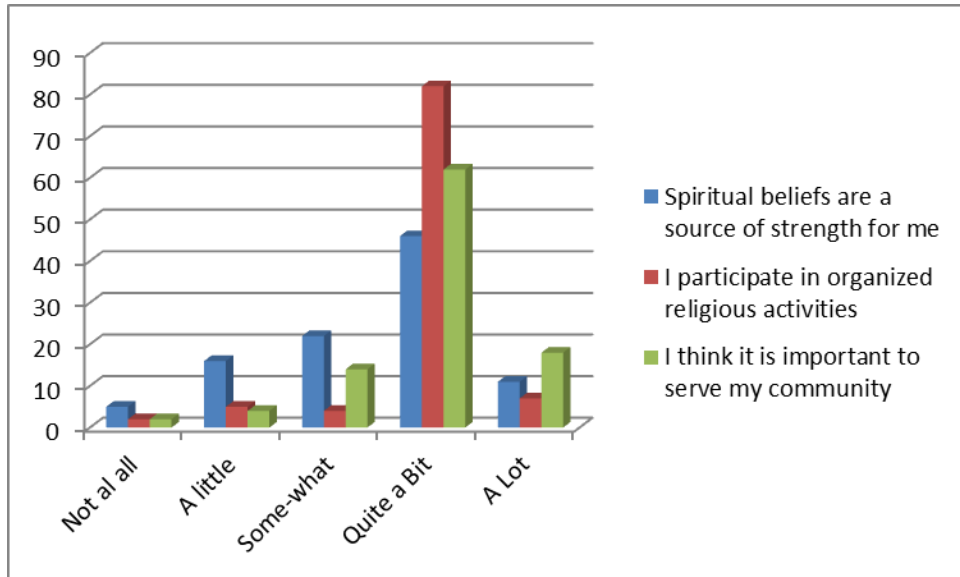


Figure 1. Spiritual Context

Young people in the educational center where the research took place participate to a great extent (80%) in religious activities. They believe that participation in such activities can help to some extent overcome the trauma suffered as a result of being admitted to the educational center and feel attached to people coming from the community to carry out such activities.

Another important factor in developing the resilience of young delinquents is the educational context. Research shows that school is an important resilience factor for adolescents in general and for delinquent teenagers in particular. In the figure below, it can be seen that more than 50% of respondents say that school is as important to them.

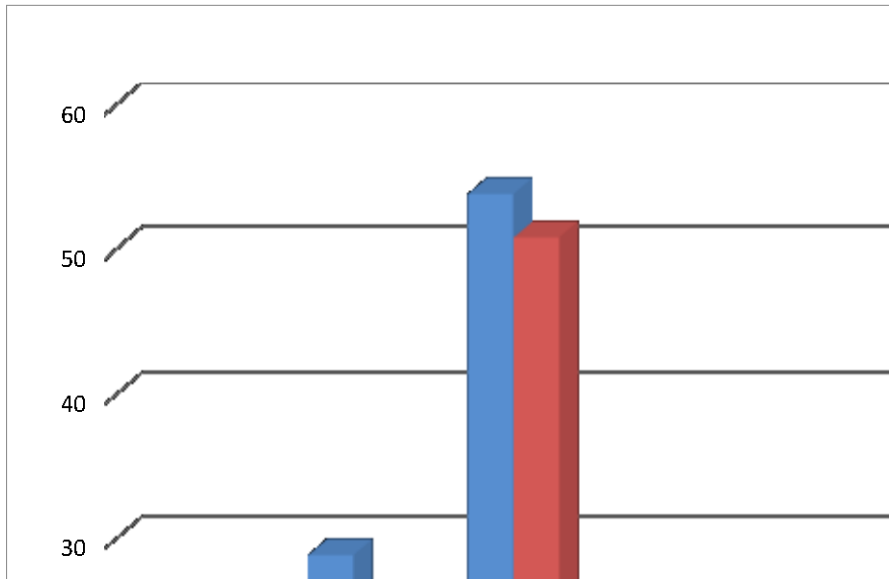


Figure 2. Educational Context

Although most of the respondents are not very precise in their responses, 52% say that it is important to have an education and 50% feel that they are part of the school they attend or attended, there is obviously a positive climate and a desire for children to succeed in schooling.

Young people with higher level of education have easily surpassed the traumas they were subjected to in early childhood or the shock of internment in the center. Educators, psychologists and school teachers can play an important role alongside parents, in building young delinquent resilience, and define their life projects.

The cultural context in which teenagers live, the way they are treated by the community they live in, the fact that there are people to respect, are aspects that demonstrate the importance of protective factors for the healthy development of adolescents, and these issues must have priority in building individualized intervention programs.

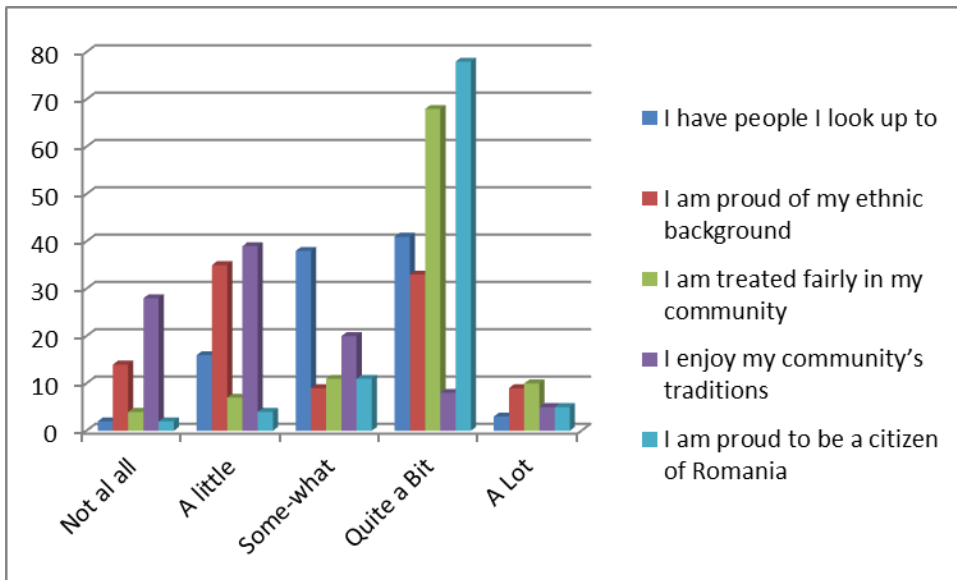


Figure 3. Cultural Context

A relevant example is the fact that Roma children (even if not so) have a native quality of music, and are eager to engage in the most diverse cultural activities.

Our results are related with other research studies and show the reasonable standards and the positive encouragement of the child, the promotion of child's competences and the facilitation of constructive peer contacts and friendship are important aspects on which the institution aimed to promote child's resiliency. (Wustman, 2005).

Although the Roma population is predominant in educational centers, very few adolescents are recognized as part of this. The explanation lies in the fact that Roma belonging to them most often brings disadvantages, stigma and labeling being in the top. They declare themselves as Romanians, precisely to avoid the appearance outlined above. In a fairly large percentage, 78%, they feel proud of being the country's own.

However, the lack of valorization of the strong points regarding the culture, customs and religion of the Roma ethnicity, together with a major deficit in education, as well as the fact that they consider Roma to be discriminated against, are specific features taken into account in the intervention programs applied during the detention period.

Discussion

Factors contributing to juvenile delinquency are thus to be found not only in the mental and physical development of the child, but also in his present

and past environments. Unwholesome influences and difficult situations encountered in early childhood are probably as important causal factors of juvenile delinquency as are present conditions. They may even be more important.

In searching for the root causes in any given case of juvenile delinquency, prior to treatment, it is therefore absolutely necessary to make a thorough investigation of the past and present life of the child and of his mental and physical make-up. It is probable that this cannot be undertaken by one person; for it will involve making an extensive survey of past and present home conditions, past and present school, about family and friends, besides making complete mental and physical examinations of the case. These latter also include delving into the earlier life of the child.

Research on resiliency offers to all youth workers, parents, friends, and educators hope that they can make a difference. It encourages us to go beyond simply trying to fix problems and to move toward building capacity in our young people. Initially community development partnerships may be most able to influence what Kim, Wan-Chun & Lambert (2015) calls Environmental Characteristics. They can develop ways to involve more people in caring relationships with youth, using mentors, older kids working with younger kids, etc. Such relationships can and should involve encouragement and high expectations for young people. Finally, schools and other community organizations and families can provide more opportunities for youth participation in decision-making, work and other meaningful activities. Each young person needs to become attached, to belong, to matter, to make a difference in his/her community. He or she will do so in either positive or negative ways, depending on the opportunities available. It is also recommended to be supportive and strengthen ties with family and outside the community to promote the best interests of young people and their families, ensuring that educational resources, moral and spiritual are in a direct line with their specific needs (Tomita, Goian, 2009).

The role of parenting and that of parental caregiving are closely related, and often overlap, they need to be distinguished and treated separately (Panzaru, Tomita, 2013).

In the educational center where we conducted the research, there is a great deal of openness to interact with the families of youth and to work with non-governmental organizations that come and carry out attractive activities with young people and develop their resilience.

This positive aspect is easily noticed in how young people interact with adults, in which they are open and happy to collaborate with anyone who offers them a "wide hand".

Exploring the cultural, educational and spiritual factors allowed us to observe, beyond the responses of the children that led us to the results presented above, a series of other observations related to the need for the attachment of children, the stages through which it passes after incarceration, and especially by the desire to become good people.

Although, as we have shown, there is a great deal of openness towards a positive atmosphere, the small number of specialists working in the center, as well as intervention programs focusing on children's problems and not on their potential (especially concerning Roma children), makes the treatment efficiency applied in the center relatively low, which also explains the large number of youth who relapse and return to the criminal justice system.

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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 then 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 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

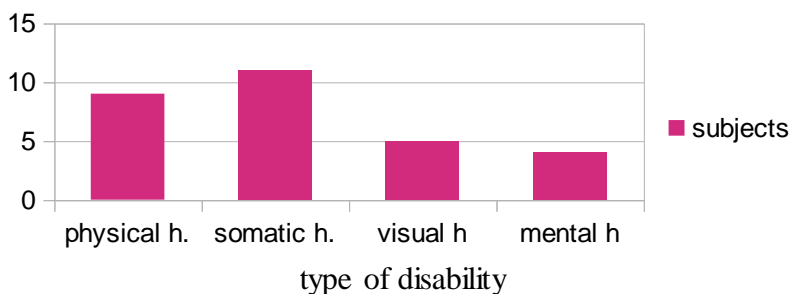


Figure 1. Lot distribution by

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

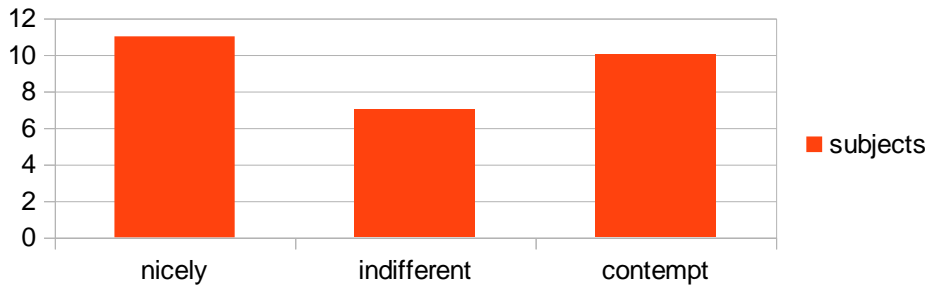


Figure 2. Colleagues' attitude towards the subject

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 șefilor	Nr.subjecti
correct	22
sometimes correct	6
have not behaved correctly	1

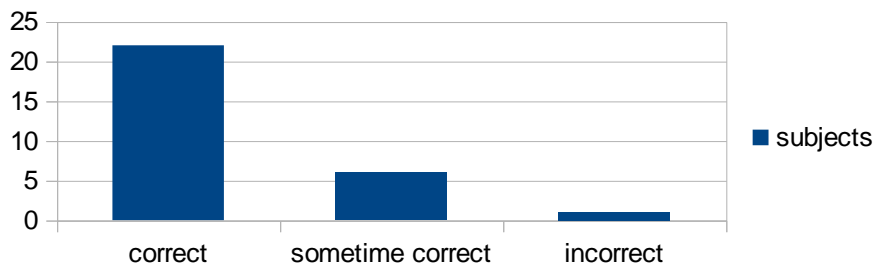


Figure 3. Bosses' attitude towards the subject

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.

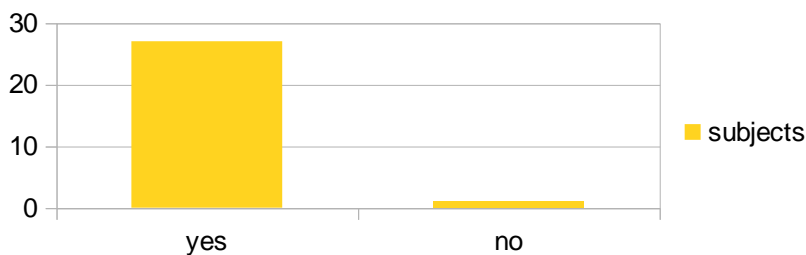


Figure 4. Concordance between job tasks and subject capabilities

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

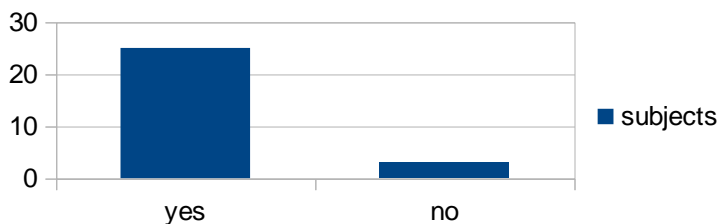


Figure 5. Satisfaction with salary received

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.

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

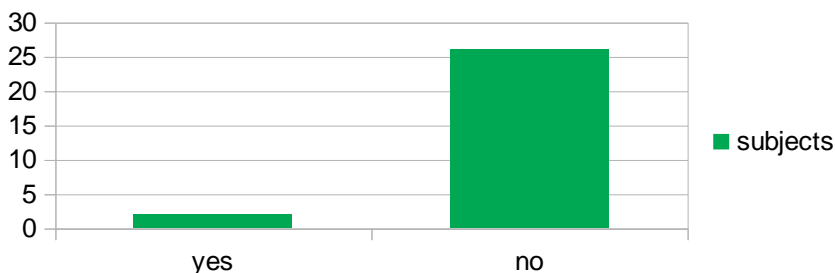


Figure 6. Changing the job

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

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)

Table 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.

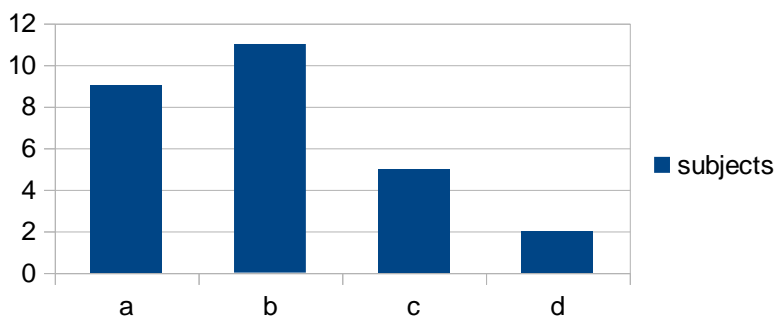


Figure 7. Motivation of changing the workplace

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.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants` guardians giving their consent to participate in the research.

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THE ORTHOGRAPHIC STATE OF NATION

B. Pruncut

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Abstract: Orthography should be an important part of our lives, and spelling correctly should be a national duty for everybody.

Key words: orthography, spelling, correct, linguistic.

The consciousness for the development of precise and nuanced language, but foremost, its use in compliance with the provisions of the normative works should be the primary concern of every speaker, especially of those who write (publishers or authors of books), because *scripta manent*, and through these they become educational models. Professors- teachers in general, reporters, writers, even politicians, that is, any author who shares his ideas in writing must be Romanian language models, and not necessarily by employing eccentric vocabulary or convoluted constructions, but by use of accuracy and high expression. Notoriety is gained by engaging all these points of view.

Errors abound despite scholars' multiple attempts of making the principles and rules according to which our language was forged as accessible as possible, ignoring the fact that the pages written today will testify, over the years, about the level of culture we have reached and the respect we have shown for our native language. Concern for what we say (write), but especially for how we say (write), should be the defining attribute of any language user. Speaking correctly is also a patriotic duty, a gesture of highlighting national belonging. Unfortunately, we are witnessing a phenomenon of denial of the Romanian language, considered now a second-hand language that cannot be compared with other idioms of international circulation. This alone is a sign of damaging alienation.

Today, the mass media enjoys a preferential audience, television along with socialization platforms occupying the first place among the information

sources of the population. Uneducated readers can be easily misled into erroneous speech and writing by watching broadcast, television or skimming through the pages of print media. Language obscenity seems to be the most effective ingredient when it comes to increasing the ratings of our recent film and television productions. Journalists are supposed to be educated people, with a certain degree of language education, therefore, I did not accidentally research the "language market" (G. Gruita), in order to determine the extent to which the press is promoting the norms of literary language, adopts linguistic innovations and faces the massive invasion of Anglicisms.

School should be the paramount institution with the defining purpose - through all specialties - of cultivating precise, nuanced and elevated expression from all points of view. The literary norm must be explained and promoted, in order to be applied consciously. The speaker, as well as the writer, will be able to have a correct expression only if he understands its reasons. Beyond the exercises of lexical and morpho-syntactic analysis, useful in the development of logical and systematic thinking, the emphasis must be placed on understanding, learning and adhering to the ortho-epic and orthographic norms, with no subtraction from orthographic, orthographic and orthographic correctness, and it must be enforced by all academics. Reporting language errors is the sine qua non condition in preserving the language norm. Educational institutions must implement a continuous and persistent activity of prophylaxis and linguistic rehabilitation.

Just as in the jurisdiction field the deviations from the norms of social coexistence dictated by law are classified- according to their seriousness - in contraventions or offenses and are punished as such, the spelling errors highlighted and commented in the present work also have a greater or lesser degree of guilt. If the omission of a letter caused by carelessness or a printing machine is forgivable, writing with an *i*, when you need two, two when you need three or vice versa, or using the hyphen at random in the same text several times is a severe mistake, an impoliteness towards oneself and an affront to the effort made by so many cultural people - linguists or of other specialty, for so many years in a row, to ensure accessible, malleable norms in order to achieve excellence in writing. Undoubtedly, there are also situations in which language users consider the correct spelling to be ridiculous. I came across a literary "writing" in which there was no punctuation mark, the capital letters were completely missing and the "text" was flowing like a whirling Danube.

However, the inaccuracy of writing - as a punishable deviation from the traditional spelling standards, established by the normative works carried out primarily by the Institute of Linguistics - remains a mistake and it must be charged as such, because it is, unfortunately, a very common phenomenon in written press and even larger printed works. Graphing errors prove to be either

very superficial in terms of spelling, or - what is worse - gaps in the acquisition of grammatical knowledge and orthoepic and orthographic norms stipulated by *DOOM*. The solution is within reach: the appeal to grammar and especially to the pages of explanatory and spelling dictionaries.

I have based observations and conclusions on a corpus of texts excerpted from the 2014-2019 written press. Given the large segment of time, we do not exclude the possibility that, in the course of time, some publications have changed their name, political orientation and, why not, the editors.

By trying to classify and rank the most common writing errors encountered in the materials employed, we have resorted to two group criteria: a). in terms of their frequency; b). in terms of the severity

Classification of errors according to the frequency in which they appear in the written texts:

- a). the use of small letters and capital letters, in the case of compound nouns and adjectives derived from proper nouns.
- b) erroneous writing with 1 - 2 - 3 *i*, in nouns, adjectives, pronouns and possessive adjectives, verbs;
- c). the omission or random use of the hyphen in compound nouns and adjectives or in the case of orthograms with unstressed forms of pronouns, error favored - sometimes - by homophones;
- d). the wrong agreement of the adjective / participle with the determined noun, of the verbal predicate / copulative verb and of the predicative noun with the simple or multiple subject;
- e). the incorrect achievement of the "cross agreement", in the case of the semi-independent pronoun in tandem with the relative pronouns which, when the proximity of the substituted nouns influences the incorrectness, through attraction;
- f). the use everywhere of the unique form of the semi-independent pronoun or the random use of its forms;
- g). writing with a single *n*, where it needs to be geminated and vice versa;
- h). the inappropriate use of neologisms or their graphic alteration;
- i). the writing "by ear" - properly and figuratively - of verbs that have morphological forms outside the usual paradigms, with indisputable input on the pronunciation;
- j). omitting article - *l*;
- k). improper use of paronyms;
- i). pleonasm and anacoluthes

Classification of errors from the perspective of their severity:

- a). inappropriate use of neologisms, because it affects communication;
- b). improper use of paronyms;

d). anacoluthe

e). all the others are unquestionable evidence of regrettable gaps in the knowledge of Romanian language along with its rules of use, and of the author's linguistic incompetence.

However, but they do not affect the conversation:

- pleonasm;

- random use or omission of the hyphen, in compound words; the presence of homophones, written with or without hyphen, on a case by case basis, facilitates the error;

- the use of large and small letters at random;

- writing with 1 - 2 - 3 i in all the exemplified situations;

- using only the form of 'a' for the semi-independent pronouns and not completing the "cross agreement" when it is in tandem with the relative pronoun;

- incorrect spelling of words with a twin or a double consonant where it is not required; anticipation in writing of the nasality in the case of some neologisms;

- the identical writing of some homophones of morphological order: the same / the same; once / once;

- the notation, "by ear" of the morphological forms of some verbs that deviate from the usual paradigms;

- omission of the definite article when it comes to the masculine singular

Ergo, the present paper is intended to be an alarm signal against all the linguistic deviations we encounter on a daily basis, whether we spend time on social networks, read a book, leaf through the newspaper or simply overhear people talking on the street.

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