

INITIAL TRAINING OF REFLEXIVE AND SELF – ASSESSMENT COMPETENCE AT TEACHERS

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Abstract *The researched subject inscribes in the attempts to improve the programmes of initial training for the didactic profession. The aim of this research is to identify structural interactions and inter - conditions between reflexive attitude and the development of self – assessment competence. Strategies based on personal reflection are presented within the training programme. These strategies can be revalued by mentors in the process of student training and counselling. The target group is formed of students within “Aurel Vlaicu” University, Arad that are enrolled in the initial programme of certifying for the didactic profession. The following research tools have been used in the process of data collecting: questionnaires, attitude scales and marking schemes of inter and self – assessment.*

Keywords: *self-assessment, metacognition, university students, motivation, teacher training*

1. Introduction

The development of self–assessment and reflexive judgement is both finality and a transversal constant throughout the formative programme, when forming professional competences for the didactic career.

From the perspective of systematic analysis on the role, function and the finality of the assessment act we notice a reorientation in the analysis on the assessment process, especially by revaluing the concept of formative assessment, as an attempt of overcoming the limits and criticism associated to traditional assessment. This reorientation is based on constant criticism brought about to traditional ways and methods of assessment, due to contemporary perspectives of psycho-pedagogic development and especially to the development of theoretic and experimental area in cognitive psychology. The reconsideration of advantages that an alternative, dynamic and formative-extensional assessment provides for the educational process, all in all,

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determines as finality, the improvement of teaching-learning-assessing and self-assessing strategies.

In practice, the way the student`s cognitive process and his/her socio – affectional level are stimulated, is dual, dually relational and synthesized through hypothesis that regard the development of formative assessment competences at future teachers and the formation of self – assessment abilities, as intrinsic condition of this process.

Concurrently, the implementation of self-assessment/assessment relationship as effective methodology, brings about a quality increased teaching and learning process and the improvement of this relationship has “at students` level both performance consequences, materialized in the improvement of school efficiency and formative – like implications, involving a restructure of self – image and the increase of their expectance level”. (Stan, C., 2001, p.183)

2.Perspectives on forming the self-assessment ability

The formation of self-assessment competence is correlated in several studies with the formative character of assessment. As an attempt to redefine the standard concept of classic formative assessment, Daniau Jean frames the concept of *dynamic assessment* (1989, p. 24-27) applying the mechanisms of cognitive psychology, which synthesized signify:

- to justify the knowledge of students` performance towards an objective assessed at some point;
- to justify the knowledge of students` competences as ability to adjust to a given situation;
- to inform parents, students and the teachers themselves on perspectives of improving learning;
- to associate parents and students in the carried out pedagogic activity;
- to set the bases of progress and autonomy in learning.

Formation assessment [formative] is another interesting concept that describes a notion very close to formative assessment and which is used to signify not only an assessment of the “finite product” but also the student`s mental operations involved in the learning process. Therefore it suggests:

- training of understanding as a clear representation of aimed objectives;
- training of understanding as an elaboration of a planned project performed in collaboration with the teacher;
- training understanding as self – assessment (*ididem*).

Reflexive assessment is a means of assessment that involves self-assessment and self-correction and is to be regarded as a synthesis of inner

understanding activities, aiming at the image the students uses to strengthen his knowledge and rules by:

- Discovering his errors,
- Understanding the origin of errors,
- Error correction.

Responsive (responsible) assessment (Meyer, G., Simonard, M.-N., 1994, Owen, M., Rogers, J., P., 1999) is a type of assessment that implies the development of abilitation skills by means of which students identify in a real and complex manner, their own learning needs and interests. Using a proper strategy, they practice the formation of responsibility ability in the assessment act. It stands for the most effective quantity and quality tool of improving the learning process.

Regardless of the comprehension, perception, apperception means of assessment, inter-assessment and self-assessment, they are reflected in assessment practices.

Consequently, we can state that *by using formative assessment one prepares self-assessment*, because by its means, the student “acquires the knowledge of appreciation criteria taken into consideration, which allows him to assess his own results”. (Jean Cardinet, 1994, pag.19) Thus, in a real educational process, typical formative assessment means correcting an exercise which winds up learning, through extra information given to students, using varied methods. This fact leads to acknowledgement of self-errors and the development of self-assessment. It is obvious that a real formative assessment is difficult to perform because in a wide acceptance, a formative assessment leads to unnoticeable or hardly noticeable phenomena and processes. Therefore, even the assessment process is regarded as relative (any type of assessment with formative target) due to the dimensioning of learning objectives and the extension of criteria that have to be taken into consideration while assessing.

In an analytical perspective, forming assessment and self-assessment competences is distinguished by certain requirements that signify:

- *To analyse carefully isolated* performances: mostly understood as a negative imperative: to analyse carefully random errors because through formative assessment one takes into consideration students' constant progress and not isolated cases that can occur during the instructive-educational process.
- *To facilitate learning preferably before norming and grading, and to examine the formation of a global behaviour*, so that formative assessment does not centre on particular errors made by students, but on observing the method of learning and the student's cognitive style.

- *To take the student's personality into consideration.* Taking into account the inner and outer factors that influence directly or indirectly the process of understanding and learning, as attribute that defines wide contextuality of institutional, socio-cultural, economic nature where the student develops and forms his personality in a real way.
- *To multiply the sources of information* the connection is based on and vice versa by:
 - self-assessment worksheets – as interaction between the student-didactic material,
 - appreciation of interaction between students: as way of mutual correction,
 - dialogue set-up: as way of guided communication,
 - self-assessment: as exercise by means of which errors can be noticed, the way of thinking can be understood, self-motivation and values can be developed, etc. It is a procedure that helps the teacher analyse the way students understand his subject and relate to it. „The attitude of self-assessment is already an important factor of progress in schools, and ... the acquisition of this ability is a primary educational objective”. (Cardinet, J. op., cit., 1994, p. 44-45)
- the requirements of a formative assessment reveal the fact that it is *didactically effective from a cognitive and affective point of view*, making the students assess their own representations, inner and outer motivations, facilitating applications and involving the formation of self-assessment. Fulfilling all these tasks prepares the students to play the role of adults or to self-assess their interests becoming a privileged assessment tool.

The system of formative self-assessment adjustment is ensured by three ordered functions (Ketele, de J.-M. ed., 1992, pag.125) that have as goal:

- The Acknowledgement of Success;
- The Identification and Acknowledgement of errors;
- Readjustment and Amendment of strategies.

Formative assessment as complex process, changes errors into a study matter for students and not into a feeling of guilt and resignation. This process brings about a development of self-regulation and self-assessment processes.

The process of forming an active and independent learning ability is highlighted by allowing more time to formative assessment within activity management. It is regarded as “an important means of self-knowledge, self-control, self-appreciation of one's activity and self-regulation of cognitive behaviour”.

Didactic assessment is for a student the basis of self-assessment because irrespective of the way it is perceived by him (subjective or objective, precise or imprecise, correct or incorrect, final or temporary) as a passive actor (in traditional didactics) or as an active one (in contemporary pedagogy), it hall-marks the development of self-assessment competence at students. Therefore, we consider necessary for:

- didactic assessment methods to be in a close correlation with initial self-assessment performed by the teacher upon himself (in order to be aware, at least theoretically, of potential factors of risk) and final assessment performed by the student upon himself. At this point, it is necessary for the student to be coordinated ab initio by a teacher, so as to understand the mechanism of the assessing process.

- didactic assessment methods to be explanatory and argumentative and not to be restricted to a plain normative indication, by the grade or qualification awarded. It also shouldn't be based only on a diagnostic, namely by the teacher's usage of an adjective, attribute, statement or negation of solutions that aim at justifying the student's answer to any type of assessment (initial, formative or summative).

- didactic assessment methods to be first of all formative (dynamic, extensive), in order to develop the students' abilities and self-assessment competence.

Students are encouraged to reflect upon learning and their results in order to form their self-assessment ability and improve the way they learn. Self-assessment is not only about self-correction, it is a process throughout which the subject monitors and judges the quality of thinking and behaviour used while learning. It also identifies certain strategies for diminishing the gap between obtained and desired performance. The self-assessment process brings about taking control of one's own process of learning. In this situation, learning becomes guided by metacognition, a strategic action which is planned, organized, monitored and assessed according to certain criteria and standards. A goal of self-assessment is the stimulation of motivation and of the responsibility in learning.

Another relevant aspect for self-assessment from the perspective of formative assessment is the one that brings about a strengthening of self-confidence, or as Andre de Peretti stated (1996, p.125) "establishing support that would favour progress at hand: thus, forming and probing, developing and securing (with diagnostic of probabilities despite difficulties and prognosis of most suitable endeavours) are in direct connection to formative assessment

Concluding, we think that it is necessary to reconsider formative assessment, considering the fact that we notice a certain delay or time lag between formative education and formative assessment, to the later one's

detriment. (Ungureanu, D., 2001, p. 267) Thus, along with the perspective of a new psycho-pedagogic approach, stress has also been laid on rethinking the strategies of formative assessment by:

- Redefining and reconsidering the educational objectives, including the operational ones (for instance, B. Bloom's classic taxonomy of operational objectives), according to new teaching-learning-assessing strategies, mainly of cognitive nature,
- A transition from the plain-lineal character of assessment (presenting information → acquiring knowledge → assessment of performance) to a multidimensional characteristic of the assessment act. (Cardinet, J., 1994),
- Continuous updating of educational objectives, irrespective of the aimed goals or the types of assessment used, but also the update of the curricula, by relating it to contemporary socio-cultural requirement,
- Stimulating the development of certain competences and abilities of cognitive,
- Forming self-regulation abilities, by means of counter connections, as core of formative education (Allal, L., 1989, Cardinet, J., 1994, Delorme, Charles, 1994)
- Strengthening interaction between assessors and assessed ones by developing dynamic and self-assessment competences (Allal, L., 1989, Daniau, J., 1989, Ketele, de Jean-Marie, 1992)

The core of self-assessment that can be developed at students by extended formative assessment is making the student determined and responsible to become an actor of his/her own development and formation.

3.Methods

The investigational undertaking of our research is quantity based, aiming at identifying the level of self-assessment competence at students enrolled in the psycho-pedagogic programme of certification for the didactic profession.

The objectives of research

- investigating the level of self-assessment competences at students
- highlighting particular aspects that occur in self-assessment: representations, attitudes, dysfunctions.
- identifying or not, significant differences according to the field of study the questioned students come.

Hypothesis: Is students have developed self-assessment competences, then they present the learning and assessment process in a positive manner.

Methods and research tools

In order to carry out the research we have applied the inquiry method, using as tool a scale to identify the attitude and perception on self-assessment. This scale contains 40 statements regarding the understanding of the educational process and the reference to self-assessment. *Target group*: the researched test specimen is formed of 57 students from Mathematics-Informatics (28 subjects) and Romanian-English (29 subjects), in the 2nd year of study, enrolled in the psycho-pedagogic study programme of certification for the didactic profession. The research was conducted in the academic year 2011-2012 at the “Aurel Vlaicu” University of Arad.

Data analysis and interpretation:

After analysing the appreciation scale we can highlight the level of students' self-assessment ability development, according to their score. Most subjects (54,3%) scored between the limits of 30-39, which reveals a self-assessment competence in development. A lower number of students (15,7%) prove a good self-assessment competence, the students from Mathematics-Informatics (66,6%) possessing self-assessment skills that prove the fact that they easily identify the indicators and the objectives of assessment. Though, they are undergraduate students, it is concerning that a percentage of 29,8% of students scored under 29 points, proving low self-assessment competences or lack of interest towards learning.

It is possible for students with a low level of self-assessment competence to face difficulties in their didactic activity because the success implies, in this case, a reflexive approach of the formative and personal development process.

To identify relevant information regarding the process of self-assessment, we have grouped the items of the assessment scale in five representative groups.

The first graphic shows the students' perception of understanding the intention, objectives and criteria for success, their ability to identify or to develop criteria, the way they relate to the assessment process performed by the teacher and the way they project the expectations regarding performance in learning. We notice that many subjects wish to learn how to assess themselves, identifying their problem in this respect.

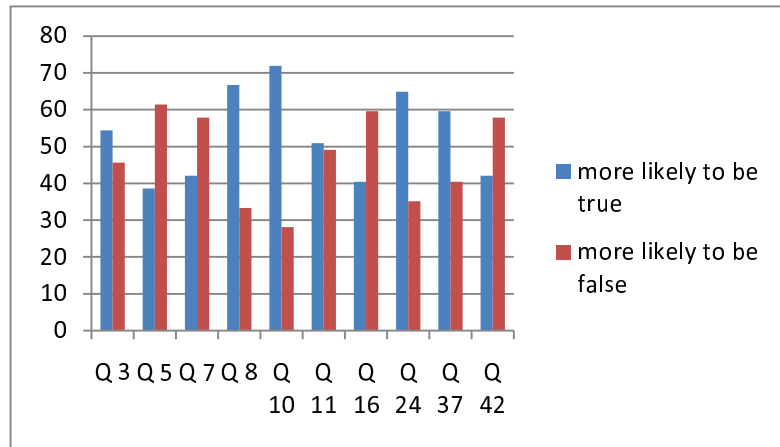


Figure 1. *Graphic representation of scored percentage regarding the understanding of intentions, objectives and success criteria*

Students express with difficulty the specific short-term objectives for the learning activity, preferring to state general goals.

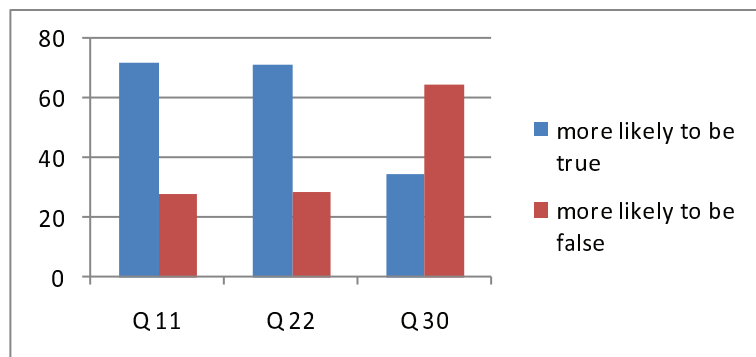


Figure 2. *Graphic representation of scored percentage regarding the objectives` setting*

Another category of statements provides information regarding the way students reflect upon the learning process. We notice that most students have a reflexive attitude regarding their own general activity, but 54,4% do not reflect too much upon the learning process, proving a low development of formative and motivational learning ability. 58% regard learning as a routine.

The same attitude towards learning is also shown by the fact that only 38,2% are preoccupied with identifying the cause of errors they make.

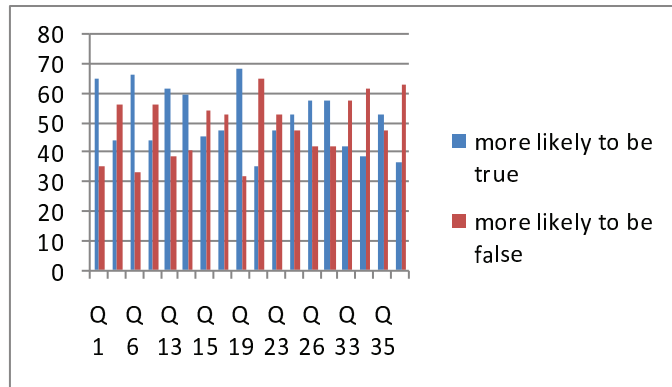


Figure 3. *Graphic representation of scored percentage regarding the reflection upon the learning process*

The action side of the self-assessment process is represented by the choices students made in the items presented in the graphic below. We notice that most of them prefer to receive immediate feed-back when they perform an activity and then use to eliminate errors or blanks. We find ourselves in the situation when we represent the inter-assessing act with poor cooperation between students, because 60% of the respondents state that they are not asked to give explanation to their mates when these ones face learning difficulties.

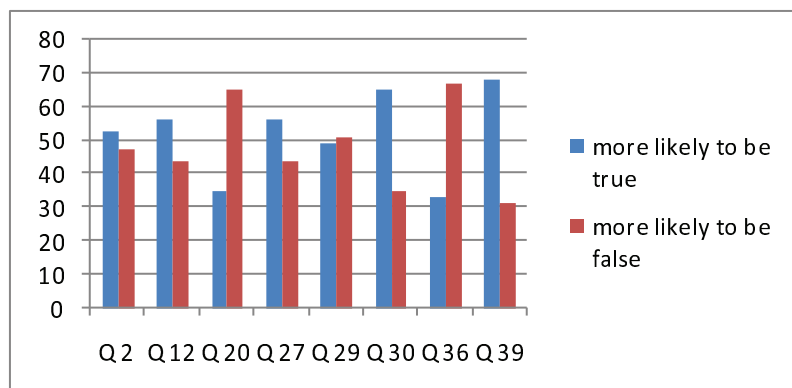


Figure 4. *Graphic representation of scored percentage regarding The answer to the feedback received from teachers and group mates*

The graphic that symbolizes the handling of the study reflects a difficulty in keeping deadlines, objective settling and estimation of the effort required for task solving. But 58% of the students are aware of the fact that learning is an activity which involves organization from a personal perspective.

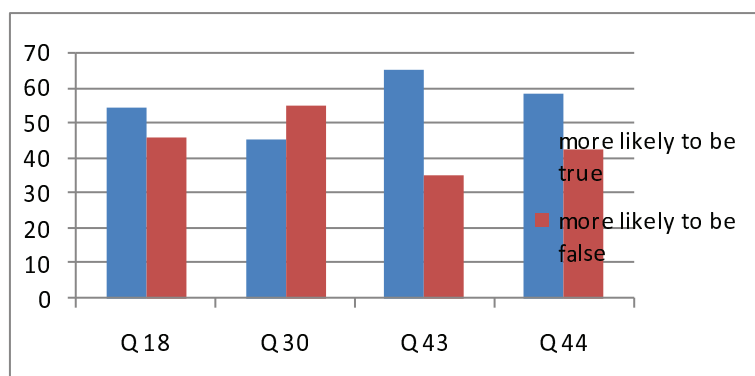


Figure 5. *Graphic representation of scored percentage in Handling the study*

4. Conclusions

The analysis of research results brought about the identification of certain aspects that facilitate the process of forming self-assessment competence at students:

- Changing attitudes and negative perceptions of future teachers towards didactic assessment;
- Designing certain criteria and standards of assessment and self-assessment in collaboration with students;
- Developing a reflexive attitude regarding the process of learning;
- Developing a reflexive attitude regarding teaching-learning-assessing activities;
- Developing a self-reflexive attitude towards self-reflexive competence;
- Being aware of docimology errors and negative assessment methods;
- Acquisition of assessment and self-assessment strategies in an inductive manner, through significant;
- Planning practical activities of inter and self-assessment that insure all necessary quality, diversity and quantity conditions for developing and strengthening the abilities of self-assessment;
- Permanent completion of inter and self-assessment exercises based on unitary accepted criteria.

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VIOLENT BEHAVIOR MANIFESTATIONS OF ADOLESCENTS IN SCHOOL

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Abstract: *Violent manifestations in young people’s behavior increased every year in the last decade. These manifestations take numerous aspects going from the simply verbal violence to severe physical violence and even crimes. One of the most important factor that determines violent behaviors in adolescents is the parental educational style.*

Our research tries to establish a correlation between the parental educational style and the violent behavior of the adolescents on a sample of 40 school adolescents. We applied personality inventories and other psychological tests to prove the existing relation between the educational style adopted by the parents inside the family and the violent behavioral manifestations of the adolescents in their school life.

The research has two usefulness: a theoretical one by its synthesis of the theoretic framework of the violence and a practical one, by the construction of psychological profiles that could determine the violent features of the adolescent personality and could prevent in this way the concret manifestation of this kind of behavior.

Key words: *violent behavior, school adolescents, parental educational style*

1. Theoretical approach

In the last decades the contemporary society registered a very lively rithm of evolution. This progress is more evident in the field of computers and of the informations quick spreading means. In this context the internet and the other important media field - the television, can convey informations about facts and events, sometime even in the moment of their production. Unfortunately, both field promote, in a groundless way the violence in the daily life. It is not surprinsing that different violence types, both on the own

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person (the suicid) and on the others, become models to be followed and to be imitated by the adolescents and the children

We can explain, taking into account these aspects, why the age level from which appear the suicid diminished very much and why the number of violences comitted by the adolescents alarming increased in the last years. Begining of the ancient history (by the religious offering and sacrifices), till the world wars or the contemporary wars from different corner of the world, the violence allways accompanied the humanity. The statistics show that „since the humanity has a written history, for a day of peace were registered 15 days of war, with 350 billions victims” (Scripcaru, Astărăstoae, 2003, p.171).

The negative aspects of the human behavior must be restrain by culture and norms which lead to the limitation of group violence or of the violence in the community by dialog, tolerance, compromise and understanding. The favouring of some stable traditions, of some real interhuman relationships and the application of preventive measures could lead to the significant diminishing of this phenomenon.

As a matter of fact to replace the violence with the force, to answer to the violence by force, is only a change of words, reason for which the society must be conscious regarding its future in which the prevention of the violence must be the effort of all the people and all the social institutions.

We consider that an important role in violence prevention must be hold by the family, the relations parents-children and the educational parental style. The first identification models for the child, from his infancy to the adolescence remains the parents. The parents incapacity to find a balance between the high authoritative attitude and the high protective one towards their children, now adolescents, determine them to consider the adults society as beeing ambivalent, contradictory, inadequate and hypocrite (Modrea, 2006).

The parental styles are, first of all, modalities of children education by the interaction parents-children. Each parent has his own style to educate the children, his own parental style. But the parental styles are not the same for all the people, not all the parents educate their children in the same way. Also, in the practice does not exist pure parental styles. Usually there are predominant parental styles, which put their mark on the child later development (Bonchiș, 2004).

The parental styles depend not only on the parents personality, on their educational model, but also on others factors like the general environment, the social conditions, the family structure, the parents professions etc. The development psychologists are interested in the way in which the parents influence the social development of the children and their instrumental competences. One of the most important concept in the field is that of the parental educational style.

The psychological literature propose a classification in five parental styles. We speak about the indulgent, peremptory, indifferent, protective and democratic styles. This parental styles are rarely independent, sometimes they are functioning together (Verza, 2000).

Moldovan and Bălaș-Timar (2010) propose a classification in only four categories of parental styles: the democratic-peremptory style, the dictatorial style, the neglecting style and the permissive one.

The violence in the adolescents category becomes almost a common fact in our days. There is no day in which the media does not present new cases of violence among the adolescents, regardless if it is agresivity on his own person (going from intentional mutilations to suicide), or agresivity towards the others (going from the goods distruction to physical agressions or even crimes) (Atger, 2001).

The adolescence is often associated with violent manifestations. But we must not forget that the adolescence is a period in which the young person is subject to many violente changes because of the psychic and physic transformation that he passes through. The body sexualization, the affective relations modification, the violent emotions of the separation from the parents to a social autonomy, all these bring a re-evaluation of subject psychic and physic identity. Moreover, any adolescent becomes fragile because of the transformations that take place in his personality and, as a consequence, he can react violent to a situation which is perceived as threatening for his integrity. The manifestation forms of this violence and their possible rehearsal, depend on the one hand on the subject personality organization and on the other hand on the answers which are offered by the environnement (Radu, 1994).

The violence in school is an expression of the violence in society; when the violence take place in schools, it leads to other consequences like: victization, prejudices, sometime death. The violence in school reduces the chances of the pupils to develop completely their personality and to receive a qualitative education (Sălăvăstru, 2003).

2. Research

Field of research and hypopthesis. The field research was the violent behavior of adolescents and its relation to the educational parental style. The hypothesis from which we start our research was: we supposed that there is a correlation between the educational parental style and the violent behavior of the adolescent in school.

Sample. Our sample included 43 adolescents, from the XI-th class, from the National College „Vasile Goldiș”, from Arad. We selected the XI-th class because, according to the psychologic stadiality, they are at the middle of the adolescence, taking into account that in the professional literature the

adolescence is situated between 16 and 18 years old. From the 43 subjects, 23 were boys and 20 were girls.

Methods: To stand out the parental educative style and the adolescents violence we made a questionnaire of 14 questions which was applied to the sample subjects.

Results and discussions

To verify the hypothesis we synthetized the answers of the entire sample in tables and graphics to illustrate the appearance frequency of each answer and we calculated the Spearman correlation quotient. The answers of our subjects regarding the educational parental style are included in the table 1.

Table 1. The educational parental style (N=43)

	Educational parental style	Number
a	dictatorial	11
b	democratic-authoritarian	22
c	neglecting	2
d	permissive	8

The answers obtained from the subjects show that their majority (22 subjects) are grown in a democratic-authoritarian style in which the affective warmth and the control are exercised in the same time by the parents. It is the educational style which offers to the adolescent the possibility to develop himself and to become an independent person which can assume the responsibility of his acts. This is the most appropriate educational style to ensure a normal and harmonious development to the adolescent.

Unfortunately, a quarter of our subjects (11 subjects) benefited by a dictatorial parental style. The parents want to have the entire control on the acts and the life of the adolescent, without considering his own opinions and preferences. Their requirements and their exigences are at a high level, sometimes even exaggerated, which made the adolescents to feel frustrated because they work hard without any appreciation and because they do not have the freedom to participate to recreative or distractive meetings.

This kind of adolescents will have a negative attitude towards their parents and, implicit, towards all that could means authority. They will feel constraint permanently when they must respect any roubles and their modality of reaction is either to subjugate without any fight, or to transgress, in a demonstrative way, all the roubles. Many times they have the tendence to manifest the same type of attitude and the same dictatorial style towards the smaller children or towards the wicker children. The border between this behavior and the use of the violence of any kind (verbal or physic) is very

fragil and may be passed easily in the situations in which the intrapsychic tension becomes insuperable for the adolescent.

At the neglecting style are included the answers of 2 subjects. This educational style is known by the lack of affective warmth and in the same time the lake of the control and that is why the value of parental education is almost null. The parents are not interested by the life and the activity of the adolescent, either because they could not manage this situation, or because they dont have time (they work in two or more places for having enough money for the family needs). As a consequence the adolescents become to consider themselves either as very important persons and react with violence at any fact which violate their supremacy, or become to consider themselves as persons without any value and in this way to accept all the violences of their colleagues.

For the last educational parental style, the permissive one, we have a number of 8 subjects which are included here. Although the affective warmth from the parents is present and it is manifested sometimes even in an emphasized way, but the control exercised by them is very wick and is not considered by the adolescent. „They do not assume responsibilities and have fluctuant and labile behaviors, frequently impulsive-agressive, without taking into account the opinion of the company” (Moldovan, Bălaș-Timar, 2010, p. 101).

The parents, and especially the grandparents, appreciate that they had enough suffered and that is why they let the adolescents to do what they want, when they want and how they want and suffocate the adolescents with their love. This kind of adolescents will not accept to be told what to do and when to do the things and they will react in a violent manner at the limitation of their independence.

For the agressive behavior the answers of our subjects are included in the table 2.

Table 2 Agressive behavior (N=43)

	Agressive behavior	Number
a	yes	15
b	sometime	24
c	no	4

Only four of our subjects never had an agressive behavior. It is possible that their answers really reflect the truth, but it could be possible also that the answers be influencing by different factors. First we mention the phenomenon of the social desirability: the society considers that is not good and adequate to be agressive and than the answers will be conform with what

the society desires. On the other hand the subjects from this category could not understand well the means of the question. For them the aggressivity means physic violence and the behaviors that are included in the verbal violence category are not considered as violence.

The great majority of our subjects say that they manifested violent behavior sometimes (24 subjects from 43). This are answers that we consider more close from the concrete reality, because the aggressive manifestation of the adolescents behavior are enough frequente and could not be allways controlled and voluntary repressed. The aggressive reactions to different situations, considered as threatening or humiliating, can be spontaneous, without the control of the censorship or of the self. As a consequence many adolescents have aggressive tendencies when they consider that their self image is threaten. Fifteen (15) of our subjects have an aggressive behavior frequently, fact that illustrate the lack of suppression of their immediate tendencies, the absence of the self –criticism spirit towards the own behavior and a disfunctional values system, in which the aggressivity is considered as a good method to solve the conflictual situations with the colleagues.

The data obtained by us are confirmed by the data from the speciality literature which affirme that more than 50% of adolescents have aggressive behavior. The kind in which the aggressivity is manifested is presented in table3

Table 3. Manifestation of aggressive behavior

	kind of manifestation	Number
a	screaming	9
b	fighting	24
c	object distruction	10

A great part of our subjects (a quarter of them, that means 10 subjects) manifest their accumulated rage on the objects that they have near them. That means that they throw the objects, tear them, soil them, tread on them. It is a current modality to discharge the rage, but the objects distruction could involve also other aspects: some kind of psychic tensions because they regret their reaction or they have to replace the other pupil objects. The violent behavior towards goods are more rare (Atger, F., 2001), although the adolescents if they do not have any person to confronte with or they are affraid of a direct confrontation, could utilise this kind of violence to revenge themselves on the ones who violated their physic or psychic integrity.

The category of the adolescents which utilise physic violence includes the greatest number of subjects (24 subjects, more than a half of our sample)

and we consider that this fact is significant for the attitudes and the reactions of our days adolescents. The majority of our subjects said that their agresivity was manifested by fighting, that means by phisic violence.

An important role in adopting this modality of answer in conflictual situations is hold by the social provenience environment of the adolescent, the familial environment and the mass-media. If the adolescent comes from an unfavorable social environment, with an increased risk quotient, where the most appreciate in the community is the most powerfull which impose his opinion with the force, than the adolescent will adopt this kind of behavior to solve the conflicts, considering that this one is the only way to achieve respect and consideration from the colleagues. A conflictual, tensioned family environment, where the tensions between the parents are frequent and lead to conjugal violence, determines the adolescent to utilise the same models that they saw in the family to solve their conflicts. In this way the aggressive attitudes towards the partners will be perpetuated during the time, exactly because there are adolescents which learn in their families this kind of solving the conflictual problems. For them will not exist the negotiation, the explications, but only the law of the force and violence.

The conditions which determine the violent behavior of our subjects are presented in table 4.

Table 4. Conditions which determine the violent behavior (N=39)

	Kind of conditions	Number
a	personal offences or offence of a family member	13
b	provocations, annoying	3
c	friends offences	15
d	denying of their point of view	8

The most frequent aggressive responses given by the adolescents, were in the situation when their girlfriend or friends were offended. At this age, when the friendship feeling has a great importance, when the first loves appear in the adolescents life, any act straghten towards the object or loved person obtains the significance of an attempt to the personal life of the adolescent. They do not react because they feel threaten by the dispossessing of the loved object or person, but because they appreciate as offending the other people behavior. Any bad word or denigrating appreciation are interpreted as direct personal offences and they respond with an aggressive behavior.

A second reason of the aggressive behaviors in adolescence is the offences brought to the family members. It is very interesting the fact that, even the adolescent are not allways in the best relations with their family,

though they dont accept any offence adressed to the family. The defence of the apartenance group, represented in this case by the family, becomes one of their major objective. The offence especially at the mother adresse are considered very grave, and determine the adolescent to fight for his family.

Agressive responses are registered also in the cases in which the point of view of the adolescent is not accepted. They can express different opinions, which are fight against by their colleagues. In this cases when they have nomore arguments to support their opinion, many adolescents had resort to violence as a modality to make their opinion to be listened or adopted. Unfortunately the logic arguments at this age are very poor, in a hand because of the poor life experience of the adolescents, and on the other hand because of the poor knowledge luggage that they have and of the insufficient development of the thinking logic and abstract system.

The fewer aggressive responses were to the category provoked (3 subjects). To the provocation the adolescents do not react aggressively and try in the great majority of cases to avoid them or to desconsider them. Though when the provocation surpasses a certain limit as intensity, or a certain period of time as persistence, the adolescents can be exasperated and can react violent. As a last step of our research we made the correlations between the two variables: the parental style and the degree of violence. This was calculated with the statistic program SPSS 17.0, on the data collected by us with the questionnaires.

Taking into account the number of the subjects of the sample, and their aleatory selection was utilised as correlation quotient, the r quotient of Spearman (Radu și col, 1993). The obtained results were include in a correlation matrix and were indicated the statistic significances of each value (table 5).

Table 5 The correlations matrix and the significance of the quotients

	Non-violent	low violence	moderate violence	great violence
dictatorial	-.039	.114	.289***	.303***
democratic	.429***	.135	.105	.081
neglecting	.078	.115	.187**	.351***
permissive	.128	.119	.138**	.133**

*** p < .01

** p < .05

The correlations matrix confirms us the research hypothesis from which w start our research: there is a significant correlation between the parental style and the degree of violence of the adolescents. So our hypothesis was validated. The quotients included in the matrix show that there is a

significant correlation between the democratic-authoritarian parental style and non violence ($r = .429$, significant for $p < .01$). No one of the other parental styles does not correlate with the non-violence. There is a correlation at different degrees of signification between the moderate violence and the dictatorial, neglecting and permissive styles. So, for the dictatorial style and the moderate violence $r = .289$, significant at a level of $p < .01$, and for the other two styles neglecting and permissive the correlation with the moderate violence is situated at a level of $p < .05$. This means that the dictatorial style gives the greatest number of adolescents with moderate violence, while the other two styles (permissive and neglecting) give a smaller number, but though a significant one. For the group of adolescents with great violence, the correlation quotient with the educational parental style is very significant al a level of $p < .01$ for the dictatorial style ($r = .303$) and neglecting style ($r = .351$), and significant at a level of $p < .05$ for the permissive style ($r = .133$).

The validation of our hypothesis obtained by the practical researche made by us allow us to underline the fact that there is a real correlation between the educational style utilised by the parents and the degree of violence of the adolescent behavior.

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