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CUPRINS

SPSM PROJECT-EMPLOYABILITY AND MENTAL HEALTH IN EUROPE

URGENT NEEDS FOR TRAINING, SOCIAL INTEGRATION AND EMPLOYABILITY

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Abstract

This article is a presentation of ERASMUS+ Project, SPSM-Employability and Mental Health in Europe:urgent needs for training, social integration and employability whose main objective is the improvement of techniques used by professionals in the social and occupational insertion of people with mental

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disabilities on the labour market. The project aims the improvement of abilities and practices of all involved parties: beneficiaries, professionals and employers engaged in the labour market insertion and social reintegration of beneficiaries.The project is a plea for reflection, search and implementation of viable solutions for supporting people in vulnerable situations at a certain point of their lives.

Keywords: *mental health; needs; training; social integration; employability.*

Motto: *"A health of a nation is a social matter not just a personal one"* **(Bandura-2005).**

1. Theoretical-conceptual framework.

The present European context on social policies promotes equality in terms of access to initial and continuous training for socially disadvantaged people and categories. Among these categories, people with mental disorders are under the attention of European policies. These people have not benefited from real professional insertion in Romania, so far. Psychotic disturbance is a serious mental health issue reaching a life prevalence of 2.5% for affective bipolar disturbance[1]and up to 1% for schizophrenia. Mental disorders not only have a high prevalence but are also an important source of disabilities, summing up 13% of global diseases in 2001[2]. Unlike somatic diseases, 33% of all years lived with disability are the consequence of mental disorders and they are a source of alteration of social micro-group (familial, professional) the sick person lives in.Direct and indirect costs of mental diseases burden health budgets and impoverish the patient directly and also his close entourage. At least 250.000 Romanians suffer from a severe mental disorder. People with severe mental disturbance rarely experience positive results at their work place. Their employability rate is very low, not even above 11%. At the same time, people with mental disorders are a constantly increasing category among the beneficiaries of illness retirement funds and consequently a burden for the budget of social insurances. They are considered a failure of public insertion policies. Despite these statistical data, many mentally disturbed people want to work and social reinsertion through work is an important part of rehabilitation

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[1]McIntosh AM. Genetic liability to schizophrenia or bipolar disorder and its relationship to brain structure, The American Journal of Human Genetics 2006; 141: 76-83

[2]Kohn R, Saxena S, Levav I, et al, The treatment gap in mental health care. *Bulletin of the World Health Organization*; 2004, 82: 858–66.

processes. When a person with serious mental disorders tries to find a job on the labour market s/he has to overcome a series of impediments. They can be related to the patient (lack of vocational experience and cognitive disabilities), to the potential employer (obloquy of mentally disordered people) and to the mental health services (poor offer of social and vocational rehabilitation services).

2. Conceptual delimitations

2.1. Mental health. The term mental health has various connotations and is marked by ambiguity[3]. Mental health is part of a pluridisciplinary system of theoretical and practical means which aim the *adaptation, maintenance and strengthening of mental health* but also prevention and removal of pain, namely increase of individual`s life quality and wellbeing. According to S. D. Kipman, 1996[4]concerns have to be directed towards *care for mental health*, and P. Bailly-Salin, 1996[5]states that attention has to be oriented towards the causes of mental disordersso as to bar them for good.The modern concept of mental health focuses on prevention and thus tries to find strategies of stimulating protective factors. The ways of intervention are based on a *pluridisciplinary system of theoretical and practical means aimed at defending, maintaining and strengthening mental health, mental wellbeing, namely positive mental health.*[6]Health management should involve quality health-mental health services that would contribute to the prophylaxis and prevention but also support in case mental condition occurs. Mental health is the most important part of an individual and the way they understand themselves and integrate in their families, group of friends and community strongly depends on their mental condition. Mental health is the individual`s ability to keep a balance between all mental functions: intellectual and emotional so as to easily adapt to the challenges of social life. Mental health is ultimately that state of wellbeing which is manifested under three aspects: feel good with yourself, feel good with the others and be capable of fulfilling your duties.

> *"MYTH: Mental disorders cannot be treated.*
> *TRUTH: Mental disorders can be diagnosed as easily as diabetes, asthma or cancer and there is a wide range of medicine and psychotherapies which are efficient for each of them.*

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[3]Şt. Milea, Psihiatrieşi/sausănătatemintală?RevistaRomână de Psihiatrie 2008; 10(1-2) : 1-5.
[4] S.D. Kipman, Editorial. Qu`est-ce que la Santé mentale? Psychiatrie Française. 1996; 27(3): 3-11.
[5] P. Salin- Bailly, La Santé Mentale, des Interrogation. Qu`est-ce que la Santé mentale? Psychiatrie Française. 1996; 27(3): 1
[6]ŞtefanMilea, Sorin Riga, Dan Riga, GrigoreBuşoi, Preventivemedicine and mental health, http://www.medica.ro/reviste_med/download/rmr/2011.4/RMR_Nr-4_2011_Art-3.pdf

MYTH: It is not possible that mental disorder would affect my family because we are good people.

TRUTH: Anyone can develop a mental disorder; one in four families is affected by a mental disorder issue. Moreover, mental disorders are not caused by maleficent forces but by chemical unbalance and brain damage.

MIT: People with mental disorders are retarded.

TRUTH: Mental disorder and retard are different things. Retard is characterized by low ability of learning but anyone can be affected by a mental disorder, irrespective of their level of intelligence..

MIT: People with mental disorders should be kept in hospitals.

TRUTH: Scientific research has proven that treatment in the community has undeniably better results in terms of clinical evolution of patients and their life quality. Moreover, it has been proven that it is less expensive for the society.

MIT: People with mental disorders are aggressive.

TRUTH: Research shows that people suffering from mental disorders are not more dangerous than healthy people of the same population. Less than 3% of people with mental disorders are potentially violent when not treated, when they receive an inappropriate treatment or when they use alcohol or drugs.

MIT: People with mental disorders cannot work.

TRUTH: Actually, they can work even if they experience symptoms.Work helps people recover, regain their self-esteem, create social relations and earn money to be independent and integrate inn the society.

MIT: Mental disorders cannot be cured.

TRUTH: There are a variety of medicine and psycho therapists who can treat mental disorders and in many cases also cure them completely. Throughout their lives, a high percentage of population can suffer from a light or severe form of mental disorder which does not repeat.A low percentage suffers frequently from episode of mental disorder. Few are affected their entire life. » [7]

Referring to this issue Mihaela Minulescu underlined that "*A mentally healthy person has a unitary personality structure where all complementary components function in an integrated not disruptive manner; this person is aware of limitations and can face them, including the ability to learn from the experience of life*".[8]

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[7]http://centruldesanatatemintala.ro/sanatatea_mintala_in_licee/files/in-atentie-sanatatea-mintala-a-copiilor-si-adolescentilor.pdf (p.4, accessed 25.03.2015)

[8]M. Minulescu in B. Luban-Plozzaşi I. B. Iamandescu "Dimensiuneapsihosocială a practiciimedicale". Ed. Infomedica 2002

2.2. Mental disability. The concept of mental disability is interpreted as a social disadvantage resulted from a deficiency or inability which impedes or limits the individual in the fulfilment of a role assigned by the environment"[9]. The UN Organization defined disability in 1992 as "*Disability is a function of relations between disabled people and their environment. It occurs when these people face cultural, material, social obstacles which impede them to access various systems of a society that are available for other individuals. Thus, disability results from the loss or limitation of participation along other individuals in the life of a community*."[10]

Law 448/2006 defines disabled people as "*people who lack abilities of conducting normal daily activities due to physical, mental or sensory affections and thus needing protection measures for supporting recovery, integration and social inclusion*"[11]. "The fundamental concept of Romanian National Strategy is the following: *the disabled person has the possibility to make decisions about his life, to manage personal budget and to choose the services he needs as well as their providers based on individual labour contracts. The legal representative of the person with disability shall decide in his name and best interest but only under the conditions provided by the law* »[12].

2.3.Services of mental health. Mental healthcentres are public health units without legal personality functioning within health centres. These services are organized differently for adults, own buildings, beds for the adult psychiatric department. Mental health centres provide care for people with mental disturbance and access is granted directly or by GPs, physicians or social work units.

According to art.5 ofthe Order no 375 of 10 April 2006[13]on the establishment, organization and functioning of mental health centres for adults, mental health centres have the following attributes:

" *a) assessment of people who address directly to mental health centres;*

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[9]Verza E.F. ,Introducereînpsihopedagogiaspecialășiasistențăsocială, Ed. FundațieiHumanitas, 2002.

[10]Programul de Activitate Mondială al Organizației Națiunilor Unite, 1992.

[11]Law 448/ December 2006 on protection and promotion of rights for disabled people. Published in the Official Registry, Part I no 1006 of 18/12/2006

[12]DECISIONNo 1175 of 29 September 2005, on the Approval of National Strategy for protection, integration and social inclusion of disabled people 2006 – 2013, published in the Offical Registry No 919 of 14 October 2005

[13]Order no 375 of 10 April2006, Ministry of Health, Official Registry no 373 of 2 May 2006

b) active and early detection of mental disorders and settlement of proper measures for the treatment and prevention of unfavourable evolution;

c) providing intervention in critical situations for preventing the development of severe disorder episodes and adverse reactions;

d) providing curative medical care, including for patients mentioned by art. 113 of Criminal Code;

e) providing psycho-social rehabilitation services;

f) providing psycho-therapy services;

g) providing occupational therapy services for social reinsertion of patients with psychotic disorder;

h) providing home care when needed;

i) assessment of patients with mental disorders for admitting them in temporary or protected homes, protected workshops, expertise commissions for the assessment of their work abilities, social work units, education and health units;

j) methodological guidance of doctors from the psychiatric area in offering mental health care based on collaboration protocols;

k) keeping record of patients with mental disorders in order to develop the National Register of Mental Health;

l) assessment of patients` living conditions.»

These centres have minimal equipment and personnel trained for cure and rehabilitation of mentally disturbed patients.

2.4.Rehabilitation. Literature in this field brings to our attention the possibility to recover the mentally disabled patients even after a severe mental disease. Recovery is defined by specialists as *the development of a new meaning of and goal in life*[14], emphasis being placed on the individual and his ability and potential of recovery, readjustment and development. A whole process is required to achieve this goal by people who suffered a mental disease.

Literature records many cases of important personalities who opened special settlements where the mentally disabled were supported throughout their recovery process. Thus, William Tuke (1732-1822), salesman, Quaker founded „ York Pension” in 1972, an asylum, as consequence of an improper treatment given to a woman-Quaker in a hospital. The atmosphere was deeply religious but they have organized also meetings over a cup of tea for their patients, meetings in the garden, evenings with music, walks, etc. Cure was the ultimate hope and therefore occupational therapy was used, too. Phillipe Pinel (1745-1826) brings innovative ideas such as: relationship

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[14]W.A. Anthony, Recovery from mental illness: the guiding vision of the mental service system in the 1990`s. Innovations and research. Psychosocial Rehabilitation Journal, 1993, 16(4), 11–23.

between doctor and patient, special schedule for patients structured on occupational therapy and the need to *undergo psychological therapy for their intellectual development and strengthening.*

Johann Reil (1759-1813), doctor dedicated to the treatment of mentally disabled patients comes with an idea which makes a clear distinction between incurable patients and patients who can be cured.In his book, *Rhapsodies about applying the psychological method of treatment to mental breakdowns*, he supports the idea of creating two different bughouses: one for incurable patients and one for those capable of reinsertion. Not at last, J.G.Langermann (1758-1832) developed a therapeutic model with pragmatic character in Bayreuth, Germany, where he treated patients differently according to: capable or not of working in the "madhouse". Mental health care centred especially on rehabilitation. The aim was to lower the effects of the disease, the social disadvantages and side-effects. Each mentally disabled patient was supported in using personal abilities in life, self-esteem was rebuilt and interest for work and life was awoken. Specialists assert that rehabilitation starts when patients meet the doctor and its success is linked to the confidence they have in their doctor and to their belief in recovery. The American Association of Psychiatric Rehabilitation (USPRA) considers that rehabilitation „*promotes recovery, full integration in the community, improvement of life quality for people diagnosed with a mental disease and whose ability to lead a normal life is affected*".[15] Therefore, rehabilitation services should focus on "the development of individual abilities and access to resources for increasing their ability of finding satisfactions at work, in life, in learning and social environment"(5). After rehabilitation, the person lives in a decent house, has a job, continues the studies or attends professional conversion courses, learn to deal with the symptoms of the disease, has an active life in the community…all being part of their daily life.

2.5. Beneficiaries. Beneficiaries are people who suffer from various mental diseases but can be recovered and reinserted socially. Mental diseases can be grouped into the following categories:
- organic mental disorders, including somatic disorders;
- mental and behavioural disorders given by the usage of psychoactive substances;
- Schizophrenia, schizotypal and delusional disorders;
- affective disorders;
- neurotic, stress and somatoform disorders;
- behavioural syndromes associated to physiological disorders and physical factors;

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[15]http://uspra.info/Certification/CPRP-Code_of_Ethics_09.2012.pdf

- personality and behavioural disorders;
- psychological development disorders;
- behavioural and emotional disorders;
- unspecified mental disorders.

3. Strategies of psychosocial recovery of people with mental disorders

3.1.Social policies. Policies for the recovery of mentally disabled and their reinsertion in the activity are based on collaboration between various field of activity and professions. Unfortunately, most mental health services are centred on admission in a hospital and less on the development of community based services. Therefore, more solutions are demanded for providing jobs according to the beneficiary`s opportunities. It is necessary to pay more attention to an optimal combination of mental health care services and partnership activities with other sectors from the area of recovery services. For this reason, we should use methods adapted to the patients` needs and include them in the recovery process. The aim is to adapt normal functions so as to be able to take over the activity of the deficient ones. Thus, the developed abilities and behaviours will favour an optimal insertion in the social life. Recovery also involves psychological preparation for the development of an affective-motivational state of mind that would bring satisfaction for the activity conducted by the patient and also a long term psychological comfort.

Specialists show that recovery of patients suffering from a mental disability should follow several stages:

- psychological;
- pedagogical;
- medical;

When choosing the best methods and procedures of therapeutic and recovery intervention, doctors should take into account the characteristics of their patients:

➢ formand severity of mental disorder;
➢ recovery evolution and the level of unaffected functions;
➢ the possibility of normal functions to take over the deteriorated functions;
➢ patients` mental state;
➢ chronological and mental age;
➢ the activity s/he is capable of conducting.

Recovery involves various ways that would lead to a changed behaviour. We mention here only some of them:*relearning*is the acquisition of knowledge selected according to their contribution to the mental recovery of mentally disabled but also to their practical use. It is an instructive-educational process but firstly a formative and secondly an informative one. Learning has to be stimulated by a series of fortifying measures that should use a concrete support. Each patient`s ability of decision making should be promoted and the positive aspects of his behaviour should be stimulated even if there are certain disabilities. ***Psychotherapy*** eliminatesanxiety, negative thinking by focusing on a person`s needs. It activates motivation and therefore the best results are obtained through relational and inductive psychotherapy. Suggestions should be positive, acting for the elimination or improvement of anomalous behaviours. Psychotherapy also develops positive attitudes; patients are stimulated to participate in the life of their community by focus on practical aspects of daily life and positive results. Relaxation psychotherapy improves tense states of mind with hyper excitation through activities that aim the improvement of inborn abilities.We should note that ***occupational therapy by reinsertion of individuals*** aimspracticalbenefits by various forms of occupational therapy: play therapy, ergo therapy, arttherapy, adaptation of individual possibilities to the development of occupational skills and abilities, stimulation of interest in work and in a state of wellbeing.

Fig.no 1. *Program for mentally ill* (conf. Seidenfeld, M.A.)

All these interventions are oriented towards the regaining of patients` abilities. These will allow them to practice professions according to their personal skills and help them adapt to everyday situations and to the requirements of social integration. The concept of integration aims insertion on the labour market and community by actions that support the recovery of a patient. They will revalue their abilities and lead an almost normal life.

3.2. Foster houses. After time spent in hospitals and ambulatory recovery, foster houses are a good solution for beneficiaries on their way to rehabilitation and social integration. The literature mentions two types of rehabilitation

models: the American and the European. In the American system, foster houses are called Clubhouse, Fountain House, and in the European system social cooperatives.[16] These settlements have been founded by volunteers and social workers as a symbol of hope. They offer support to the mentally disabled outside the psychiatry ward. The mission of foster houses is to provide accommodation and work for a few hours. They encourage social contracts and vocational reconversion of people diagnosed with mental disabilities. Volunteers start from the premises that the mentally disabled have the same aspirations as any other person:to reach social, financial and vocational objectives, to be respected and lead a normal life so as to diminish obstacles and stigmatization as much as possible. They have the right to a house, family, friends, social relations, a career and to have full rights in their community. But mostly they seek a bonus through various unconscious mechanisms „to be loved by somebody!"

3.3. Counselling and orientation services. These services include vocational assessment of beneficiaries by a series of psychological tests. Interdisciplinary teams offer them professional assessment and help them in their orientation on the labour market. This activity helps the mentally disabled to find a profession taking into account their abilities and skills, offer them qualification so that they would become professionals. A proper job gives them confidence in their own ability of dealing with a schedule at work and in life. Therefore, two aspects are carefully considered when choosing a job: the beneficiaries` abilities revealed by tests but also the list of qualifications available on the labour market. Counsellors select a few main occupations for each beneficiary based on a scale with their abilities and the beneficiary along with the interdisciplinary team will select the most appropriateoccupation which has also available qualification/requalification courses. Support is granted also after employment as postemployment counselling services.

3.4.Professionalization of mental health workers: It is strongly necessary to train specialists in psychiatric issues and adult education in the field of mental health is also a goal. Specialists who work with people with mental disorders should be trained through workshops and methodologies that would validate and certify their competences. The objective of such training is the inclusion of mentally disturbed adults through education and professional development but also the promotion of better professional qualifications in the educational field of dissemination and intervention.

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[16] Warner Richard, Psychiatric rehabilitation today: an overview ,World Psychiatric, 2006, October, p.151.

3.5. Good practices. **In Arad County** there areinitiatives that aim the social inclusion of people with disabilities, but without specific initiatives for people with mental health disorders. We mention here some of the projects coordinated by the Direction of Development and Community Assistance Arad. Thus, *Centre for socio-professional rehabilitation „Creativ"* has registered memorable results. The centre supports youth with different disabilities in leading an independent life and developing practical skills. 25 teenagers works a tailors, sewers, manufactures, make seasonal decorations and take part in the centre`s activities. Their families benefit from psychological, social and legal counselling on the issues they have to deal with and to know the rights of disabled people.

TheDepartment for protected activities „CLĂBUCET' within the Direction of Development and Community Assistance Aradhas obtained financing for the project „Equal chances on the labour market". Money has been used to equip the Clăbucet laundry with objectives in improving the quality of social work services in Arad. They would offer laundry services for the elderly with home placement, for the beneficiaries of the Night Shelter Arad, for the beneficiaries of Arad City Canteen and other categories of physical or legal entities. This service increases the life quality of socially disadvantaged people. „CLĂBUCET" carries out sustainable activities, offering physical and legal entities laundry and ironing services. These activities are performed by people with disabilities or socially disadvantaged categories. The aim is to increase their operational abilities, their self-esteem and also their self-sustainability level and social integration.

The social shelter ishighly appreciated by the community as it offers temporary accommodation and help to youth. 50 teenagers get material help, guidance in professional orientation, support in finding a job as well as benefit from various intervention programmes. The social shelter is open for deinstitutionalized teenagers of Arad City and County. The services provided by the shelter are:
a) psychological, social and legal counselling of teenagers; support in finding a job; specialized counselling for teenagers with disabilities;
b) support for obtaining and filling out the documentation required by Law 448/2006 which grants them rights;
c) counselling for skill development for an independent life (hygiene, cooking, money management, improving self-housing abilities, proper dressing code); counselling in overcoming the feeling of institutionalization;
d) administration services for paying utilities.

4. SPSM Project- Employability and Mental Health in Europe: urgent needs for training, social integration and employability

4.1.Objectives of the SPSM project. *Employability and mental health in Europe: urgent needs for training, social integration and employability* tries to highlight the factors that block access on the labour market for people with severe mental disabilities. Another objective is the development of a cognitive and social rehabilitation programme for the social insertion of mentally disabled.

Social integration along with employment are a main objective of this project which is conducted between 2014-2017. It is a European ERASMUS+ project with five partner countries: Luxembourg, Belgium-Liege, France-Lyon, Switzerland, Genève, Romania-Arad. The piloting committee (COPIL) will conduct activities and handle issues of social integration of mentally disabled, whose disability is not innate and through professional help will regain their autonomy and place on the labour market and in the society[17]. The referential framework of the project is based on three major pillars: Empowerment, OMS 2010[18]; Promotion of Mental Health;[19] and Ecology of Human Development[20].

World Health Organization defines mental health as a state of wellbeing which permits a person to experience personal and professional achievements, to deal with daily stress, to conduct a productive activity in the community. Reforms in the field of psychiatry are a social-economic necessity because they should reduce admission in hospitals and favour social integration of the disordered people. Therefore, proper ways of supporting the mentally disabled should be found and they should be supported in overcoming their state of being.

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[17]Fond-Harmant L, Santerre H, Santina-Deuscthle S. AML Europe, rapport d'analyse des séminaires réalisés. Luxembourg: CRP-Santé, 2014.
[18]OMS.User empowerment in mental health -a statement.Copenhague: 2010.
[19]OMS. Plan direction Sante Mentale 2013-2020
http://apps.who.int/iris/bitstream/10665/89969/1/9789242506020_fre.pdf
[20]Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.

INTEGRATION PATHS

The dynamic process of competences acquisition

SAVOIR - ETRE

Social Enterprises

PreProd Professional training

LOISIR

Training

Move On!

SHELTER WORK SHOPS

SAVOIR - FAIRE

CENTRE OF PLAY
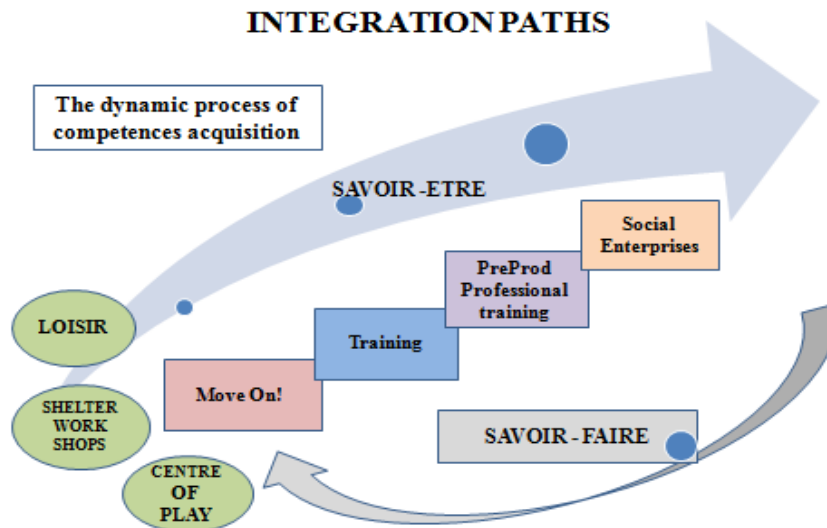
Fig.2.The dynamic process of social integration of the mentally ill people

The general objective of the project is to increase access to social services –basic and specialized for vulnerable groups made of people with mental disorders and their families.

The specific objectives of the project are the following:

a) analysis of social contexts of each partner from the project;

b) highlighting barriers that prevent access of people with mental disorders to the labour market;

c) promoting employment for groups or people at exclusion risk with emphasis on active measures (lifelong learning, qualification, requalification etc.)

d) promoting social inclusion,

e) combating discrimination and social exclusion through measures that support and complement national strategies and employment policies;

f) increasing visibility and international impact of Romanian research in promoting advanced, modern evaluation techniques to facilitate access to European consortia..

This project is part of the current European policy on mental health and social reintegration of mentally vulnerable people. *L'OMS plaide pour la fermeture de structures de type «asile» pour favoriser une approche communautaire des soins en santé mentale[21]*

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[21]OMS.User empowerment in mental health -a statement.Copenhague: 2010.

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4.2. The target group of the project consists of: adults with mental health disorders from Arad, employers and entrepreneurs, specialists in multidisciplinary areas: psychologists, doctors, pedagogues.

4.3.Activities. The project activities contain the following tasks:

1. Elaboration of analysis instruments for the needs of training in mental health;

2. Development of reflection workshops for all three groups under discussion:

a. Beneficiaries (people with mental health disorders, who can be reintegrated);

b. Professionals in the field of psyhopedagogy of intellectually disabled;

c. Entrepreneurs.

3. Assigning responsibilities for each partner of the project;

4. Setting deadlines for accomplishment of short and long term tasks;

5. The schedule of future transnational meetings of the implementation team;

6. Administrative duties.

Along with the objectives of this study, we want to highlight the interaction methods between professionals in the mental health system, their need for information, „the path" of beneficiaries at risk or diagnosed with mental health disorders, the way they relate to their families or friends, at work or in the community.

4.4.Methodology. In the next period specialists in interdisciplinary areas: psychology, psyhopedagogy, social work, medicine will design the research framework mentioning the competences required by the implementation of the project. It has been decided upon the concept of mental disability. A questionnaire will be applied to beneficiaries during a meeting (a number of 10 people with mental disorders). A questionnaire will be applied to entrepreneurs, too, to identify their opinion on the willingness to employ mentally disturbed people.

5. Expected outcomes.

Practice shows that people with mental health disorders face difficulties in finding a job because of the symptoms and severity of the disorder as well as due to discrimination and social stigmatization. Mental disorders affect intellectual and affective abilities of an individual but also their behaviour and judgement. They generate prejudices like violence, unpredictability, lack of motivation and will of these people. Generally, they are considered people not to be trusted. Any disease, but especially mental disorders involve a "rupture

of biological balance followed by social inadaptability, dis-insertion, therefore a rupture in the social balance of an individual". Our project tries to find ways to assist mentally disorders people through specialised services (medical, psychological, sociological) in help them in their recovery and social reintegration. We believe that recovery and social integration of mentally disturbed people must be the teamwork of a multidisciplinary team (doctor, psychiatrist, psychologist, social worker, nurse). Apart from the sanitary factor, an important role is played by the formative-professional factor focused on the identification and revaluation of compensating attitudes. They are useful in professional qualification or requalification along with the community factor, namely support and openness for the creative and productive potential of these people.

In the future, the development of a social network will be our goal. This network will provide the mentally disordered with a secure climate, where they can feel cared for, appreciated, valued and employed as members of a mutual obligation system, in other words socially integrated.

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KNOWLEDGE OF BASIC CONCEPTS - A PREREQUISITEOF CURRICULUM EFFICIENCY

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Abstract

A significant number of training courses have been done under a kind of "franchise" without any kind of concern to adapt the course to the spirit and the specificity of the trainees in each national context.From 1929 to 2015 an interesting evolution of these models can be noticed, intimately connected to the definition of curriculum concept. In essence, these models are either centered on curriculum design issues, or on the processof the curricular approach, either on each of the actors of the educational process. But almost all of them tend to imply elements of the learning situation, worded differently as learning experience or learning opportunity. One of them are considered product models (focused on objectives or competencies) which stress a high level of control of teacher and a great importance of contents to be learned; others are focused on process with a high level of involvement for students who are supposed to have the possibility of choice and a strong focus on social and life skills.

Keywords: *curriculum, life skills, efficiency, transdisciplinarity*

1. Introduction

Knowledge in its essence of basic concept represents a prerequisite of efficiency in any field of activity.

Unfortunately, a kind of trend seems to be felt especially within the educational reform context. The necessity of a permanent training has turn into a run after credits and diplomas or certificates, with a increasingly less concern for the substantive part of the problem: understanding what is the essence of improvement. A significant number of in-service training sessions are organized and run by different providers including the curriculum reform field.

The complexity and the dynamic of this area, the multitude of perspective of analysis and sometimes, the lack of tolerance for other scholars and practitioners vision have determined a multi - voice approach of an essentially common issue: what is the essence of curriculum: the learning situation, sometimes consciously used as a learning opportunity, other times not, which exists in educational or non-educational institutions, and, incidentally, in the everyday life.

A significant number of training courses have been done under a kind of "franchise" without any kind of concern to adapt the course to the spirit and the specificity of the trainees in each national context. They have had an interesting effect: the use of insufficiently understood concepts, with a superior attitude, directly proportional to the degree of misunderstanding, in different professional contexts with a terrifying effect: a kind a cacophony of voices much stronger that that reported by Aoki or Pinar (1980/2005)

It's time to overcome in the context of both theory and practice of controversy for the sake of controversy; it's time to find ways of reconciliation of great ideas (NG –A – FOOK NICHOLAS (w.y) by understanding the common essence, to define the essence and build the basic of practitioners' training as actors who implement and evaluate curriculum on a tactical level.The real value of a curriculum is revealed by its implementation, by the assessment of step by step acquisition of learning experiences on the students ' level. No matter how good is a curriculum design, its quality is revealed eventually by the results of its implementation.

Thus, a prerequisite for the implementation efficiency is represented by a proper understanding of the intentions and the philosophy of a curriculum design by the actors of implementation, especially when the curriculum intends to be an innovative one. This understanding is based on a correct decode of the core concepts.

The intention of this paper is to explain several concepts constantly used with multiple meanings in Romanian educational field, with negative consequences on the curriculum implementation results.

Figure nr. 1 shows the specific place of the curriculum implementation in the ongoing process of curriculum improvement.
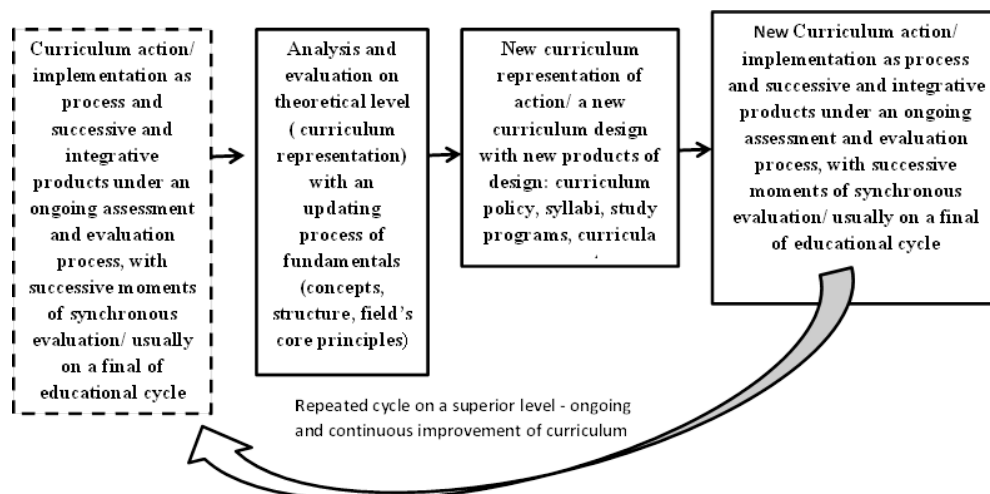
Figure 1 Curriculum implementation a core aspect of curriculum development

The source of any theoretical approach is in action, in practice but the quality improvement requires a practice based on a correctly understood theoretical approach. This, without trying to focus the attention on the importance of theory, it seems to be necessary to give to Caesar what Caesars' belongs: respect and accuracy for the theoretical meanings and the use of the concepts

2. Concepts to be discussed

2.1. Curriculum. The concept *curriculum* is understood in terms of the essence recognized explicitly or implicitly almost unanimously as *learning situations* considered in different context, even if the wording meets a wide and different terminology.

A considerable numbers of models of curriculum development or simply of curriculum can be found in the literature. A number of overviews of these models are elaborated (O'Neill Geraldine,2010; Smith, M. K. ,1996, 2000) that try to explain how they have been developed, why they exist, and what are they useful for. It is not the purpose here to reproduce in this contexts these models or the degree of consistency or discordance among them. As scholar involved in the in-service training of the practitioners of the education, my concern is to extract the essence of this issue of curriculum models, as fundamental of an efficient explanation of them for those who are not interested in an in depth understanding of the models' substance, but more about their role for the practice of education.

Since 1929 to 2015 an interesting evolution of these models can be noticed, intimately connected to the definition of curriculum concept.

In essence, these models are either centered on curriculum design issues, or on the processof the curricular approach, either on each of the actors of the educational process. But almost all of them tend to imply elements of the learning situation, worded differently as learning experience or learning opportunity. One of them are considered product models (focused on objectives or competencies) which stress a high level of control of teacher and a great importance of contents to be learned; others are focused on process with a high level of involvement for students who are supposed to have the possibility of choice and a strong focus on social and life skills.

My first concern was to extract what seems to be important as essence: the structure of a learning situation to be designed in school or in other institutions where professionals are concerned to design and run an educational approach or what simply exists within the real life with educational effects on humans.

Thus, putting together different ideas from literature a pyramidal structure of the learning situation was extracted, which involves the process as well, following the order of designing and implementing its structural elements.

The designing process of a learning situation starts with the establishment of the expected outcomes: finalities formulated as aims, goals and objectives (figure 2). They are the targets of the educational approach and they determine the selection of the necessary contents and their manner of being structured.

This selection is done by specialists who are influenced by their philosophy about education. That is why the overview of the models shows, for instance, a number of four categories of North American curriculum-making in the twentieth century:
(1)the liberal educators with a model linked to curriculum as transmission; key thinker Charles W. Taylor; (2)the scientific curriculum makers, a model linked to curriculum as product; key thinkers Franklin Bobbitt and Ralph W. Tyler. (3)the developmental/person-centered, a model linked to curriculum as process ; key thinker G. Stanley Hall. (4) and the social *meliorists* (those that sought more radical social change) a model linked to curriculum as praxis; key thinker Lester Frank Ward; (after Kliebart 1987, quoted by Smith, M. K.,1996, 2000). There are other trends, as well.

These contents can be structured in different ways and the following sequence of the paper will be focused on a brief explanation of their core features.

A specific time for selection is necessary, a time for teaching and learning, and for assessment. This time element is a third structural component of the design of the learning situation.

Specific methodology of teaching is generally recommended from the strategic level of curriculum design and it is concretely chosen on the tactical level, according to the specific of the real students and the concrete educational environment and contexts. This is the fourth step of the curriculum design and it is strictly connected to the fifth one: the establishment of the assessment methodology. An obvious consistency must exist between all these five structural elements and implicitly steps of the curriculum design.

Curriculum implementation as a process on the tactical level starts from the action of formulating objectives, according to what the syllabus presents as goals encapsulated in aims, and strictly connected to the contents used and the potential of the concrete students. The methodology of teaching and assessment follows the same determination, rooted in the concrete situation of the school environment and the students' potential. But they have to keep the core requests of the syllabus's recommendations because the goals and the aims presented must be accomplished at least at a minimal standard.If the design process starts with the formulation of the aims as general expected outcomes, continues with goals and foreshadows the formulation of the objectives on the tactical level, the implementation process accomplishes firstly the objectives, and then by successive integration, the goals and the aims are fulfilled.
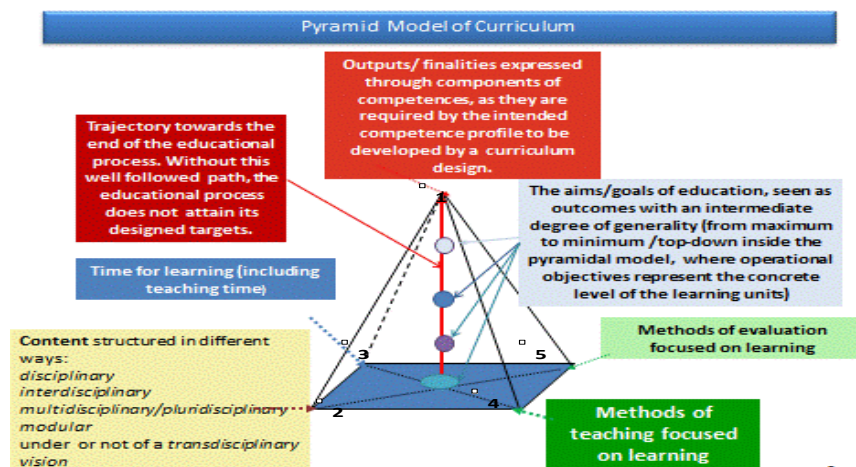
Figure 2:Pyramid model of Curriculum

2.2.   *Manners of structuring the contents of curriculum*

The contents were for a very long time the queens of curriculum structure.

The new vision on curriculum sets forth the theory sake a new position for contents as vehicles towards achieving the expected results. But it seems that the school reality still keep the supremacy of them, if not in words, papers for national and international conferences, books in he real life of the school for sure.

A significant number of in-service training for teachers are focused on the thorny issue of the ways of structuring these contents but the literature itself still encapsulates confusions in using the different terms as: *interdisciplinarity, disciplinarity, pluridisciplinary, modules, transdisciplinarity.*

A first issue to be discussed is the mean of *content* as a concept. The answer of question what should be learnt leads to this concept. But going further it seems to be difficult to understand that the action of learning is focused not only on knowledge as memorized information but it should mean decoded information, internalized and used in a functional manner by the learner, values and shared beliefs, and learned operations as well (cognitive, psycho –motric, and physical skills) (McNeil 1981 apudWulf&Schave, 1984: 24).

”The content of any curriculum will depend on concepts, principles, generalizations, strategies, methods and curricular values considered by designers as *more important* (particularly with reference to concepts,

principles and generalizations), or more *desirable or acceptable* (especially when it is about strategy, methods and values)"(Niculescu, 2010:130)

The literature presents a variety of ways for structuring contents within curriculum context, depending on a number of factors of selection and structuring them. These factors gravitate around *the values and beliefs of those who contribute to the decision in developing a curriculum.*

Alternative forms of organization of content, of structuring them inside the curricular strategy have been imagined in order to meet the training of talented people with real competencies, with ability to adapt quickly to change.

Four main ways/ models of structuring context are highlighted by the specialty literature: (1) *disciplinary*- a model that has a variant called *intradisciplinary*; (2) *interdisciplinary* model; (3) *pluri* or *multi – disciplinary* model;(4)*modules*as content structures.

(1) This *disciplinary* model involves the teaching / learning of concepts, generalizations, principles and operations successively within a discipline/ subject context. Specific aims, goals and foreshadowed objectives are formulated, together with methodological suggestions. Some areas of knowledge offer the possibility of subdividing its contents. Thus,mathematics will include arithmetic, plane geometry, geometry in space, probabilistic, etc.(L. D'Hainaut, 1981apudNiculescu, 2010: 142)

(2) " Curricular area" represents the core concept for this i*nterdisciplinary* model; it that corresponds to broad areas of knowledge. Rooted in a wider knowledge domain the curricular area determines the possibility of existence of common aims and even goals with a higher degree of generality. They are to be turned into specific goals and determined objectives for each concrete area of content belonging to the defined curricular area. The model requests an active teaching methodology, focused on stimulating the development of a systemof functional knowledge *at the intersection* of different fields of knowledge, and the development of the necessary competencies for solving complex problems. This type of structuring is a good background of practicingtransversal/ transferable competencies.Thus, a cross – curricular methodological approach is recommended. The student's mind flexibility development is a target. The student is stimulated to use   knowledge from an area for solving problems in another area, issues apparently specific to a field beinganalyzed from other perspectives. This interconnected approach facilitates the development of *lateral thinking*, of cognitive skills sets, all necessary to the transversal development of competencies. Open-minded attitudes of students are also considered as a target.

My students were asked to find a metaphor for this model of structuring curriculum and they have found „the metaphor of communicating vessels; in each of the vesselsthere may be a liquid with a specific color. The processing action (similar to the educational process) facilitates the combination of various colors by ensuring the transfer of liquid from a container into another. Designing the learning situation within the educational process should respect the communicating vessels principle, meaning that knowledge and capacities from one side are possible to be used on another side, enabling the transfer of learning from one situation to another, from one subject to another one, allfacilitating a proper and effective development of the student's mind and soul, a proper development of the student's cognitive and psychometric capacities on a positively evolving attitudinal background. The learner, in the same way as communicating vessels installation, will be *a whole* in which the contribution of each development department will be obvious and functional, like the colors of each container in the final color of the communicating vessels set, as the result of each component transferring from and to another component." (Niculescu, 2010: 143,144).

Another metaphor was that of a rail network involving both: the construction of locomotives and wagons, and operation. Locomotives are regarded as analogies for transversal competences that can provide transport of all types of wagons, with any content, if organizing transport network is well thought out. Students stressed the idea that the task of designing learning situations leading to such kind of organizing the learning process is of the educators, and of the students as aware learners of the necessity to develop their own learning style.

(3) *Pluridisciplinarity or multidisciplinarity* (d'Hainaut, 1988, apud Niculescu 2010:144,145) is a structuring of *thematic* type. Each thematic approach involves different areas of knowledge,focusing, in principle, on developing for student some effective and complex learning experiences, containing and involving multiple competencies. These competencies imply developing the learner's capacity to analyze, to interpret, to comment a topic from multiple perspectives.

In this context the learning situation are not addressed to a discipline or group of disciplines, but put into action concepts, principles, skills and values determined by situations circumscribed of topic or theme suite; this approach has the advantage of analyzing a phenomenon or concept in its global view; the disadvantage of a difficult advancement from what is known towards the unknown must be highlighted and measures to avoid superficiality should be taken into consideration. This model seems to be an effective one for the step of consolidation the knowledge system.

"There are other correlated terms for this type of contents structuring, such as, for example, the expression of *integrated curriculum* (Chan Kinsang,J., 2006) or the *implicit integration model* according to Thornley, C., Graham, S. (2001:32). This latter phrase is used by the authors for what is named: inter – disciplinary, but the manner of defining it, as "a *learningexperience that emerges from real life situations without reference tosubjects*", places it closer to the multidisciplinary meaning. The same meaning is found in the formulation of *interdisciplinary curriculum,* which belongs to Su-Yen-Chen (2003: 11). It is obvious that, while the meanings of different types of structuring contents are quite clearly delimitated, just the terminology used is different. Thus, what some authors define using a term is defined by others under another term.(Niculescu 2010: 144).

(4) Modules as content structures. Organizing the contents as modules needs to consider the following criteria (D'Hainaut L., eds., 1981, p.245): (a) presents or defines a set of learning situations;(b) ☐has a clearl function and well defined goals andobjectives; (c) offers further evidence for learners and teachers in order to orientatetheir action and to provide appropriate feedback; (d) it is integrated within the routes of logics and various contexts oflearning.

It is established on well specified not on a subject baseIt is necessary to emphasize that a module is differentiate in comparison with the sequences of the thematic contents closely linked with each other. It has its own existence given by what is supposed the learner will do and not by the contents. A module can integrate various learning logics, being focused on student's acquired competencies rather than on covered content. The student can choose a module, after an initial self-assessmentof his/ her own possibilities compared with the module requests. The module implementation creates the opportunity of a permanent learner's self-assessment, in order to be ready to choose another module if the progress isnot satisfactory, which allow the student to recognize what was able to learn, meaning what competencies he/ she has developed, not in terms of knowledge acquisition; this acquisition is implicit within the competencies development. The modular structuring makes possible a *personalized education.*A good example for modular structure is the educational module existing in the Romanian higher education system..

"The contents should be *vehicles,* means of the learning situation leading tothe development of a competent personality. In these terms I can reaffirm that, regardless of the contents or how they are structured, their smooth integration into the structure of the learning situations, their synergy

with other components of the learning situation become of primary importance. The vehicles should be appropriately driven with good and effectivelyselected methods of teaching and assessing focused on student's learning. The proper time of the route should be considered. This means that the curriculum design must have a trans –disciplinary vision, as we have defined above a construction perspective of the learning situations starting with well-defined expectations, in terms of competencies to be developed beyond contents, but with their help, through an appropriate methodological approach both of teaching and assessment. This way ofanalyzing the curriculum issue is explicitly or implicitly found in a number of authors' works (Prevedel A., 2003, Maxwell IN, 2006 apudNiculescu, 2010: 146)

3. **Transdisciplinarity- a principle of designing a curricular structure not a way of structuring contents**.

This principle stipulates the necessity that the focus of any model of structuring contents must be on the achievement of a genuine development of learners on each of the following fields: intellectual, emotional, attitudinal and psychomotor.

Different models of structuring the contents can be addressed at various stages of education, depending on the age of students, the school type, the defined aims and goals but principle trans – disciplinary is required to be respected under all conditions. Maybe it is necessary to stress that as D'Hainaut said, the term trans - disciplinary is sometimes used as synonymous with *pluri-disciplinary*. Also, it is important to say that the disciplinary term comes from French literature. *Trans- curricular* could be a term inviting to understand that behind anything what is done in a curricular context important are the achievement of the expected outcomes, formulated in terms of competencies of the students.

Trans-curricular approach is in my opinion the essence of the curriculum reform, it is the core issue of understanding the necessity of this reform focused on quality, on a higher level of education for each learner trained to be able to involve further in a learning process along the entire life. This principle is the core issue for what it is worded as "lifelong learning process!

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THE IMPACT OF PSYCHOLOGICAL CONTROL ON ACADEMIC MOTIVATION

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Abstract: *The main aim of our research was to analyze the relationship between different parental control strategies and the degree of parents` involvement in professional options in selecting academic specialization and their impact on academic motivation. We estimate that there is significant association between parental psychological control and parental involvement in option for career, and final decision; there is a negative association between Parental psychological control and intrinsic motivation and there is a positive association between Achievement-oriented psychological control and extrinsic motivation. In order to test the hypothesis we use, Academic Motivation Scale and the Dependency-oriented and Achievement-oriented Psychological Control Scale (DAPCS) (Soenens, Vansteenkiste, & Luyten, 2010). The research finding confirm the associations between Psychological Control of Family (PCF) and Parental involvement in career option, but not confirm the association between The Dependency-oriented Achievement-oriented Psychological Control and Academic Motivation*

Keyword: *Psychological control, Dependency-oriented Psychological Control, Achievement-oriented Psychological Control, Academic Motivation, self-determination*

Introduction

The concept of motivation is central in psychology, especially in educational psychology. This concept tries to explain the „what and why" of human action (Vallerand, Pelletier, Blais, Briere, Senecal & Vallieres, 1992, Deci & Ryan, 2000).

The concept of academic motivation has several meanings: the motivation to attend college, motivation to learn interesting things in the professional field, the motivation to achieve school performance, motivation to develop professional skills etc. The significance of this concept in the present study refers to the decision to attend college, to continue and complete their university studies. Academic motivation asks the question "Why do you go

to the university?" (Vallerand, Pelletier, Blais, Briere, Senecal & Vallieres, 1992, p. 1008), why did you choose this college/specialization? The question is especially relevant where admission methodology allows enrolling to several faculties in the same field of study or in different areas. This situation put into question the vocational bases of the option for the future profession. Also, we are wondering where the source of decision-making behavior is: internally, to the person involved in the decision, or externally, where some factors of coercion, pressure or persuasion could have an influence about the decision?

Self Determination Theory

The theoretical background which has influenced many researches in the field of motivation is Self-Determination Theory, developed by Deci and Ryan, 1985. Self-Determination Theory is specifically framed in terms of social and environmental factors that facilitate versus undermine intrinsic motivation. (Ryan, Deci, 2000). This is a theory that conceptualizes and explains how personality develops and functions in various social contexts, and posits that human being is an active organism, focused on personal growth and self-actualization.
Central to self-determination theory (SDT; Deci & Ryan, 1985, 2000) is the concept of autonomy, which is viewed as a universally significant human capacity that promotes healthy development. The Self Determination Theory includes other three subtheories: Basic psychological needs theory, Cognitive evaluation theory and Organismic Integration Theory.

Basic psychological needs theory addresses the three basic psychological needs of autonomy, competence, and relatedness which can influence the quality of motivation experienced by an individual. Autonomy means to make your own choices, to assume your own feelings, and decide about your own behavior. (Deci & Ryan, 2002). The need for relatedness means to establish the relationships based on mutual respect and trust, with others (Baumeister & Leary, 1995, Reis, 1994). Need for competence means desire to succeed, the need to obtain confirmation of the own resources, orientation toward performance (Skinner, 1995; Harter, 1978). Need for competence means desire to succeed, the need to obtain confirmation of the own resources, orientation toward performance

Cognitive Evaluation Theory (Deci, 1975) is a theory that is designed to explain the effects of external consequences (e.g. rewards, communications, feedback etc.) on internal motivation. Two external factors are analyzed

regarding their effects on internal motivation: presence or absence of a salient external reward, and a change in perceived competence.

The presence of a salient external reward or constraint can induce a change in the perceived locus of causality from internal to external, and may generate a decreasing of intrinsic motivation, whereas the absence of a salient reward or constraint and the presence of the possibility to make a choice can induce a change in the perceived locus of causality from external to internal, and may increase intrinsic motivation. Intrinsic motivation is undermined when external interventions are perceived as external control of the own behavior Frey and Osterloh (2002). E.g. a person, initially used to do a certain job enthusiastically because of the task itself and therefore intrinsically motivated, loses some of that interest when promised a financial reward. (Wilkesmann, Fischer & Virgillito, 2012)In other words, the external intervention is perceived as an external control mechanism that lowers autonomy and decreases intrinsic motivation. (Ryan, 1982)

A change in perceived competence is another factor that affect intrinsic motivation. If an environmental event enhances people's perceptions of competence, their intrinsic motivation will increase; if it diminishes their perceptions of competence, their intrinsic motivation will decrease. (Ryan, 1982)

The third subtheory of SDT is Organismic Integration Theory (OIT), which conceptually differentiates different forms of extrinsic motivation, and identifies contextual factors that influence the level of internalization / integration of the behavioral regulation. (Deci & Ryan, 1985)

SDT and Motivation

Through its three theories, STD clarifies which are the processes through a person acquires the motivation for initiating of behaviors and maintaining them over time. Self Determination Theory distinguishes between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. (Deci & Ryan, 1985, So & Ryan, 2000; Ryan & So, 2000)

SDT distinguish between autonomous and controlledreasonsfor acting, which explains the differenttypes of regulations, according tointernal or externallocusof causality. The central concept that describes how one's

motivation for behavior can range from amotivation (non-involvement), to passive compliance, and to active personal commitment is internalization.

Therefore, different types of motivation that support behavior are placed along a self- determination continuum, ranging from amotivation to extrinsic motivation, to intrinsic motivation. The degree of autonomy of a behavior is determined by internalization and integration of values and behavioral regulations. (Deci, 1985). On this continuum we can identify six types of motivation which differ from the theoretical, functional, and contextual point of view, according Organismic Integration Theory. (Alivernini & Lucidi, 2008)

Amotivation is characterized by the lack of intention to act, and by „the individual's perception of lack of control over events, incompetence and absence of purpose" (Stover, De la Iglesia, Boubeta, Liporace, 2012). Amotivatia occurs when the individual not valuing the activity (Ryan, 1995), or do not feel competent to perform the activity (Deci, 1975). On the continuum of motivational style, amotivation represents the lowest level of autonomy. It is followed by extrinsic motivation which is externally regulated, and the behavior that is supported by this type of motivation is oriented to obtaining external rewards, and reinforcements. (Deci & Ryan, 1985). „People behave to attain a desired consequence such as tangible rewards or to avoid a threatened punishment." (Deci & Ryan, 2000, p. 236).

In extrinsic motivation, the goal constitutes the main driving force of behavior. But, considering the level of autonomy and the value of the goals, SDT distinguish between varied types of extrinsic motivation, some of which, indeed, represent impoverished forms of motivation, but others represent active agents of human behaviors.
A type of external regulation, that is still quite controlling, is introjection. People perform behaviors with the feeling of pressure, in order to avoid guilt or anxiety, to attain ego-enhancements or pride, or to improve their own self-esteem.A more autonomous, or self-determined, form of extrinsic motivation is regulation through identification. A more autonomous, or self-determined, form of extrinsic motivation is regulation through identification. In Identified regulation, activity is supported by an extrinsic motivation, but the individual has identified the social value of behavior, and has assumed its regulation as his own.

The most autonomous form of extrinsic motivation is integrated regulation. Integration would appear only in adulthood, when individual needs and values converge with those expected by the social context The more one

internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined.

Intrinsic motivation is a prototype of self-determined activity, which reflect the natural human need to learn and action. A person is Intrinsically motivated when carrying out an action for the pleasure of performing that. Intrinsic motivation " refers to doing an activity for the inherent satisfaction of the activity itself". (Ryan & Deci, 2000, p. 71).

For a person which is intrinsically motivated, the activity represents a challenge and an opportunity to prove their competencies and creativity . (Koestner, Otis, Powers, Pelletier, Gagnon, 2008). Intrinsic motivation represents   the highest level of self-determination, and depends on the stimulating and supportive environment
Vallerand, Blais, Briere and Pelletier (1989, 1993) developed and validated the „Echelle de Motivation en Education" (in French). In this scale, they introduced a classification of intrinsic motivation in the academic milieu, in three subtypes: IM orientated towards knowledge (to do something for the pleasure and satisfaction experimented while learning), IM orientated towards accomplish things (to do something for the pleasure and satisfaction experimented while trying to accomplish something), and IM oriented towards stimulating experiences (to do something in order to experience aesthetics, intellectual or sensorial sensations).

STD presume that social and environmental factors facilitate the self-determinated regulations of behaviors (eg. identified motivation, and especially intrinsic motivation). The most central distinction in SDT is between autonomous motivation and controlled motivation. Autonomous motivation comprises both intrinsic motivation and identified motivation (the types of extrinsic motivation in which people have identified with an activity's value). When people have autonomously motivated, they demonstrate initiative and involvement in their action. Controlled motivation, in contrast, consists of external regulation, and introjected regulation, (the type of extrinsic motivation in which the regulation of action has been partially internalized and is determined by factors such as approval, avoidance of shame, contingent self-esteem, pressure to think, feel, or behave in a particular ways. (Deci, Ryan, 2008)

Many research on Intrinsic motivation has highlighted that an important social factor influencing subordinates' motivation (children, students, patients,   athletes) is   the   interpersonal   style   displayed   by   their supervisors (parents, educators, doctors, coaches). (Deci & Ryan, 1987, 2008, Moreau & Mageau, 2013)

An autonomy-supportive style facilitate internalization, and encourages students' self-regulation by allowing them to make choices, thus supporting their need for autonomy, while a controlling style prevents the individual to think, feel and act in a personal manner.

Autonomy- supportive style has been operationalized such as (a) nurturing inner motivational resources (Stefanou, Perencevich, DiCinto, & Turner, 2004), (b) providing rationales (Reeve, Jang, Hardre, & Omura, 2002), and giving useful advice to students(Black & Deci, 2000; Mageau & Vallerand, 2003; Reeve, 2009) (c) using a non-controlling and informational language (Reeve & Jang, 2006, Amoura, Berjot, Gillet, Caruana, Finez, 2015), d) displaying patience (Reeve & Jang, 2006), (e) acknowledging and accepting expressions of negative affect (Reeve, 2009), (f) adopting students' perspectives and feelings, and supporting students' choice and self-regulation (Reeve & Jang, 2006 ; Jang, Reeve, & Deci, 2010) etc.

Controlling style has been operationalized through behaviors such as: controlling statements (Assor, Kaplan, Kanat-Maymon, & Roth, 2005), ignoring the needs and feelings of students (Ryan, 2005), using of coercive strategies, random reinforcements, and overtly controlling language (e.g., the use of "have to," "should," and "ought") (Vansteenkiste, Lens, & Deci, 2006). Internally controlling techniques use guilt-inductions, shaming, love withdrawal, and performance goals and affect people's basic psychological needs for autonomy, competence, and relatedness (Soenens & Vansteenkiste, 2010; Moreau & Mageau, 2012).

Soenens and Vansteenkiste (2010) distinguished between two different ways in which parents can put pressure on their children that are internal pressure and external pressure. External pressure refers to overt, or even tangible actions that make children feel as if they are pressured from without (e.g., physical punishment, controlling rewards, and removal of privileges) or even a set of rules as parental attempts to regulate, structure and monitoring the child's behavior (e.g., manners, study activities, and involvement with peers).

Internal pressure refers to parental behaviors such as engendering a sense of guilt, shame, and separation anxiety. Internally controlling strategies consist in a conditionally love and approval, in relation to the compliance of the teenagers to parental standards (Soenens & Vansteenkiste, 2010)

Soenens and Vansteenkiste (2010) put in connection the two concepts:

internal pressure and psychological control. This style of psychological control has been considered in this research.

Psychological Control

Parental control strategies have received widespread empirical attention over the past few decades. Barber (1996) proposed a distinction between behavioral control and psychological control.

The behavioral control provides adolescents with a clear set of guidelines for appropriate behavior. In this sense, this parenting dimension has a particularly important adaptive function in protecting adolescents against externalized or antisocial behavior, and serves a positive socializing function. The exception is the coercive control (as a form of excessive behavioral control), that may be related to peer interaction and aggressive behaviors.
In contrast to behavioral control, psychological control has, from its inception as a construct (Schaefer, 1965; Barber, 1996), almost exclusively been construed as a negative form of control, interfering with the developing child's need for psychological autonomy and self-direction., by keeping the child emotionally dependent on the parent.
Barber (1996, p. 3299) defined psychological control as "socialization pressure that is non-responsive to the child's emotional and psychological needs [but instead] stifles independent expression and autonomy".

By manipulative strategies that intrude upon children's thoughts and feelings, such as guilt induction, shaming, love withdrawal, and invalidating feelings, psychological control interfere with the establishment of a secure, stable, and positive sense of self (Barber & Harmon, 2002), and attempts to control the child's psychological experiences (e.g., feelings, aspirations, and identity choices).

There are many parental strategies that promote the psychological control. Soenens et al. (2007), for instance, distinguish promotion of independence and promotion of volitional functioning as two ways of conceptualizing parental autonomy support, and they analyze the link between this kind of parental strategies and psychological control.

Promotion of independence is a parental strategy that encourages the children to learn think, and solve problems without support or intervention from others and from their parents in particular. The ultimate goal of this parental promotion of independence is to raise adolescents who make decisions for themselves, rather than relying on others (behavioral independence), who do

not depend on their parents for emotional support (emotional independence), and who believe they have control over their own life (cognitive independence) (Soenens & Vansteenkiste, 2010). The opposite strategie is parental encouragement of dependence.

Promotion of volitional functioning is a parental strategy that encourages the children to take initiative, to behave on the basis of authentic preferences, to make relevant choices whenever possible, and provide a meaningful rationale in case no choice can be allowed (Deci & Ryan, 2000). The opposite strategy is psychological control, because parents high on parental psychological control deny the child's perspective and instead pressure the child to think, behave, and act in ways dictated by the parents. All the decisions of adolescent or emergent adult are influenced by the psychological control, including the decision for academic specialization and professional career.

The Blatt model of personality (Blatt, 1974, 2004, posits that individuals develop along two dimensions: that of interpersonal relationships and that of identity and self definition. The self-enhancing aspect of the interpersonal dimension is intimacy and connection, and the downside is a sense of loneliness and helplessness. The second dimension, which is also a lifespan developmental vector, is self-definition. The self-enhancing aspect of the self dimension is a sense of identity, of purpose and of achievement. The downside is extreme self-criticism (Zohar, 2007).

For individuals to whose development is more invested in the interpersonal dimension, well being is associated with issues of relatedness and dependency. Individuals with high levels of self-criticism or self-critical perfectionism mainly attempt to obtain approval and praise by meeting high performance standards, especially in the areas of school and work. Their high personal standards result in harsh self-scrutiny and a constant striving for excessive achievement and perfection (Soenens, Vansteenkiste & Luyten, 2010).

Psychologically controlling parents have been described as overprotective, and possessive (Barber & Harmon, 2002), with a great intolerance on the independence and the own decision of their children. Driven by separation anxiety, parents restrict attempts by children to obtain some degree of independence because they consider such attempts as a threat to the bond between parent and child (Barber & Harmon, 2002).
Apart from being dependency oriented, psychologically controlling parents have also been described in many researches as achievement oriented, perfectionist, and with an acute feeling of fear failure. Achievement-oriented parents, as they pressure themselves to achieve high performance and as they

perceive poor performance as a threat to their self-worth, are likely to behave in a controlling way toward their children (Gurland, & Grolnick, 2005).

The main aims of our research was to analyze the relationship between different parental control strategies and the degree of involvement of parents in professional options in academic specialization decisions and their impact on academic motivation.

The assumptions we intended to test in our study are: (1) Parental psychological control influence the emergent adults' options to university specialization; (2) Parental psychological control affects young peoples' final decision regarding their professional career; (3) There is a negative association between Parental psychological control and intrinsic motivation; (4) Achievement-oriented psychological control is greater involved in young peoples' final decision regarding their professional career than Dependency-oriented psychological control; (5) There is an association between Achievement-oriented psychological control and extrinsic motivation;

Method

Participants
The study was conducted on a sample of 111 students from the first year of study, aged 19-25 years, in the field of social sciences (45 students - 40.5%) and the humanities (66 students - 59.5%) . The sample was unbalanced regarding the genre of the subjects, due to the specific field of study. Only 6% of the subjects are boys.

Procedure
Data were gathered by collective administration of the AMS scale in the classrooms of each institution. Prior to distribution of the questionnaires, students were informed that they would be asked to complete a questionnaire that asks them to list their most important academic motivations and to express their perceptions about the behavior of their parents, and about parents' involvment in their academic option, and in their final decision regarding academic specialization and professional career. Students were assured that their responses would remain confidential. Then, they signed the informed consent.

Measures

Academic motivation scale (AMS). In order to measure students' motivation we use the Academic Motivation Scale (AMS) from Vallerand et al. (1992, 2008). The original AMS contains 28 items originally. In our study the AMS

was reduced to 19 items. The scale consisted of three subscales of assessing motivation (3 items), extrinsic motivation (8 items), and intrinsic motivation (3 items).

In the extrinsic motivation and intrinsic motivation were differentiated, subsequently, three micro-scales. For extrinsic motivation were distinguished: external regulation (2 items), introjected regulation (3 items), and identified regulation (3 items). For intrinsic motivation were differentiated: IM orientated towards knowledge, IM orientated towards achievement, and IM oriented towards stimulating experiences. Response choices for each item were rated on a 5-point Likert scale from 1 (does not correspond at all) to 5 (corresponds exactly). Reliability for the whole scale was .762

Dependency-oriented psychological control and achievement-oriented psychological control Scale (Soenens, Vansteenkiste, & Luyten, 2010). „The Dependency-oriented (DPC) and Achievement-oriented (APC) Psychological Control Scale (DAPCS)" was developed to assess adolescents' perceptions of parental DPC and APC. The Scale was built on the basis of Blatt's (2004) and Barber's (1996) theories. These two domains of psychological control define two fundamental developmental lines of personality: interpersonal relatedness and self-definition. DPC was defined as a type of psychological control that is used as a means to keep children within close physical and emotional boundaries. APC was defined as a type of psychological control that is used as a means to make children comply with excessive parental standards for performance (Soenens, Vansteenkiste, & Luyten, 2010). In order to asses the two dimensions of psychological control, on the basis of these operational definitions, 10 items were formulated for each scale. The scale was administrated, both for the mother, and for the father. Each item was evaluated on a 5 point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). Finally, a total score for family was calculated, which is the means of the scores of parents.

Cronbach's Alpha was .89, for the paternal ratings for the whole scale, .75 for APC, and .89 for DPC. Cronbach's Alpha for the maternal ratings was .82 – whole scale, 0.81 – DPC, and .83 – APC.

In addition, to assess students' options for academic specialization was formulated the following question: "Your option for the admission to the university was: only at the chosen specialization; at several specializations of the same faculty; at more specialization in different faculties, but the same scientific field; at more specialization in different faculties, and different scientific fields."

To assess the involvement of parents in students' choices for specialization, and the final decision in case of admission to more specialization, other two items were formulated: "To what extent were your parents involved in your career options?" and "To what extent, do you think, your parents influenced your final decision?" The both items have been built as 5 point Likert-type scales, from 1 (Not at all) to 5 (completely).

Statistical analyze

Options for admission
First we performed descriptive statistics for the three items that characterize the sample in terms of career options, and the degree of involvement of parents in option and decision.
Regarding students' options for academic specialization Table 1 display the results.

Table 1 The option for the admission to the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only at the chosen specialization	50	45,0	47,2	47,2
	At several specializations of the same faculty	16	14,4	15,1	62,3
	At more specialization in different faculties, but the same scientific field	16	14,4	15,1	77,4
	At more specialization in different faculties, and different scientific fields	24	21,6	22,6	100,0
	Total	106	95,5	100,0	
Missing	NR	5	4,5		
	Total	5	4,5		
Total		111	100		

As can be seen in Table 1, 45% of students had a single option. We consider, that is a relevant percentage that truly expresses interest in a certain profession. Those 14.4% of students who opted for different specializations in the same faculty enroll in the same category.

As far as it concerns the students who have opted for different specializations in different scientific areas, we believe that such an option tends to capitalize on chance, and do not express a vocational orientation.

Parental involvement
Analyzing the data in graphs 1 and 2, we find that parental involvement in career choices and decision is significant: 64% of parents were involved moderately or greatly in the options for specialization, and 48% of parents have influenced the final decision, in case of admission to several specialties.

Graph 1. The involvement of parents in career option
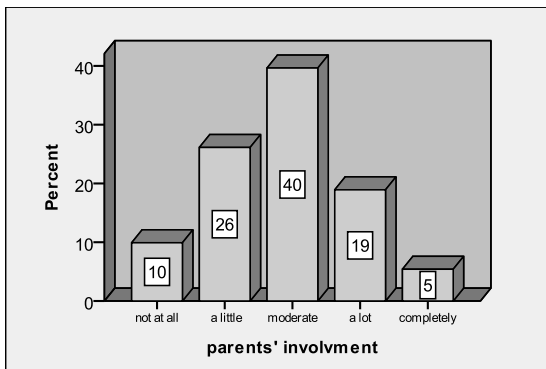
Graph 2. The involvment of parents in final decizion
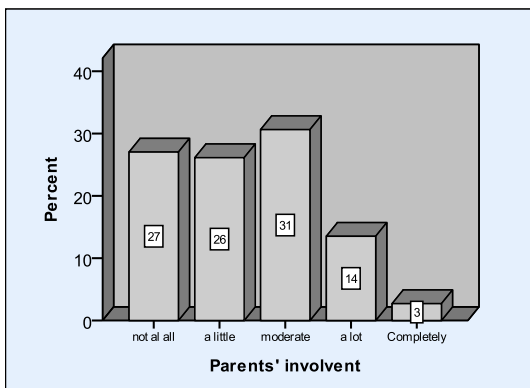
Academic Motivation Scale

In order to analyze the types of academic motivation and their subscale, Table 2 display means, standard deviations, and coefficient alphas for the whole sample. Cronbach's coefficient for the three main scales ranged from .73 (Amotivation) to .82 (Intrinsic Motivation).

Analysis of the results revealed high means for all kinds of regulations. The highest values were obtained for intrinsic motivation oriented toward knowledge and identified regulation, which demonstrates a high level of self-determination and autonomy. We can explain these results by the specific of the sample. To all the three faculties where students included in the sample come, the grade to the admission exam is very high.

Table 2 Reliability, means, medians, standard deviations, for the AMS subscales

	Mean	Median	Std. Deviation	Minimum	Maximum	Crombach Alpha
MI	3,7128	3,8750	,65639	1,75	4,88	.82
IMK	4,1532	4,0000	,66330	2,67	5,00	.65
IMA	3,6937	3,5000	,86909	1,00	5,00	.61
IMS	3,3243	3,5000	,89099	1,00	5,00	.73
ME	3,8232	4,0000	,72289	1,38	4,88	.77
ER	3,6351	4,0000	1,10360	1,00	5,00	.78
MIN	3,6276	4,0000	1,01974	1,00	5,00	.71
Mid	4,1441	4,3333	,78961	1,00	5,00	.71
AM	1,4414	1,0000	,73466	1,00	4,00	.73

Legend: IM - intrinsic motivation, IMK - IM orientated towards knowledge, IMA – IM orientated towards achievement, IMS - IM oriented towards

stimulating experiences, ME- extrinsic motivation, ER – extern regulation, MIN-introjected regulation, Mid, Identified regulation, AM- motivation

The correlations matrix between the AMS scales and sub-scales are displayed in Table 3. As we can see, there are the strong associations between intrinsic motivation and their subscale and between the subscales of intrinsic motivation which confirms the specific types of associations based on self-determination theory. Also, there is a strong negative association between intrinsic motivation and a motivation (-.362, at the 0.01 level), and especially between intrinsic motivation oriented toward knowledge and motivation (-.4118), which confirm the existence of a continuum between a motivation and intrinsic motivation. Strong positive correlations are registered between extrinsic motivation and their sub-scales, too.

A relevant association we consider that exist between extrinsic motivation and intrinsic motivation oriented toward achievement (.479, p < .001) , and especially between interjected regulation and intrinsic motivation oriented toward achievement (.475, p < .001), which means that the awareness of the goals' value, and the need to achievement reinforce each other.

Table 3 Correlations between the AMS subscales

		MI	IMK	IMA	IMS	ME	ER	MIN	MId	AM
MI	Pearson Correlation	1	,798**	,818**	,808**	,373**	,016	,393**	,388**	-,362**
	Sig. (2-tailed)		,000	,000	,000	,000	,864	,000	,000	,000
IMK	Pearson Correlation	,798**	1	,529**	,433**	,220*	-,111	,222*	,353**	-,418**
	Sig. (2-tailed)	,000		,000	,000	,021	,245	,019	,000	,000
IMA	Pearson Correlation	,818**	,529**	1	,567**	,479**	,174	,475**	,394**	-,301**
	Sig. (2-tailed)	,000	,000		,000	,000	,068	,000	,000	,001
IMS	Pearson Correlation	,808**	,433**	,567**	1	,248**	-,033	,321**	,222*	-,209*
	Sig. (2-tailed)	,000	,000	,000		,009	,728	,001	,019	,028

M E	Pearson Correlation	,373**	,220*	,479**	,248**	1	,729**	,808**	,719**	-,180
	Sig. (2-tailed)	,000	,021	,000	,009		,000	,000	,000	,059
ER	Pearson Correlation	,016	-,111	,174	-,033	,729**	1	,379**	,358**	,002
	Sig. (2-tailed)	,864	,245	,068	,728	,000		,000	,000	,980
MI N	Pearson Correlation	,393**	,222*	,475**	,321**	,808**	,379**	1	,327**	-,058
	Sig. (2-tailed)	,000	,019	,000	,001	,000	,000		,000	,548
MI d	Pearson Correlation	,388**	,353**	,394**	,222*	,719**	,358**	,327**	1	-,367**
	Sig. (2-tailed)	,000	,000	,000	,019	,000	,000	,000		,000
A M	Pearson Correlation	-,362**	-,418**	-,301**	-,209*	-,180	,002	-,058	-,367**	1
	Sig. (2-tailed)	,000	,000	,001	,028	,059	,980	,548	,000	

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

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

The Dependency-oriented (DPC) and Achievement-oriented (APC) Psychological Control Scale (DAPCS). Descriptive statistics for the DAPCS are provided in Table 4.

Table 4 Means, medians, standard deviations, for the DAPCS scale

	N		Mean	Median	Std. Deviation	Minimum	Maximum
	Valid	Missing					
DPCT	111	0	1,8333	1,6000	,90748	,00	4,10
APCT	111	0	1,9099	1,7000	,94983	,00	4,70
DPC	111	0	2,003	1,8000	,74124	1,00	4,20

M			6				
APC M	111	0	1,942 3	1,8000	,76105	1,00	4,80
DPCF	111	0	1,918 5	1,7000	,74927	,55	3,85
APCF	111	0	1,926 1	1,7500	,75795	,70	4,75

The research results reveal that parental psychological control scores are very low, with similar values between mother and father.

Analyzing the correlations between the scores of mothers and fathers, on the one hand, and the correlations between the scores of each parent and the scores of family, we can find that the values are very high. These correlations high significant reveals the existence of a coherent family parenting style, which we might call the "pedagogy of the family". (Table 5)

Table 5 Correlations between the scores of each parent and the scores of family for DPC and APC

		DPCT	APCT	DPCM	APCM	DPCF	APCF
DPCT	Pearson Correlation	1	,812**	,649**	,488**	,926**	,754**
	Sig. (2-tailed)		,000	,000	,000	,000	,000
APCT	Pearson Correlation	,812**	1	,473**	,565**	,726**	,910**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
DPCM	Pearson Correlation	,649**	,473**	1	,780**	,887**	,688**
	Sig. (2-tailed)	,000	,000		,000	,000	,000
APCM	Pearson Correlation	,488**	,565**	,780**	1	,681**	,856**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
DPCF	Pearson Correlation	,926**	,726**	,887**	,681**	1	,797**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
APCF	Pearson Correlation	,754**	,910**	,688**	,856**	,797**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	

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

Hypothesis testing

We estimate that *there is significant association between parental psychological control and parental involvement in option for career (Hyp.1) and final decision (Hyp.2).* (Table 6)

Table 6 Correlations between parental psychological control and parental involvement in option for career (Hyp.1) and final decision

	DPCF	APCF	PCF	Parental involvement in career option	Parental involvement in final decision
DPCF	1	,797**	,947**	,256**	,260**
		,000	,000	,007	,006
APCF	,797**	1	,948**	,230*	,240*
	,000		,000	,015	,011
PCF	,947**	,948**	1	,256**	,264**
	,000	,000		,007	,005
Parental involvement in career option	,256**	,230*	,256**	1	,675**
	,007	,015	,007		,000
Parental involvement in final decision	,260**	,240*	,264**	,675**	1
	,006	,011	,005	,000	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

We have found that there are significant associations between Psychological Control of Family (PCF) and Parental involvement in career option (r =.256, p<.01), on the one hand, and Parental involvement in final decision (r =.264, p<.01), on the other hand. Unexpectedly, the correlation value is greater for Dependency-oriented Psychological Control (significant at the 0.01 level), than for Achievement-oriented Psychological Control (significant at the 0.05 level).

We presumed that: (Hyp. 3) *there is a negative association between Parental psychological control and intrinsic motivation* and *(Hyp.4) there is an*

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association between Achievement-oriented psychological control and extrinsic motivation;

Table 7. Correlations between Parental psychological control and Academic Motivation

	DPCF	APCF	PCF	MI	ME	AM
DPCF	1	,797[**]	,947[**]	,058	,085	,020
		,000	,000	,547	,375	,837
APCF	,797[**]	1	,948[**]	,072	,116	-,029
	,000		,000	,455	,226	,762
PCF	,947[**]	,948[**]	1	,068	,106	-,005
	,000	,000		,476	,268	,958
MI	,058	,072	,068	1	,373[**]	-,362[**]
	,547	,455	,476		,000	,000
ME	,085	,116	,106	,373[**]	1	-,180
	,375	,226	,268	,000		,059
AM	,020	-,029	-,005	-,362[**]	-,180	1
	,837	,762	,958	,000	,059	

As we can see in Table 7, the research findings demonstrate that there is no association between Parental psychological control, The Dependency-oriented (DPC) and Achievement-oriented (APC) Psychological Control and Academic motivation.

This result was expected after the descriptive analysis of the variables. High scores for academic motivation and low scores for psychological control suggest the absence of a significant association between these variables. These scores can be understood with reference to the particular characteristics of the sample: a large number of students who demonstrate interest in the chosen specialization, high grades of the admission exam to the specializations analyzed.

To test, however, if there is a relationship between psychological control and academic motivation, we selected a sample composed of subjects who had obtained high scores for parental involvement in career option and final decision.

We believe that these parents demonstrate a directive attitude, and we anticipate that they will have higher scores for psychological control.

Table 8 displays the correlations between psychological control and academic motivation for the selected sample.

	MI	IMK	IMA	IMS	ME	ER	MIN	MId	AM
DPCF	,178	,170	,056	,095	,095	-,081	,154	,108	-,041
	,138	,156	,640	,431	,432	,504	,200	,372	,735
	71	71	71	71	71	71	71	71	71
APCF	,164	**,261***	-,039	,059	,124	-,092	**,277***	,042	-,084
	,172	,028	,749	,624	,303	,446	,019	,729	,487
	71	71	71	71	71	71	71	71	71
PCF	,180	,226	,010	,082	,115	-,091	,226	,079	-,065
	,132	,058	,933	,499	,339	,451	,058	,510	,587
	71	71	71	71	71	71	71	71	71

Research data reveals a statistically significant correlation, but not very relevant, between APCF and intrinsic motivation oriented to knowledge (r = .261, p<.05), and between APCF and interjected regulation (r = .277, p<.05). (Table 8)

A more detailed analysis of the relationship between the scores for psychological control for both mother and father and academic motivation reveals some significant differences. (Table 9)

Table 9 Correlations between APC and DPC of mother and father and academic motivation for the selected sample

	MI	IMK	IMA	IMS	ME	ER	MIN	MId	AM
DPCT	,214	,229	,090	,120	,063	-,096	,122	,084	-,131
	,073	,055	,453	,318	,601	,427	,310	,489	,276
APCT	,149	**,247***	-,029	,044	,024	-,118	,155	-,027	-,098
	,215	,038	,813	,718	,839	,329	,197	,821	,415
DPCM	,100	,069	,007	,047	,111	-,047	,159	,113	,069
	,405	,568	,956	,695	,355	,696	,184	,347	,566
APCM	,136	,204	-,040	,061	,206	-,036	**,344****	,111	-,044
	,258	,087	,743	,613	,084	,764	,003	,356	,717

There is a positive association between the scores for Achievement-oriented Psychological Control (APC) of father and intrinsic motivation oriented to knowledge(r = .247, p<.05), which would suggest that the high standards set by father are focused on the cognitive development of the child.

Regarding the mother, we have found that there is a significant association between the scores for APC and introverted motivation (r = .344, p<.01),. This result would suggest that the mother uses, rather, psychological control techniques, that would lead the adolescent to certain decisions, in line with her expectations, in order to avoid feelings of guilt and anxiety

3. Discussions and conclusions

The results of the present study indicated that there are significant associations between Psychological Control of Family (PCF) and Parental involvement in career option (r =.256, p<.01), on the one hand, and Parental involvement in final decision (r =.264, p<.01), on the other hand, but there is not an association between Parental psychological control, The Dependency-oriented (DPC) and Achievement-oriented (APC) Psychological Control, and Academic motivation.

These presumed correlations can be highlighted on a sample selected on the basis of the high degree of parental involvement in academic options, and in the final decision. Also, you can find differences between the ways in which mother and father exert psychological control.

Knowledge of these mechanisms could mitigate the negative effects of psychological control and could guide preventive actions.

Limitations

The most important limitation of this study is derived from the particularities of the sample. We have tried to test our hypotheses on a homogeneous sample, which includes students who are interested in the field of study, and have a high socio-cultural and educational level, proved even by the grade obtained to baccalaureate, and to the admissions exam to college. These performance indicators were not considered in our study, but they are a feature of scientific field of study and of the specializations that were analyzed.

Another limitation is the lack of representativeness of male individuals (6%), which derives also from the particularities of the sample,

because this field of study is very attractive, especially for the female population.

A third limitation consists in the use of self-reports to measure DPC and APC.

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EVALUATING THE DEVELOPMENT OF THE VISUAL PERCEPTION LEVELS OF 5-6 YEAR-OLD CHILDREN IN TERMS OF SCHOOL MATURITY AND "DRAW A PERSON" TECHNIQUE

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Abstract

In this study, the relationship between the visual perception levels of 5-6 year-old children and school maturity as well as their drawings of human picture is investigated. The participants of the study are 53 5-6 year-old children attending the Preschool Application Center at Marmara University. In order to collect data, the Frostig Visual Perception Test (FVPT), Goodenough-Harris Draw a Person Test and Marmara Primary School Readiness Test (MPRT) were used. The effect of the visual perception development level on the school maturity and the drawing of human pictures are analyzed by means of the simple linear regression analysis technique. Concerning the results, it was realized that the ability of visual perception is strongly explanatory of the school readiness and the developmental level assessed by the Goodenough-Harris Draw a Person Test. Also, it was found that the development of drawing a picture assessed by the Draw a Person Test significantly predicts school readiness. The predictive strength of the FVPT's sub dimension of "hand-eye coordination" was found to be significantly meaningful in predicting MPRT's "labyrinth" and "line" sub dimensions. The findings yielded in the study are compared to both national and international research findings and the predictive value of these instruments in predicting school readiness is discussed.

Keywords*: Visual perception, school maturity, children pictures, 5-6 year old children*

Introduction

School maturity means reaching a certain level of physical, mental, social and emotional development and being ready to successfully fulfill the

demands made at school (Oktay, 2004). All the healthy children at the age of six reach a cognitive developmental level allowing them to learn how to read and write. What is expected from a child who has recently started school is to acquire the ability to read and write. Acquiring this ability is almost considered to be equal to success at school (Snow, Burns & Griffin, 1998). However, not all the children can learn how to read and write at the same time due to certain individual differences. A child who has not been able to reach the school maturity level is likely to have problems in fulfilling what is expected of him. As a result, the child may develop negative attitudes towards the school and towards him/herself because of the disappointments they experience and the difficulties they encounter (Korkmazlar,1992; Blair,2002).

For the children to differentiate the words and letters written on the paper, they have to have the visual perception ability necessary for a successful reading instruction. Visual perception means the recognition of visual stimuli, discrimination and the ability to make interpretations in relation to previous experiences (Maslow, Frostig, Lefever & Whittlesey, 1964; Apak,1984). Visual perception in preschool education comes into prominence as far as pre-school children' daily routine activities, game activities, school and age-related developmental tasks are concerned (Brown et al., 2003). The visual perception ability accelerates between the years of 3 and 7. Pre-school years when children acquire most of the knowledge and skills providing the basis of children's academic skills are appropriate years for children to become aware of the problems regarding their visual ability and to take necessary precautions (Yüksel and Yurtsever, 2007). During this period, activities such as line, labyrinth, painting and drawing are frequently used, especially in pre-school institutions so as to speed up the transition process to reading and writing. Children's low performance in such activities can be determinative of problems students will encounter in the learning process at school. Conversely, Yost and Judi (2001) identified that the children with good handwriting has better visual perception skills than those with bad handwriting. In addition, it was found that children who have more developed visual and motor skills and hand-eye coordination write more neatly and draw more quickly in line with the task (Kaiser, Albaret, & Doudin, 2009). Many research studies have also revealed that writing more slowly during the school years might lead to the difficulty for these children to participate in the classroom activities, the lack of developed verbal skills (Tseng & Chow, 2000; Howe, Roston, Sheu & Hinojosa, 2013; Engel-Yeger, Hus & Rosenblum, 2012).

The fact that children convey the mental reflections of the knowledge they visually acquire during their pre-school or early childhood years by means of drawing pictures to which they attach a great deal of importance is

remarkable when compared to other periods in their lives. In their pictures, children use their own interpretations regarding an object or experience, try to understand and internalize the external world and reflect this effort to the paper (Canel, 2011; Yavuzer, 2000). Therefore, from the drawings, it is possible to make predictions not only about their dream world but also about their developmental levels (Harris, 1963).

In all parts of the world, children's drawings at similar ages improve through similar developmental stages. Hence, taking their age as the criteria for the development of their drawing skills helps us understand their cognitive developmental levels (Chappel & Steitz, 1993). The line is used by the person as a tool to describe the objects so that the lines can be used in the symbolization of the objective world (Güngör, 2005). When the developmental stages of the ability to draw pictures are taken into consideration, it can be realized that children starting to scribble at the ages of 2-4 often draw human figures among their first meaningful pictures at around the age of 4. As the children's cognitive development progresses, the details in their drawings and their concepts of ratio, space and place become more visible. Therefore, when the person drawing of a child is carefully investigated, it is possible not only to make a prediction about the age of the child but also to assess the child about whether he/she exhibits appropriate behaviors for their age (Cansever,1982; Cherney et al. 2006; Yavuzer, 2000; Claire et al. 2012).

The findings of some other research studies have also shown that activities aiming to develop pre-school children's fine motor skills facilitate their adaptation to academic skills in the primary school and give rise to their success in reading and numeric fields in their future academic life (Le, Nataraj-Kirby, Barney, Setodji & Gerswin, 2006; Chang, Singh, 2008; Grissmer, Grimm, Aiyer, Murrah& Steele, 2010). Without doubt, one of the most important activities to develop children's fine motor skills is drawing pictures and then painting them. Many studies have proved that pre-school children spend more time with such activities, and thus, both their hand-eye coordination and line drawing skills improve (McClelland, Morrison, & Holmes, 2000; Duncan et al., 2007). Besides, the hand-eye coordination, a factor affecting children's school readiness, also determines their conscious and voluntary movements on the paper. Mastering in the tasks entailing controlled and purposeful movements requiring attention to details (e.g., labyrinth) depending on their age can be regarded as a factor having an influence on their school readiness. In their study, Kındap and Sayıl (2005) asked 6-13 year-old children to draw a picture about two subjects. As a result of the study, they concluded that as children get older, a linear increase is observed in the use of paper and perspective along with the number of details used in the pictures, which means that there is a linear improvement in the representative size of the drawing.Hence, it would be fair to suggest that because of the fact that

children who do not attend a pre-school institution are not supported sufficiently for the development of their fine motor skills and visual perception, it is likely for them to have difficulty not only in their social relationship but also in their academic skills when they start primary school.

In order to make estimation about children's school maturity, the supervisors working in pre-school institutions should be supported using the correct method and they ought to be equipped with skills necessary to evaluate the children. By this means, the disruptions experienced in the early years of primary education can be diagnosed in advance and these deficiencies can be compensated. Therefore, it would be true to state that it is essential to comprehensively evaluate pre-school children's skills, to identify their weak skills that should be supported and thus, to prepare them for the school and the life in general by means of programs in line with their needs. Identifying children's visual perception levels, which are among factors that may have an influence on their school maturity, can be regarded as a variable that can predict to what extent they are ready for school. On the other hand, drawing a picture, which can be considered as one of the most obvious expressions of the visual perception level, can be considered as a variable indicating the level of efforts to grip the outside world. Therefore, it would be fair to state that the level of visual perception might have an impact on children's school maturity.

The objective of this study is to investigate the relationship between the visual perception levels of 5-6 year-old children and their school maturity as well as their person drawings. The sub-objectives of the study are as follows:

1. Can the hand-eye coordination skills of 5-6 year-old children explain their ability to draw labyrinth significantly?

2. Can the hand-eye co-ordination skills of 5-6 year-old children explain their level of school maturity significantly?

3. Can the visual perception skills of 5-6 year-old children explain their school maturity level significantly?

4. Can the visual perception skills of 5-6 year-old children explain the development of their drawings significantly?

5. Can the development of 5-6 year-old children's drawings explain their school readiness significantly?

Method

In this part of the study, the research design, the sample of the study, population and sampling, data collection instruments and explanations about the data analysis are presented.

Research Design

In this research study, the correlational model was used among other general screening models. Relational screening model is a research model aiming to determine the presence or/and the degree of change among two or more variables. As the relationship between children's developmental level of visual perception and school maturity as well as drawing a person is examined, this study can be categorized as a predictive relationship research study (Balcı, 2005; Karasar, 2005).

Sample:

The sample of the study is comprised of 53 5-6 year-old children attending the Preschool Application Center at Marmara University. Among these participants, 22 were female and 32 were male. In other words, no sampling method was used, and the entire universe in the context of the present study was reached. All research applications related to drawing a picture were conducted by the school counselor so as to facilitate children's self-expression of themselves.

Research Instruments

In the data collection process, three different tests were applied. These are Frostig Visual Perception Test, Goodenough-Harris Draw a Person Test and the Marmara Primary School Readiness Test.

Frostig Visual Perception Test: This test was developed by Marianne Frostig in 1963 in order to identify the visual perception levels of 4-6 year-old children. It assesses five perceptual skills, such as hand-eye coordination, figure-ground separation, shape constancy, perception of space and location in addition to location relationships (Wiederholt, 1971). The fact that the test was frequently conducted in studies carried out in different cultures lent wings to researchers about the validity of the test although the reliability and validity of it have not been studies in Turkey yet. Only Sökmen (1995) examined the reliability of the test for children at the age of 5. All the continuity coefficients of the general and sub-areas of the test were found to be significant at the level of .01. The standard scoring criteria for each sub-area of the test are available (Tuğrul et al. 2002). The raw scores children obtain from each sub-area has an equivalence as standard score (Maslow, Frostig, Lefever & Whittlesey, 1964).

Goodenough-Harris Draw a Person Test: Goodenough (1926, 1949) developed this test for the assessment of requirements, conflicts, personality-specific features, mental development and maturity of the children on the basis of their drawings. As a result, he prepared a detailed scoring method including the characteristics of the drawing. Having changed Goodenough's instructions, Harris (1963) asked a child to draw a man, a woman and a

picture of him/herself. Harris developed two scoring criteria so that he could evaluate the picture of the man and the woman separately. Then, Koppitz (1968) found that the test gave information both about the development of the child and about his/her emotional world. Considering their experience along with their scoring system, Goodenough and Harris identified features that should be available in pictures drawn by children at different ages (Cansever, 1982).

Marmara Primary School Readiness Test: In this study; Development and Implementation forms of "Marmara Scale for Primary School Readiness" that was developed by Unutkan in 2003 were used in order to collect data. Development form of the relevant scale comprised 4 sub-tests, namely intelligence and language (74 items), socio-emotional (40 items), physical development (23 items) and self-care skills (16 items) sub-tests with 153 items in total. The scale was filled out by parents or teachers. Test-retest reliability of the scale (continuity coefficient) r=.99 p<0.01 was found to be quite high. The internal reliability coefficient (Cronbach Alpha) was also high (r=.98, p<0.01). As validity study, factor structure was analysed with factor analysis. The sub-test for development form used in the study had a high internal consistency coefficient - Cronbach Alpha, such as intelligence and language (r=.97, p<0.01), socio-emotional (r=.94, p<0.01), physical development (r=.89, p<0.01), and self-care skills (r=.80, p<0.01).

The implementation form of the scale comprised 5 sub-tests, mathematics (47 items), science (14 items), words starting with the same sound and words with rhyme (8 items), drawing (3 items) and labyrinth (12 items) skills. The scale had 74 items in total. It was presented to the children individually by the researcher. The test-retest reliability of the scale (continuity coefficient) r=.93 p<0.01, was found to be quite high. The internal reliability coefficient (Cronbach Alpha) was also high (r=.93, p<0.01). As validity study, factor structure was analysed with factor analysis. The sub-test for implementation form used in the study had a high internal consistency coefficient - Cronbach Alpha, such as mathematic skills (r=.96, p<0.01), words starting with the same sound and words with rhyme (r=.88, p<0.01), science skills (r=.86, p<0.01), drawing skills (r=.81, p<0.01), and labyrinth skills (r=.95, p<0.01) (Polat,2003).

Data Analysis

The data obtained from the participants were entered into SPSS 16.0, a statistical package program. In this research study, the effect of the children's developmental level of visual perception on school maturity and human drawings was investigated by means of the Simple Linear Regression Analysis technique. In the regression analysis, first of all, the F test was tested in order to assess the linearity of the relationship. The significance

level of the regression coefficient was tested by calculating the significance of the t value. The significance level was taken as p<0,05 (Büyüköztürk, 2002).

Results

The findings are presented below in line with the sub-objectives of the study.

Table 1:

The Regression Analysis Table About TheFVPT's "Hand-Eye Coordination" Sub-Test's Prediction of The MPSRT's "Labyrinth" Sub-Dimension

Model 1	R	R^2	Beta	t	p
Hand-Eye Coordination	,327	,107	,327	2,496	,016

a. Dependent Variable: Labyrinth

As can be realized from Table 1, the model was found to be statistically meaningful as a result of the regression analysis aiming to find to what extent the Frostig Visual Perception Test (FVPT)'s "Hand-Eye Coordination" sub-test can explain the Marmara Primary School Readiness Test's sub-dimension of "Labyrinth" (*F=6,232; p<,05*). In this context, it would be true to state that the Frostig Visual Perception Test (FVPT)'s "Hand-Eye Coordination" sub-test can significantly predict the MPRT's sub-dimension of "Labyrinth" (*R^2=,107; p<.05*). The results show that the hand-eye coordination skill explains around 11% of labyrinth drawing skills.

Table 2:

The Regression Analysis Table About the FVPT's "Hand-Eye Coordination" Sub-Test's Prediction of The MPSRT's "Line" Sub-Dimension

Model 1	R	R^2	Beta	t	p
Hand-Eye Coordination	,496	,246	,496	4,117	,000

a. Dependent Variable: Line

As one can see in Table 2, the model was found to be meaningful through the regression analysis intended to seek to what extent the Frostig Visual Perception Test (FVPT)'s "Hand-Eye Coordination" sub-test can explain the MPRT's sub-dimension of "Line" (*F=16,946; p<,01*). Therefore, it can be stated that the Frostig Visual Perception Test (FVPT)'s "Hand-Eye Coordination" sub-test can significantly predict he Marmara Primary School Readiness Test's sub-dimension of "Line" (*R^2=,246; p<.01*). The results reveal that the hand-eye coordination skill explains about 25% of line drawing skills.

Table 3:

The Regression Analysis Table About 5-6 Year-Old Children's Visual Perception Skills' Prediction of School Readiness

Model 1	R	R^2	Beta	t	p
Level of Visual Perception	,514	,264	,514	4,316	,000

a. Dependent Variable: School Readiness

As could be interpreted from Table 3, the model was found to be meaningful as a result of the regression analysis applied to reveal to what extent the visual perception skills of 5-6 year-old children can explain their school readiness (*F=18,626; p<,01*). Hence, it would be true to state that the predictive value of the visual perception skill assessed by the FVPT was found to be significant in predicting school readiness assessed by the MPRT (*R^2=,246; p<.01*). The results also show that the visual perception skills can explain 26% of school readiness.

Table 4:

The Regression Analysis Table About 5-6 Year-Old Children's Visual Perception Skills' Prediction of Developmental Levels Depending On Their Drawings

Model 1	R	R^2	Beta	t	p
Level of Visual Perception	,495	,245	,495	4,106	,000

a. Dependent Variable: Children's Drawings

As presented in Table 4, the model was found to be meaningful considering the results of the regression analysis applied to show to what extent the visual perception levels of 5-6 year-old children can explain their developmental stages depending on their pictures ($F=16,860; p<,01$). In this context, it could be maintained that the visual perception level assessed by FVPT can significantly predict the developmental levels assessed by the Goodenough-Harris Draw a Picture Test ($R^2=,245; p<.01$). The results also reveal that the visual perception skill can explain 25% of their development depending on their drawings.

Table 5:

The Regression Analysis Table About 5-6 Year-Old Children's Drawing-Based Developmental Levels' Prediction of School Readiness

Model 1	R	R²	Beta	t	p
Drawing-based developmental levels	,4 95	,2 45	,4 95	4, 106	,0 00

a. Dependent Variable: School Readiness

As can be realized from Table 5, the model was found to be meaningful when the regression analysis was conducted to reveal to what extent the developmental levels of the children at the ages of 5-6 depending on their drawings can explain their school readiness ($F=9,243; p<,01$). It was also found that the developmental stage assessed by the Goodenough-Harris Draw a Person Test on the basis of their drawings had a significant power in predicting their school readiness assessed by the MPRT ($R^2=,151; p<.01$). The results indicate that the developmental stages of 5-6 year-old children depending on their drawings can explain 15% of their school readiness.

Discussion and Conclusion

As a result of the statistical applications used in the study, it could be concluded that the hand-eye coordination skills of 5-6 year-old children significantly predicts their labyrinth and line drawing skills. While the hand-eye coordination skill predicts around 11% of the labyrinth drawing skills, it predicts about 25% of the line drawing skills. It would be fair to state that this result is quite significant.

The study revealed that as children's hand-eye coordination increases, they can draw lines more easily and deal with tasks requiring a great deal of attention (e.g., drawing a labyrinth) with less effort. Similarly, in the research study conducted by Kaiser, Albaret and Doudin (2009) with 75 8 year-old children, it was found that the visual motor skill and the hand-eye

coordination have predictive effects on the quality of their hand-writing. The increased hand-eye coordination helps children to reach the desired result in their drawing. Thus, research studies show that there is a linear relationship between the way of holding the pencil and their speed in writing (Temur, 2011). For instance, Dikowski (1994) conducted a study with children with impaired visual-motor skills. A visual-motor skill program was designed to promote children's mechanic skills. Thanks to the computer-assisted program aiming to teach skills like visual tracking, monitoring, spatial integration; the visual motor skills of eight out of ten children improved significantly. Moreover, as a result of the improvement in the visual skills of five children, their hand-eye coordination improved, which led to a significant change in their hand-writing. In the systematic interviews with children's families and parents, they indicated that the improvement of their children's hand-writing was significantly noticeable. In their study, Cherney et al., (2006) identified that children include more details in their drawing as their age increases and interpreted this finding as an indicator of keeping the object in mind and the development of the motor skills. On the other hand, Decker et al., (2011) explored the developmental and cognitive effects on the visual motor skills in their research study conducted on 856 children and came to the conclusion that the most important factors influencing the visual motor skills are formal reasoning and visual spatial intelligence.

In addition, the result of the study showed that the visual perception skills of 5-6 year-old children significantly explain their level of school readiness. The analysis of the data revealed that the visual perception skill explains about 26% of school readiness.

Yukay Yüksel and Yurtsever (2007) indicated that in the improvement of the visual perception skills of 4-6 year-old children in pre-school educational institutions, the "Frostig Visual Perception Training Program" applied as an extra-curricular program promotes children's visual perception levels. This finding is in line with the idea that the visual perception skill, which is effective especially in learning how to read and write, should be supported from a young age as it is influential in their acquisition of school maturity.

Focusing on the school readiness as a part of the children's perceptual development, Zyl (2008) found a significant relationship between school readiness and success at school. Paying attention to the motor skills of pre-school children, Bart, Hajami and Bar-Haim (2007) attempted to estimate their compliance with school. The researchers aimed to evaluate the relationship between their motor skills acquired in pre-school education and their social, emotional and school adaptation in primary school. For this reason, they assessed the basic motor functions of 71 pre-school children at the age of 5. A year later, their school adaptation was investigated when the children start primary school by means of surveys given to both students

themselves and their teachers. In addition to the predictive capability of the visual motor skills in terms of success at school, they found that the motor skills play a decisive role in their adaptation to school and in factors affecting their social and emotional adaptation to school. Furthermore, the researchers found that children with more developed motor skills display less disruptive behaviors in the process of adapting to school whereas children with fewer motor skills experience more malaise in the adaptation process. At the end of the study, the researchers drew attention to the relationship between the development of motor skills and the adaptation to school. Besides, the sub-dimensions of the visual motor skill test that are visual-spatial perception and motor sharpness explain 29% of the school adaptation variance. In an attempt to identify the cognitive skills related to school readiness, Sassu (2007) lists the following skills: visual and auditory perception, attention, reasoning, memory and language skills.

Another result of the current study is that the visual perception skill of 5-6 year-old children significantly explains their developmental levels on the basis of their picture drawings. More specifically, visual perception explain around 25% of their developmental levels depending on their picture drawings.

Cherney et al., (2006) asked 109 children between the ages of 5 and 13 to draw pictures of their families and schools. Their findings put forth the fact that especially in their drawing of families; they include many more details as their age increases. Another interesting finding showing the relationship between children's visual perception skills and their drawings is related to their drawing of their schools mostly in the form of an aerial view as their age increases. This situation in children's drawings shows that the visual perception changes with ages. In the conclusions drawn by the researchers, it was asserted that children draw more complicated pictures containing more details as their age increases. It was also emphasized that while children drew their families more symbolically in younger ages, they had the tendency to draw more realistically as they get older. One of the indicators of the improvement in the visual perception levels of the children is that they tend to draw more "stick man" in younger ages while they try to draw more realistic pictures as their age increases. Researchers attribute this situation to children's memory storing more details and to the development of their motor skills as their cognitive development progresses. Similarly, conducting a study with 430 5-11 year-old children, Ozer (2009) concluded that children include more details in their drawings as their age increases.

It was also found in this study that the development in drawing a picture assessed by the Draw a Picture Test significantly predicts the school readiness. The developments of the children aged 5-6 in drawing picture explain nearly 15% of school readiness.

In their study, Cherney et al., (2006) concluded that children's picture is an important tool to be able to assess children's development in spatial / development of three-dimensional perceptions as well as their family descriptions. Focusing on the question whether the Draw a Man Test is an indicator of school children's cognitive and socio-emotional adaptations, Laak et al. (2005) investigated 115 7-9 year-old mainstream and private students. The results of the study show that the Draw a Picture Test sufficiently assesses children's cognitive developmental stages. However, the same reliable results do not apply to the socio-emotional adaptation. The verification of the cognitive developments through the test means that it can yield positive results regarding children's school readiness. Thus, researchers using students' academic achievement scores found that the test can predict their academic achievement.

Developed by Tove Krogh (cited. Häidkindve et al., 2011), the Controlled Drawing Observation (CDO), which is a frequently used assessment technique in Denmark, Finland and Baltic countries, aims to identify children's developmental levels through their drawings. Longitudinal research studies focusing on this technique used to assess children's pictures show that the technique has a predictive value for their school readiness and for academic achievements, especially in mathematics and language skills.

Doğru, Turcan, Arslan and Doğru (2006) investigating pictures of 66 8-14 year-old children living in Turkey and 58 Turkish children in Germany found that students with high school achievement obtain higher score in the Goodenhough-Harris Draw a Person Test.

However, there have been studies revealing that children's pictures cannot predict IQ scores (Reisman and Yamokoski, 1973; Willcock et al. 2011). Working on the question whether children's pictures can predict school readiness in terms of their emotional and developmental readiness, Szasz et al., (1980) used Koppitz's developmental and emotional planning system for 141 children between the ages of 5 and 6. It was concluded that children's pictures cannot predict school readiness. On the other hand, Currie et al., (1974) studied personal tendencies in the early years of childhood and came to the conclusion that the emotional indicators in Kopitz's human drawing have predictive value.

As a result of the statistical analysis applied in this study, it was found that the visual perception skill of 5-6 year-old children can significantly predict their school readiness and their developmental level in line with their pictures assessed by the Goodenough-Harris Draw a Person Test. From this finding, it could be concluded that these instruments have a predictive value in predicting children's school readiness. It would be fair to think that such instruments can be used by specialists dealing with pre-school children in

order to assess the extent to which children are ready for school; however, considering the predictive values of all these instruments as a whole would be a better way of approaching the issue. Thus, Sayıl (2004) concluded that other objective source of information apart from the picture drawn by the child should certainly be taken into account so as to arrive at a more sound decision. In other words, it was emphasized that the information obtained from the children's pictures alone could be limited.

Considering children's academic skills, it would be fair to state that in many lessons like geography, mathematics, geometry, physics and art, their visual perception skills are related to eye-hand coordination, figure-ground separation, detection stability, perception of space and location as well as the perception of spatial relations (Frostig, 1964). Besides, it must be born in mind those computer skills, which are one of the most important skills expected from the primary school students today, are closely connected to graphic skills. Children's visualization of the relevant data will lead to success in these subjects. Therefore, it could be recommended that programs aiming to improve such skills should be carefully incorporated into pre-school education and should be supported during primary education.

In line with the results of the current study, it can be concluded that the scores obtained from different assessment tools to assess pictures drawn by children or to assess their school readiness should be taken as criteria by specialists and parents in predicting to what extent children are ready for school in the transition phase to the 4+4+4 system in Turkey.

Parents favoring the idea of voluntarily sending their children who are under 72 months old to the primary school ignore the fact that children's fine motor skills mature depending on their age, or they are not aware of the importance of the issue. It is very likely for the younger children sharing the same class with their older peers in the 4+4+4 school system to make an effort to be able to keep up with their older peers academically and to have the feeling of failure because of poor fine motor skills that develop in parallel with age. Additionally, children may take a dislike to the school an even have the school phobia. Therefore, it is recommended that both by informing parents through media and by a evaluating pre-school children comprehensively, the possible negative consequences of this system should be highlighted. Taking necessary precautions by doing so is vital in the future education lives of these children.

The findings of the present study can guide educators, especially the ones dealing with preschool children and preparing them for the primary school. However, the evaluation of the visual perception ability only based on the sub-dimension of the hand-eye coordination is without doubt not sufficient alone to predict children's readiness for the primary school. In

addition to this, positive results were found in the experimental studies in which educational programs based on holistic approach including activities aiming to support the skills of figure-ground perception, perception of the location of space and location relationships were implemented so that children's reading and mathematics skills were supported (Yukay Yüksel & Yurtsever, 2007; Yüksel, Küçükoğlu, Ünsal, Şallı, 2014). Additionally, preparatory programs preparing children for the primary school should include educational programs focusing on their auditory perception, memory and attention processes along with their visual perception so that outcomes that are more efficient can be reached.

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NONVERBAL COMMUNICATION IN COUNSELLING

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Abstract:

Counselling has become one of the most demanded social services (both in and out of school). Its success depends to a large extent on the quality of communication between those who offer this service and those who need it, the counsellor's ability to capture and decipher (suitably) the feelings expressed by clients through their nonverbal language. The study draws attention to the fact that nonverbal communication should neither be ignored, nor under-appreciated during counselling.

Keywords: *inter-personal communication, nonverbal communication, counselling, counsellor, client*

1. Introduction

As an act of support designed and carried out in a confidential, professional context, both secure and secured, that lasts until the existential moment that triggered it is overcome, counselling is - fundamentally - a special meeting between two individuals:

a. One who is in an extremely fragile position in life, confused and vulnerable, unable to overcome it either by him/herself or helped by those close to him (either from a contextual, institutional point of view or from a more private, spiritual perspective);

b. The other, able, ready, explicitly and professionally preoccupied, both cognitively and emotionally, to take account of the period the other goes through, motivated to understand the situation, the status (of concern, anxiety, helplessness, frustration or disappointment), the weakness.

This appointment, requested by the person on the inward decline triggers - and may institute - an inter-personal relationship. As any human relationship, it may continue until the inner restoration of the individual facing great pressures in life, or it may unravel in a relatively short time. Its continuation or unravelling alike, are related (to a large extent) to the efficiency, the depth, honesty, sharpness and extent of verbal and nonverbal communication between the individuals who, willingly or not, are caught in this support encounter.

2.   Communication - an attempt at comprehension

Inter-personal communication is the core of the counselling process. It is a tiered interaction between interlocutors: conceptual interaction - thoughts and ideas -, emotional - emotions and feelings - and experiential. We are dealing with two individuals able to transact what they think is necessary in the conversation created (with more or less intention), in order to make it acquires more meaning and legitimacy (Cosnier, 2010; Dortier, 2010; Morin, 2010).

We communicate to transmit information, data, impressions, points of view, but not only that. Any message indeed transmits, before all, a content (concepts, information, opinions, judgments, feelings, emotional states, expectations and anticipations), but, at the same time - has a tendency to develop, simultaneously, a certain relationship between the interlocutors (Marc, 2010b).

As a result, communication is both an opportunity for the transmission and for the exchange of information and meaning between interlocutors, but it is also a means of instituting and maintaining relations of goodwill between individuals, ensuring - as well, a specific and dynamic (micro)social balance. People communicate moved by certain (more or less immediate) reasons, in order to reach certain concrete (more or less urgent) purposes and/or to achieve certain psychological (more or less acknowledged) objectives.

Among the latter, the specialists (Floyd's, 2013; Marc, 2010b) mention:

a. *Identity reasons*
Identity is both a condition of the acts of communication and a psychological objective. The way we communicate with others and the way in which the others communicate with us 'plays a pivotal role in forging our vision about the self" (Floyd, 2013, p. 27). As a matter of fact, identity develops throughout our lives, while communication plays a significant, first order role in this process. Apart from the fact that it helps us express our personal identity, communication also makes it easier for us to express our cultural identity (*idem,* p. 28).

By communication we seek to be recognized, we confirm that we exist, that we are alive. "Search of recognition - specifies Ed. Marc (2010a) - which underlies most communication undergoes a fundamental motivation, *search of valorisation* (which means to exist in the eyes of another, to be considered as a human being, to be valued as a reliable individual, to be recognized as individuality, etc.)".

If identity is manifested like a goal of interpersonal communication, it is, at the same time, a result of it. "The image we have of ourselves - declares the French professor - is being built through everyday interactions and through the images they produce; self-representation and self-esteem arise out for a large part of us from "mirroring each other", being the feedback for the messages they convey" (pp. 44-45).

Of course, in this respect, communication with others involves a risk of distortion, misunderstanding of ideas and opinions, but also the risk of refutation or devaluation. For this reason, certain persons (and in certain circumstances) prefer to keep silent (for instance, in a more or less numerous group). They are afraid of being judged, being considered uninteresting, being deemed inconvenient, uninspired.

b. *Relational reasons*

As human beings, we need relationships, and communication with others is "an important component of the way in which we build or maintain that relations" (Floyd's, 2013, p. 26). According to Ed. Marc (2010a), "communication is a mandatory stage to enter a relationship with anyone, regardless of motives (social, professional, emotional, utilitarian and so forth)" (p. 45). Psychologically, it is about our need for attachment, the need for support, of understanding and gratification, the need for companionship, escaping loneliness, the need for affection and love.

K. Floyd (2013) maintains that "a simple narrative is not, however, sufficient: studies show that involvement in *significant* conversations induces happiness, while "trivial discussions" are associated with a decrease in wellbeing" (p. 27, a.o.). In short, it is clear to the vast majority of us that personal relations play an essential role throughout life, and communication (verbal, para-verbal and nonverbal) with fellow humans - closer or more distant from a sympathetic-emotional point of view - helps us shape them, acknowledge their role in self expression and sustain them.[22]

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[22]Unfortunately, there are times in the evolution of (Western) society when honest and open communication between people is discouraged, avoided, underappreciated.It seems that such a trend is perceived in our existence as of late.In such a context, during a speech held in Berlin in 1960, the famous physicist J. Robert Oppenheimer confessed:"I have been intensely concerned with the fact that, in this world, we have lost to such an extent the skill of talking to each other.In the succession of deep discoveries, we have become estranged from one another in tradition and, to a certain extent, even in language.We have neither the time, the skill, nor the dedication necessary to tell one another what we learned, or to listen to or hear, or to receive with open arms this method of enrichment of the common culture and common understanding.We long for nobility: the rarer words and gestures which harmonize simplicity and truth" (*in* Gardner, 2014, p.217).

c. *Influencing reasons*

Many acts of communication aim to determine the interlocutor to act in a certain way, seducing, threatening and manipulating it. Coercive, manipulating strategies are involved, which introduce a force ratio between interlocutors, marked by tension, effort and seduction strategies aimed at instituting complicity, attraction or assimilation.

d. *Spiritual reasons*

These reasons include the principles that are appreciated in life as pillars of progress and development, the morality of interlocutors and their ideas about what is - fundamentally - correct and what is wrong. They involve our convictions relating to the meaning of life and death. From this point of view, communication allows people to express the fundamental axiological states of their personality, as faith, values and core options. It allows for the possibility of sharing with others their ideas and philosophical, religious and spiritual practices.

e. *Instrumental reasons*

Communication helps people achieve their practical, every day objectives and meet many of their everyday tasks. Practical-instrumental components of communication "may not always contribute significantly to improve our health, identity or spirituality, states K. Floyd (2013). However, each behaviour is valuable, because it serves a necessity (and an objective - our note - G.A.) that helps us communicate our daily life" (p. 29).

Summarizing, we can say that the existence of communication skills in a person is given by the ability to communicate in effective and appropriate ways based on the particular characteristics of a situation (opportunities and constraints) in which that person can be found at any given time. On the one hand, effective communication consists in achieving objectives, and on the other hand, proper communication "complies with the rules and expectations which apply in the social situation", rules governing conversation between interlocutors (*idem*, p. 46).

Counselling relationship takes place both in the minds and hearts of participants, as well as in their communication. Counselling skills include relationship skills as well as communication skills. In so far as they are concerned, people with communication skills "distinguish naturally and quickly when to warn and when to withdraw, when to speak and when to listen, when to ask and when to keep silent, etc., all these personal expressions assuming in fact - according to A. Margaritoiu (2013) - possession of an appropriate language for the situation" (pp. 31-32). Communication skills have at their core and are marked by active listening.

3.   The significance of nonverbal language in counselling

Experts have come to the conclusion that nonverbal language has a great value in a counsellor's (active) listening. Mainly, it serves to double the words, but also to replace them (from time to time and, in certain circumstances) (Margaritoiu, 2013). In the course of his/her listening, the counsellor transmits nonverbal messages - more or less voluntarily.

Nonverbal communication includes "behaviours and characteristics that convey meanings without using words" (Floyd's, 2013, p. 203). Such behaviours are a way of communication with a strong impact on interlocutors and to many of us it comes instinctively. Nonverbal communication is distinguished by several traits, between which (*idem*, pp. 207-208):

a. It is present in most interpersonal conversations;

b. Transmits, often, more information than verbal communication. We use many nonverbal channels: sense of sight (facial expressions, gestures and personal appearance), sense of touch and hearing;

c. Usually, nonverbal communication is trusted more than verbal communication;

d. It is the main means of transmitting emotion; "We have a rich vocabulary for depicting emotions - specifies K. Floyd (2013) -, but our nonverbal behaviours communicate them more effectively" (p. 207). Specialized studies show that people are very sensitive to emotional nonverbal indices. For instance, we tend to pay very much attention to facial expressions of a person when we want to find out their emotional, inner state. In short, the main way in which we communicate how we feel is nonverbal language.

e. Nonverbal communication achieves meta-communication;

In interpersonal relations, nonverbal communication has the following functions (*idem*, pp. 209-213):

a. *Emotion management*

Nonverbal indices help us initiate, maintain and close our conversations. Thus:

• to initiate conversations three nonverbal indices are relevant: personal space, physical appearance and eye contact;

• to maintain conversations the following are important: gestures, eye contact and tone of voice;

• to close conversations, the most commonly used index is switching off visual contact.

b. *Expressing emotion, feelings, and moods*

The most expressive channels for the transmission of information relating to interlocutors' emotional status are:

• facial expression of emotion;

• vocal expression of emotion: "sometimes, we can find out how a person feels not only because of what they say, but because of how their voice sounds"; many emotions influence the tone of voice (Floyd, 2013, p. 210).

c. *Maintaining relations*

"Communication plays a central role as a way to maintain close relationships, and nonverbal behaviours are particularly important for a few essential traits of those relationships. Among these behaviours are attraction and affiliation, power and domination, incitement and relaxation", states the North American Professor (*ibidem*).

Thus:

• *attraction and affiliation*, which many researchers call *behaviours of immediate involvement*. Those whom we sympathize, to which we are drawn, whom we like, we speak to in a softer, warmer tone; our glances are more vivid, more insistent, more direct; we touch them to show support and encouragement;

• *power and domination*: "*power* is the potential to influence the behaviour of another person, and *domination* is the specific pursuit of this potential" (*idem*, p. 211, a.o.);

• *incitement and relaxation*: "*incitement* refers to a boost in energy. We feel the elation in two fundamentally different ways depending on its association with positive or negative emotions. When it is accompanied by positive emotions, we perceive incitement as enthusiasm" (*ibidem*, a.o.). Most of us express our enthusiasm by nonverbal indices, such as prolonged visual contact with each other, intense laughter, faster rate of speech, amplified tone and volume and by greater spatial proximity.

The opposite of incitement is *relaxation*, which we feel in situations where our energy is reduced. As is the case with incitement, we feel relaxation in two fundamentally different ways, depending on the emotion involved. "When relaxation is accompanied by a positive emotion, we perceive it as contentment. The feeling of contentment makes most of us smile more than usual, to have a more relaxed posture, extended visual contact and closer proximity to others around" (*ibidem*).

d. *Forming impressions*

e. *Influencing others*: nonverbal communication can be persuasive when it is used as part of several strategies, such as:

• *fostering credibility*: this we often do when we're adopting "an attitude that communicates personal skill and authority" (*ibidem*); "using eye

contact and gestures which clarify the verbal message amplify, in their turn, the credibility of the person" (*ibidem*);

● *promoting affiliation*: in this area, we agree more with the persons we sympathize than with those we do not sympathize. Nonverbal behaviours that promote a feeling of affiliation and antipathy can amplify our persuading skill. Affiliation is, in principle, amplified by *interactional synchrony*, which represents the convergence of the behaviours of two persons in a conversational situation.

f. *Hiding information.*

In the design of K. Floyd (2013), there are *10 channels of nonverbal communication*, respectively (pp. 215-227):

a. *Facial expressions*

In accordance with the principle of facial primacy, "*the face communicates more information than any other nonverbal communication channel*", underlines the North American Professor (p. 215, a.o.). Facial expressions have 3 important functions:

● *identity*: face is the most important visual indication used by people to identify one another;

● *attractiveness*: as is the case in symmetry, attractive faces are more proportionate than unattractive ones;

● *emotion*: nonverbal behaviours communicate emotions more efficiently than verbal communication; our primary means of communicating emotion is facial behaviour.

b. *Visual behaviours*

As face behaviour communicates more than any other nonverbal channel, so the eyes to communicate more than any part of the face. Eye contact plays an undeniable role, distinct in several important types of interactions.

We use eye contact to show attraction toward someone and to infer whether someone is attracted to us. We use it to persuade others and to show that we care about what others say and to show we understand them. We can use eye contact when we want to intimidate someone, or when we want to take a dominant or authoritarian stance in a conversation or group discussion. We feel very connected to people when we look them in the eyes.

c. *Movements and gestures*

According to experts, there are several types of gestures:

● Badge-gestures: gestures that can be translated directly into words;

● Illustrative-gestures: gestures which accompany a spoken message, clarifying or amplifying it;

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- Affective manifestations: gestures that convey emotions or affects;

- Control gestures: they are gestures that control the flow of conversation;

- Adaptive gestures: they are gestures meant to meet a personal need.

d. *Touch behaviors*

The first sense that develops is touch (Floyd, 2013). There are five major areas in which touch plays an essential role in the transmission of meanings: affection, concern, power and control, aggression and ritual.

- *affectionate touches*: "a reason for which affectionate touch is so important - states K. Floyd (2013) - is the fact that it contributes to our physical and mental well-being" (p. 220). The author notes below: "In recent years, concerns about sexual abuse against children have led many public schools to adopt strict "touch banning" policies, which do not permit teachers, advisers and other members of school staff to touch pupils in any form, except for medical emergencies. As explains the educator Tony Del Prete, "in an effort to discourage those who commit sexual aggression, more and more schools communicate adults the message: Hands down! Touching children in schools has become practically taboo" (2013, p. 220).

To all these, the author added: "although such extremely strict strategies are created in order to protect children, many experts are wondering whether to prohibit touching children does not cause them, in fact, more harm than good" (*ibidem*).

- *touches used by carers*: unlike affectionate touches, this type of touch "does not necessarily reflect affection or positive emotion towards the person who receives it" (*idem*, p. 221).

- *touches associated with power and control*;

- *aggressive touches*, such as: hitting, pushing, slapping, kicking;

- *touches used for ceremonial purposes*: those are touches we make within the framework of a tradition or a custom.

e. *Vocal behaviours (para-language)*

Among them, we mention:

- *tone*: refers to moments when the voice can be more high-pitched or thicker;

- *inflection*: refers to variations in tone (voices with ample modulations are usually described as being very expressive);

- *volume*: describes how intense or weak is someone's voice; when people talk louder, they want to emphasize a particular idea, a specific word/concept, a certain decision/option, a certain emotional state;

- *speed*: a person's utterance can be faster or slower, depending on how important a certain content is, or a certain point of view, a specific proposal or solution;
- *elements of filling*: these are sounds that are not words, but are used to fill the silence breaks created in speech;
- *pronunciation*: reflects how well a person combines vowels and consonants to utter a word;
- *articulating/uttering*: refers to how clearly we speak (or try to speak);
- *emphasis*: it is using voice to underline certain words (in a sentence and/or a phrase) to convey the desired meaning;
- *silence*: represents absence of sounds; [23]

f. *Use of smell*

Smells can change our communicational behaviours, influencing our memories and moods.

g. *Use of space*

As we already know, the distance between interlocutors plays a decisive role in development of interpersonal communicative interaction; it is in close connection with the psychological distance between interlocutors at a given time.

h. *Physical appearance*

It covers a person's weight, personal hygiene, clothing and general physical neatness.

i. *Use of time*

The way we allocate (or refuse to allocate) our time to others may communicate them important messages about our feelings and attitudes toward them; when we dedicate our time to others, we let it be known that we cherish the people in question.

j. *Use of artefacts*

It is about objects and their visible features in an environment which reflects who we are and what we love.

As for the counsellors' body messages, in their capacity as (active) listeners, these are important both when they listen to, as well as when they answer their clients. To make clients feel like they can talk to them, counsellors need - in such circumstances - to make known their emotional and motivational availability. Thus, according to R. Nelson-Jones (2009)

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[23]See - with the permission and effort of the reader - the multiple and profound meanings of silence in our paper *Interpersonal Communication*, edited by the European Institute, Iasi, in 2008.

counsellors need to "deliver their clients and others clear messages about availability and access" (p. 85). To do this, the British specialist recommends:

a. To adopt a relaxed and open body posture "which must not be sloppy or ungraceful" (*ibidem*), but the one to denote that, for the present moment, the counsellor is receptive. "Counsellors and clients - noted the psychotherapist - must adopt an open posture to allow them to be able to see one another" (*idem*, p. 86); to create the premises of (mutual) knowledge and to foster trust.

b. A slight tilt forward. "In particular, claims R. Nelson-Jones (2009), at the beginning of the counselling session, a tilt forward may encourage clients, instead of threatening them" (p. 87).

c. An appropriate gaze and eye contact. "There is a balance in the eye contact level in counselling relations which depends on the client's and counsellor's level of anxiety, on how developed is the relationship and the degree of attraction involved". From this point of view, "clients - specifies the British counsellor - want an appropriate level of eye contact from the counsellor and they may perceive counsellors as tense or bored if they often look down or sideways" (*idem,* p. 87).

d. Express appropriate facial expressions. "People's faces - state R. Nelson-Jones (2009) - are the main mode of delivering body messages regarding their feelings. A large part of facial information is expressed by mouth and eyebrows. A friendly, relaxed expression, including a smile, typically proves interest" (p. 88). When the client is talking, it is important that the counsellor's facial expressions show they are connected to what they are told, to indicate that the counsellor understands their client's feelings.

e. Uses appropriate gestures, such as:

• nodding (the most common gesture in counselling);

• gestures of the arms or hands by which counsellors prove their attention and interest in the experiences, words and emotions of their client.

f. Uses touch sparingly. "Touching clients - specifies the British counsellor - may be appropriate in counselling, although it must be carried out with great care, so as not to be perceived as an undesirable invasion of the client's personal space" (2009, p. 89). The intensity and duration of touch "should be sufficient to establish contact and, at the same time, to avoid discomfort and any clue which would suggest sexual interest" (*ibidem*).

g. They are paying attention to personal space and height ratio. Counselling involves observance of the client's personal space (generally, a meter and a half). With regard to height, the most appropriate situation is when "both persons' heads are at the same level" (*idem*, p. 90).

h. Pay attention to clothing style and personal care.

4. Possible conclusions

Communication is at the base of counselling activities. Between them there is a very tight relation. The quality of one mostly depends on the quality of the other. But the beginning lies in the meaning and depth of communication between partners. Counselling involves an effort of effective, open, active communication. To do this, it is necessary that we, as counsellors, decipher as correctly as possible the meanings of the client's verbal and nonverbal language. It is also necessary to coordinate our nonverbal communication, in such a way as to create in our meetings an atmosphere conducive to the client's openness and self-disclosure.

A good counsellor is a good communicator. The counsellor holds the science and art of understanding and using nonverbal language. He/she is receptive and sympathetic. He/she takes the clients seriously, recognizes their feelings and ideas, shows them that their experiences matters. Through this experience of recognition, the individual (temporarily) diminishes his sense of existential alienation towards the world, the feeling of isolation, of estrangement and can consequently recover their impulse to live.

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WHY CHOOSE A SPECIFIC CAREER? WHY NOT?

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Abstract

This study analysis the way in which a post-totalitarian society (such as ours) sees counselling as a profession. The paper is also approaching the reasons which give options for a higher education path in an educational system in which the practice of counselling is almost absent. For this purpose we used the Holland test to observe to what measure the students from the first year from the Educational Sciences specialization.

Keywords: *education, Holland test, career counselling, options*

State of the Art

Romanian society is a sick society. This society is sick because it has not solved the problems of the past and therefore cannot join wholeheartedly the present and especially the future. Split between the communist past and the democratic future, Romanian society today lives in confusion.

Expressing the social „disease", school witnesses the same identity crisis as shown in many reform projects which were started but not finished: it can be said that the only constant of the school in the last twenty-three years is the transition. In such a context, the implementation of counselling programs at a social scale should represent a definite imperative (almost Kantian, one would say).

It is clear that the confused situation of the Romanian society is reflected in official-public position to counselling, on the one hand, and on the other hand, in the common man's view. On a formal-institutional plan, legal regulations exist regarding the profession of psychologist, i.e. there is an association (*College of Psychologists from Romania*), which sets rules in the profession, which has a code of ethics (*Code ofethics for the profession of psychologist*) and a code of disciplinary proceedings, a methodology for accreditation of the association, etc. At the same time, there are accredited Master programs for counseling, at the Faculty of Education (accreditation comes from the Romanian Agency for Quality Assurance in Higher Education,

an institution that authorizes and gives accreditation in the field of higher education), even though in terms of counseling, it has no legal status as a regulated profession.

At the same time, there is an insufficient number of school counselors altogether (1 counselor per 1500 students), who should mainly deal with children with special educational needs. It is worth mentioning that they try their integration into regular school environments, even if there are dramatic situations: teachers at regular classes do not have the special skills or training and they are not offered appropriate training sessions. In addition, counselors – also called itinerant teachers – cannot spend more than a few hours a week in such a class, in order to provide the necessary expertise.

Regarding public opinion, the common man either ignores the existence of counseling and the opportunity to appeal to them, or they associate counseling with mental illness (a phrase with significant negative meaning). Most people vehemently reject the idea to appeal to a counselor for a child's emotional problems (no one wants to know that he could have a child with a mental illness, a visit at the counselor is often associated with mental illness).

One of the many consequences of public attitudes toward counselors and counseling is the absence of counselors in schools and especially in the vocational guidance of children. In fact, according to the law, what matters in choosing the type of school attended after compulsory education (almost all parents opt for school) is a mix from several average grades: „Admission to the secondary or vocational school is done by the following procedure: a) where the number of candidates does not exceed the number of seats offered by the school, admission will be based on the student's educational portfolio, b) If the number of candidates is greater than the number of seats offered by the school, admission is done taking into account the proportion of 70% of the student's educational portfolio, the average grades at the graduation exam from compulsory education as well as the average grade from the national assessment and the average grade at the end of the 9th grade and 30% of the achieved grade during the admission exam at the respective school" (The Romanian Government, 2011).

As a reminiscence of communism, vocational schools were abolished and this reveals a paradox typical of this type of totalitarian society: although it is considered that work (especially physical work, the kind of work that involves direct interaction with matter or minimal interaction mediated by simple mechanical machines) makes us human and it is a prerequisite and compulsory assimilation of high values, no one wanted to work, so no one

wanted his children to attend a vocational school, but a high school and later on go to a university.

Options dictated by random

As a result, there is a career guidance program that takes account of students' personality characteristics as well as medium and long-term trends in the labor market, which is why the educational path of a student from Romania reveals glaring inadequacy: for example, graduates of high school focusing on mathematics and computer science (considered the best type of high school) with the option for the law school. This situation is described adequately (although it relates to the American education system) in (Bolles, 2007): „When we get out of school, or when we've been out of school for some time, and now are looking back, we realize there are three things a good education should have given us... *but in our case did not*. High school or college should have taught us: 1. How to choose and find a job. *A job that matches your gifts, skills, and experience. A job that not only puts bread on the table, clothes on your back, and shelter over your head, but also makes you happy* (p. 3).

Given this situation, during academic year 2013-2014 we applied a Holland questionnaire to first year students from the Faculty of Education Sciences (a total of 70 students) from the Petroleum-Gas University of Ploieşti. The results are, as expected, surprising.

Distribution of high schools in cities

Distribution of respondents in large cities (two county capitals) and small towns, shows a higher proportion of candidates who have graduated from high schools in large cities (41 compared to 29), which would mean easier access to diversified sources of information. In fact, as mentioned, the circumstances are largely identical, since the presence of a school counsellor is signaled to one school and by a single respondent.

This leads us to advance two hypotheses: either the everyday presence of the digital infrastructure (internet, smart phone, tablet, etc.) clearly differentiates between small towns and big cities in terms of access to information, or the lack of interest in relation to high school graduates to their future career, disinterest of the formal and informal media that „block" search on their own in this area. However, our assumptions are contextual in relation to the fundamental reality of the absence of school counselling services in the Romanian education system.

Distribution of respondents by types of schools

Much more interesting is announced the distribution of respondents by types of schools. Bearing in mind the objectives of our study, we considered relevant high school grouping on the following three types: technical and technological high schools, philological and pedagogical high schools (suitable for those who intend to be university graduates in science education) – see Figure 1
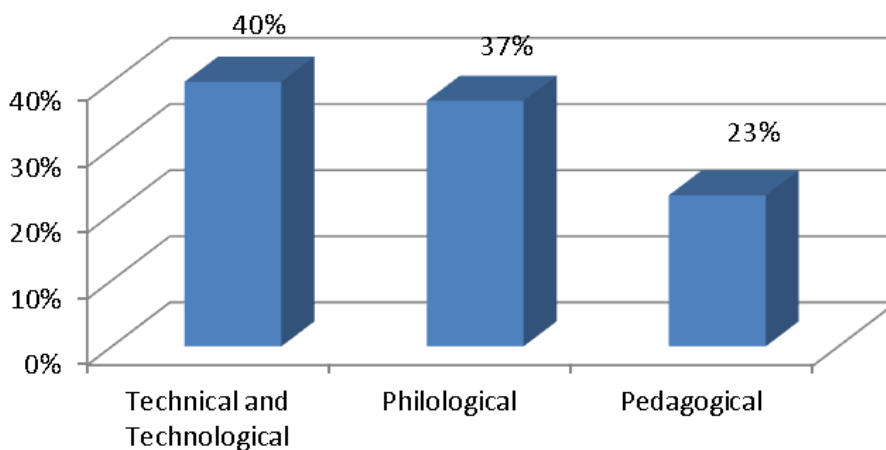
Fig. 1 The distribution of respondents by types of schools

In Romania there is currently one type of high school graduation exam – Baccalaureate – which allows a graduate to enrol in any academic specialization. Where appropriate, e.g. faculties of arts or education sciences, higher education institutions can organize aptitude tests which are eliminatory.

But beyond this bureaucracy, it is a significant presence that 28 respondents were graduates of technical and technological schools. However, it is worth noting the presence of the respondents coming from philological high schools with a relatively close cultural background to the profile of a student studying education sciences, but in fact attending such a faculty from the circumstantial reasons mentioned above (it is paradigmatic why they chose this specialization – the same students were freshmen three years ago; they gave one answer: because they loved children).

Why only 16 graduates of pedagogical high schools were enrolled in an education sciences college (that would have allowed them a natural continuation of studies begun in high school) since the two big cities from where we recruited the members of our sample approximately two hundred students annually graduate from pedagogical schools? Because many of them

are turning to university studies focusing on philology, law, administration and economic sciences.

This is relevant for the confusion that reigns over the Romanian educational system, for children's attitudes influencing choices regarding the future studies and (possible) career, ultimately, for the indifference and inability of policy makers to reset priorities for the evolution of Romania's evolution on medium and long term.

Analysis of the data obtained by Holland test

The „Holland Code" for every kind of personality, as we know, is made up of a combination of three of the six identified types: Realistic (R), Investigative (I), Artistic (A), Social (S), Entrepreneurial (E), and Conventional (C). For the teacher, the code is SAE, i.e. social, artistic and entrepreneurial.

If we assume that the primary personality type (in this case S) covers special technical skills, that are profession-specific, the following personality types (in our case A and E) cover mainly transfer skills.

It is clear that the personality of a professional (regardless of the field) is not split/ shared in such components or skills that he has. But we can say that the primary personality type (in our case, S) constitutes the core of a profession, although in different combinations of personality specific to other professions, and is what we (according to the specific literature) have called transfer skills.

If the primary type of personality is the tough core of the necessary skills for a profession, the associated types give individuality, the specific way in which an individual manifests himself in the field of that profession (his personality brand). From this point of view, it is quite difficult to determine which the characteristics of a successful teacher are because one impresses by consistency and rigor, while another by enthusiasm and involvement (among others, according to personality types associated by Holland typology).

In the description from (Jigau, 2006), a social personality type is a person „who likes to work with people, in order to inform, advise, assist, train, educate, shape, care; has skills in using creative, nuanced language in this purposes" (p.38).

It appears that the teacher is the person who has powers regarding efficient social interactions, making homogeneous teams, developing an appropriate educational environment, developing project objectives and

appropriate use of learning methods to arouse interest and, above all, motivate children.

Variations, as mentioned above, are introduced by the associated personality types, and in our case we find a large variety with a dominant - artistic personality type - represented by 29 members of the sample. The artistic type is likely to have a rather „affective-emotional approach to the world"(Jigau, 2006), in accordance with the way in which the child perceives the world at this age(p.37). In this sense in (Dewey, 1966) it's written: „Again, the child's life is an integral, a total one. He passes quickly and readily from one topic to another, as from one spot to another, but is not conscious of transition or break. There is no conscious isolation, hardly conscious distinction. The things that occupy him are held together by the unity of the personal and social interests which his life carries along. Whatever is uppermost in his mind constitutes to him, for the time being, the whole universe" (p. 6). Those members of the sample characterized by the business type (12 in number) may „contaminate" children by energy, optimism and self-confidence. The conventional type, characteristic of 9 members of the sample, could attract conscientiousness, organization and practicality, while the investigative type brings to the fore the methodical, analytical spirit and contagious curiosity (7 members of the sample), etc.

If the primary type of personality should be seen as fundamental, and its features should be cultivated and refined through the curriculum, there are important characteristics of secondary and tertiary types because they allow us cultivation and refining of transfer skills, and these skills are those that are the teacher's style, and his ace. Since the university under scrutiny offers training programs for teachers, we decided to re-think the content as well as the instructional strategies used within them.

What was lacking when making options

Referring to one of his works, and the role of career guidance in general, Norman Amundson said (Amundson & Poehnell, 1996): „ you will learn to discover who you are and what you can do, how to make the right choices for your future careers/ jobs and how to make plans that will help you get and find the jobs that are available on today's changing labour market" (p. 5).

In this context, at the end of the first semester (three months had passed since the date of completion of the Holland test), we asked respondents to note those information, activities, etc. that would be useful to make a knowledgeable option regarding future university studies. Beyond reproach

(which we consider reasonable) to teachers (considered solely responsible), we have drawn very useful suggestions for people / institutions interested in this issue:

- Schools should have a counselling center and a school counselor;
- Counsellors, using appropriate tools, should provide students with relevant information about their skills and interests;
- related to their own skills and interests, developing projects with academic institutions and companies that support them, in order to put students in direct contact with the occupational environment and those people with whom they could identify;
- Visits to universities and access to promotional materials that provide relevant information about their seriousness (credentials etc.), fields of study, study conditions (laboratories, libraries, etc.) and living conditions (campus cafeteria, club, sports, prices, etc.);
- Introduction of social studies in technical high schools;
- Visits of students from those universities who are interesting for pupils;
- finding out the reasons why one should choose a college or another, especially in the light of advantages and disadvantages of the career(s) for which one prepares (note that personal interests and skills are overshadowed, which is explained by the absence of school counselors);
- organizing volunteer activities to assist students in the process of becoming aware of employment opportunities and personal interests;
- Information on the dynamics of the labour market;
- Information on those sites where you can get reliable information about universities and the labour market;
- under what conditions (secondary school graduation, etc.) one could be admitted to a university without fees in previous years (state universities in Romania offer prospective students a number of places which are free of charge (publicly funded) and a number of places which are paid (the fee is paid by students), access to free of charge places is permitted only if certain criteria are met, (of which) one is the average grade for the Baccalaureate, while scholarships for the first semester of studies are given by following the same criteria;
- Talks between former high school students, currently students at those colleges that pupils are interested in (in this way, one would encourage the establishment of *alumni* associations in high schools);
- Educational fairs organized by universities;
- organizing lectures in universities, possibly with the participation of university professors and some students.

It is worth noting that only one student considers relevant the information about the terms and conditions for obtaining a scholarship

abroad, while no student considered relevant the information about the European labor market, although Romania has been a member of the European Union since 2007.

The first problem is that of the option for a particular school (say National College „Mihai Viteazul" from Ploiești), and then for a school profile, a conditional option in close connection with the procedure mentioned above on the one hand, and on the other hand, the number of secondary school graduates who, for one reason or another, choose the same school.

From the perspective of the university option, one may say that about half of the students who are part of our sample had to graduate from a high school they did not want, considering it unacceptable. The reasons why the kind of school was deemed unacceptable have no connection with dispositions, interests, their future plans, since at secondary level (first cycle of secondary education) there are almost no counselors, their number is quite limited, and their influence is meaningless on the basis of a quasi-generalized rejection of the idea of counseling on the one hand and, on the other hand, taking into account access procedures in high school.

Conversely, taking into account the school that the members of the target group have graduated from, we believe that the university option is groundless, even if there is justification for it. Thus, only students who come from one school (from a total of 14) refer to the existence of the school counselor, and out of these, only one student believes that the school counselor gave useful information regarding their choice of university (i.e., education science).

These data come from the responses of the sample members have offered to our request to note that information that would be needed to make an informed option about university (we mentioned the data earlier in this paper). Secondly, the conditions offered by universities in Romania are relatively similar, although the universities in the capital city (Bucharest, which is the largest cultural and economic center) offer more opportunities after graduation.

This advantage is offset by more expensive cost of living, meaning significantly higher costs for the future student, while European programs of scholarships for students (Leonardo, for example) tend to cancel this advantage, especially in those universities that have a counselling center and career guidance center that operate meaningfully. In line with the RAQAHE (Romanian Agency for Quality Assurance in Higher Education), every

university that has such a center receives a certain number of points (i.e., the existence of such a center is not a must on the one hand, and on the other hand, what really counts is the formal existence of the center and not the volume and quality of activities).

The exaggerated tendency to centralize and unify curriculum almost entirely wiped out the differences between universities, those differences which resulted in the different schools of thought, with different questions and solutions (what we want to say is that the option for a university or another seems meaningless). It is this monochrome environment where high school graduates have to integrate in. For such graduates, career advice, own interests and values, dynamics and trends of the labor market are often empty words.

Conclusions

Beyond these re-settings of curricula, as far as the preparation of future teachers is concerned, the Holland test results have led us to develop a support program for high school students in the region of our university. We are aware that such a program would be necessary starting secondary school, but for now we do not have the resources to operate at this level and the program has the support and involvement of volunteer teachers and postgraduate students from the Faculty of Education Sciences:

- developing a website for high school pupils, that should be part of the University Counseling Centre. In this way, we could provide online resources to those interested: tools for self-knowledge and ways of using data, as well as data interpretation, information about universities, their credentials, the opportunities they provide (information will be provided by the universities, but will be monitored by our counselling center, because we want to provide a space for academic audiences), an online service for emergency situations, operating continuously and which requires the involvement of students making teams with students from the Master's program, information on institutions, regulations and trends of the (national and European) labor market etc.
- organization of joint teams (teachers and students, master students and students) to travel to schools in order to provide qualified support regarding career guidance (a kind of caravan that will have a set of tools that are appropriate to counseling and vocational guidance)
- organization of study visits of pupils interested in Petroleum-Gas University of Ploieşti (and in other participating universities from our website) to attend certain courses, and organizing visits of professors to give

lessons together with high school teachers in order to highlight the connection between the knowledge learned in school and university needs

- Involvement of business people/ companies in the activities of the center

- Organization of trainings on topics of career counselling with high school teachers and interested parents.

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INTERCULTURALISM AND CIVIL SOCIETY

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Abstract: Contradictory processes are occurring today in Europe. On the one hand flows an ineluctable process of creating a united Europe with open borders and the free flow of people, goods and services, and on the other side multicultural community is disintegrating. Simultaneously, Europe is increasingly becoming a multicultural, multi-religious and multilingual society. Such a society can exist normally only with an intercultural affirmation. Serbia has great experience of life in multicultural communities which is not sufficiently evaluated and, as well as all other European countries, is not only a multi-cultural but a multi-confessional society too. The civil society organizations represent a significant factor of intercultural reaffirmation since they emerged as a response to ethnic and religious intolerance. Starting from the philosophy of the network structure of society and acting in immediate contact with people, while giving the emphasis on their own education, they have become an important factor of changes and humanization of society, supporting the new approach to education too. The trends of globalization and creation of a united Europe pose new challenges to the education both for school learning and lifelong learning. Instead of national myths and xenophobia education and learning must train society for a multicultural, multi-confessional and multi-lingual life.

Keywords: multiculturalism, multi-confessionalism, multilingualism, interculturalism, education.

Introduction

The process of globalization that has caught the whole world not only presents us with a new living conditions but opens up a whole new era in the way of life of human beings. Globally speaking today we have the four major civilizations: Western, Islamic, Indian and Eastern, but among them there is also a strong correlation and interdependence. A process of European

unification is occurring within the framework of Western civilization which aim is to open up the borders and make the free flow of people and ideas, and economic trends. On the global scale, the internet has made an unimaginable flow of information and immediate connection between people around the world. All this is a new challenge for education that can not be treated in a traditional way. At the same time right in Europe are happening opposite processes of decomposition of multicultural communities and the creation of new states, particularly in the region, and there are permanent conflicts on a national or religious basis. Obviously, multi-cultural communities can not survive without the affirmation of the idea of interculturalism which does not see the danger but richness in diversity.

There where ideas overcome xenophobia and ethnocentrism, various forms of discrimination, conflicts, and even wars that usually have enormous human and material consequences follow. How much in all that education is taking part? Apparently education is, not even a little bit, innocent because it often glorifies nationalism, celebrate those who violently solved the conflicts, advocated the war, and its neighbors sees as the enemy, but at the same time this orientation in education is the result of the ruling of value orientation in society.

Civil society appears to be a new phenomenon in Western democracy in the second half of the twentieth century and in most countries is a corrective to the prevailing, often ossified and bureaucratic structures. Its basic principle of action was education, primarily its own members holding the idea - we can not change others, but we can ourselves. Civil scene has actually opened a new page in accessing education which had a great influence on the official educational program.

European context of interculturalism

Europe is going through a turbulent period of its own changing and seeking of the answers to the new challenges. The cradle of many significant civilizations for the history of mankind, which has by the historical turmoil, migrations, wars, epidemics, class and religious conflicts, but also the development of science, art, technology, economic progress and changing social relations, produced so far the most advanced civilization in which man has ever lived - Western civilization. But Europe is in fact remained fragmented into many national states and statelets from those greatest such as France, Germany or the United Kingdom to very small principalities and city states.

During the globalization, the Internet, the world market, such a disunited Europe is becoming its own hostage and obstacles to further economic, but also cultural and any other development and therefore a project of a united Europe is setting up.

The project of a united Europe based on multiculturalism, which means that they take into account the differences that exist with regard to national, linguistic, religious and racial diversity, and that constitute contemporary European reality and proclaims the principle of tolerance for diversity. But, at the same time interculturalism is advocated, which suggests the possibility and the necessity of cross-links between cultures, and their members

The process of formation of nations and nation-states, which is historically associated with the development of the middle class and by creating of economic conditions for the development of industrial society, did not go even a little bit easy and painless and stretched not only to the entire twentieth but also to the twenty-first century.

The process of growing of certain ethnical groups into the nation didn't precede parallel with the formation of national states and that's why a pure nation-state virtually doesn't exist. By looking at the ethnic composition of some European countries, their ethnic diversity is revealed. In the nineteenth century colonial countries settled citizens of some colonies that are now so integrated that they no longer identify themselves by their origin but as members of indigenous peoples. Today only countries of Western Europe have about 30 million people which make up the minority in certain countries. (Perotti, 1994)

A look at the religious map of Europe leads to the conclusion that there are different Christian options so in that sense we can speak of Christian Europe. But all those conflicts and divisions that have taken place in Christianity since the schism in the Eastern and Western churches, and the development of Protestantism, they left their consequences. However, the religious map of Europe can be deceiving because it creates the illusion of religious homogeneity of individual countries. In reality it is a very extensive network of different religious communities. Today there is almost no religion which does not have its supporters in certain parts of Europe. Large migrations that occurred in recent centuries, and also the process of globalization have made a great impact on the religious aspect of multiculturalism.

Five languages are spoken in Europe: English, Spanish, French, German and Russian. An attempt of introducing the artificially created language Esperanto, which would overcome the language divisions, did not succeed as

well as the use of a dead Latin language which was an attempt in the past. Multilingualism is predominant by learning larger number of other languages what is more accepted in smaller nations. Although there is no consensus yet English is becoming more prevalent in everyday communication. Europe, is in spite of everything, generally opted for interculturalism which does not aspire to assimilation but integration of minority groups into the society. The differences that exist are objectively taken into account and they are not considered as a problem and difficulties but as a wealth of diversity. The emphasis is not on ethnic groups, but on the individuals and to ensure their basic human rights. This approach has been confirmed many times in many European documents, as well as in programs and initiatives of non-governmental organizations.

Civil society in action

In the second half of the 20th century in Western countries were examined the existing social relations, especially after the massive social upheaval in 1968. Democracy of the West remained in many ways a hierarchical society with many totalitarian subsystems. The fact that people go out every four or five years in the elections and that can always choose from the same leaders of the two or three parties financed by certain lobbies, it is more a function of the status quo than in the function of dealing with social contradictions.

Under the influence of humanistic psychology and critical social theory, the process of globalization and the increasing openness of the philosophy of the East, theories about the network structure of the company has developed and it can be said that the attempt to transform traditionally guided hierarchical organization of society in a society in which there is no compulsion but government cooperation and mutual assistance. People according to their interests and needs are included with other people to work for changes.

In the beginning those were forms of organization of people during free time, different ways of gathering of interest and religious groups, but later it was realized that these forms can also be a factor of social change and not just outward form and organization, but also fundamental changes in human relationships, which primarily means a paradigm shift whereby individuals need not wait for changes to themselves change but should go away. It is believed that the change in awareness of the critical number of individuals can lead to social change.

Educational consequences

We can not talk about intercultural education without analyzing the situation in both theory and practice. As for the theory, many papers have been published that examine this topic. Problem of this approach is what is said in principle and out of touch with reality and such works do not make progress either in theory or in practice. Some rare analysis of the actual situation shows that in this region is not prevailed orientation interculturalism because it is the opposite of ethnocentrism which is still the main orientation. Analysis of texts in textbooks for primary schools showed that texts with the national thematic are most numerous part of the texts and were not selected by literary criteria. These texts speak mostly about the beauty of the country, the goodness and the courage of people, the history, the sufferings, resistance to the unknown, the leaders, the language as a national identity, the anthem, emblem and the flag and the connection of religion and nation. We talk about the tolerance and respect of others.

Although didactic materials for learning foreign languages logically fulfilled cultural amenities, intercultural activities are generally not part of the existing cultural content and do not complement grammatical and lexical objectives. There is another view which considers that intercultural competence a prerequisite of any successful communication and that progress in the future is guaranteed only to those who master the successful intercultural communication. Is not required a special curriculum for interculturalism, but the existing must be emphasized that dimension. The objectives of the curriculum which is facing intercultural respect for others and differences should have the following tasks:

- Strengthening the conditions for the development of pluralism in society.
- raise the awareness of children about their culture and adapt them to the fact that there are different behaviors and different compositions value.
- Develop respect for the way of life different from their so that children can understand and appreciate each other.
- Strengthening confidence in equality to children were able to place themselves in relation to the prejudice and discrimination
- Recognize and evaluate similarities and differences so that the children could talk about themselves and articulate their culture and history

Children must not be indoctrinated in school for any religious orientation, but should get to know the most important religions that exist in their own country (similar situation is in other European countries), their similarities and differences. Non-religious view of the world needs to be done equally

favorable. Intercultural education is more related to what is happening around us. Therefore a special meaning has the schooling in the multicultural and multi-confessional parts of any European country. It is not enough that minorities have only school in their own language and that children in education are separated by ethnicity. It is more important that in such environments all have the possibility to study the language of minorities to have a variety of opportunities to learn about the culture of the people who live in their neighborhood, and to have the possibility of common activities in order to gain experience of cooperation and unity in diversity.

Conclusion

Interculturalism is based in the philosophy of non-violence and is not something that can be solved by recommendations, guidelines or even programs. It is about profound and essential changes in people. This can be achieved by training, which is closer to psychotherapy than traditional education. Education is affirmed by civil society organizations in cooperation with colleagues from different European countries. A number of teachers also passed this education and they can be the beginning of changes in that direction. Schools in this area are still far from it because they are still engaged in programs and not with people, and it will take a lot of effort toward changes. Civil society associations, especially those that deal with nonviolence, peace upbringing and human rights, affirm that adult education is in trouble and is particularly important, because the attitudes of ethnocentrism, ethnic, religious and linguistic intolerance children mainly obtained from adults. If a country wants to become a society facing to the development it has to be society based on learning, and that learning should be essential learning, which in addition to the development of self-esteem and positive self-image and builds bridges of communication for others and differences, but also encourages creative responses on the challenges of a society that is changing.

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PREMISES FOR ELABORATING A
TRANS-DISCIPLINARY DIDACTIC AS PART OF THE INTERCULTURAL EDUCATION

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Abstract

The approaches in order to define a trans-disciplinary didactics suppose theoretical developments, in the spirit of postmodern education paradigms, elaboration of methodological frameworks and operational tools in order to develop key competences and those specific to the target domain. The article firstly presents arguments and premises that support the legitimacy of developing a trans-disciplinary didactics as part of the intercultural education;secondly, the process and results of an empiric micro-research are being presented, based on analyzing subjects' methodological conceptions and opinions and foreseeing the impact of being aware of and applying trans-disciplinary curricular strategies as part of the intercultural education field.The basic tool of the impact study is the questionnaire, applied to a sample of 120 subjects (didactic staff, students, experts). The results achieved confirm a high level of awareness regarding the necessity of developing trans-disciplinary structures as part of the intercultural education, and their adhesion to strategies and modalities in order to optimize the intercultural curriculum-intercultural education activities' trans-disciplinary didactics relation.

Keywords*: intercultural education, intercultural curriculum, trans-disciplinary didactics, intercultural competences, constructivist strategies, meta-cognitive strategies.*

1.Theoretical framework

At the time we speak, many theoretical studies and explorer researches confirm the supposition that intercultural education represents a solution to problems of the contemporary world and the first modality as part of the process in order to achieve desirable values and attitudes as part of the multicultural society. The European educational policies and the specialty literature have developed institutional and curricular strategies in order to adequate and process the contents of the intercultural education, and thus to

develop intercultural abilities and competences as far as children, youngsters and adults are concerned.

Regarding formal education, the intercultural curriculum represents a multidimensional educational project, structured on trans-disciplinary training situations, relevant in order to develop and assert pupils' intercultural competences. In a broader sense, the intercultural curriculum includes the totality of curricular products, which specify the purposes and contents of training based on values of the intercultural education, as well as the strategies that facilitate acquiring social learning experiences and acknowledging competences and abilities desirable as part of the multicultural society.

In a functional sense, the intercultural competences represent categories of the transverse competences, which include cognitive, axiological and action elements manifested as part of multiple circumstances of the educational field, marked by interactions between different cultures: "the situational framework, experiences field, resources framework, action framework and evaluation framework" (Jonnaert, Ettayebi, Defise, 2010,79-81).

From a structural perspective, the intercultural competences include multiple socio-cultural elements, which can be operationalized as part of learning situations based on experiencing multicultural contexts. Traditionally speaking, elements belonging to intercultural competence have been defined in relation with modern languages didactics, as part of the curricular area designated to comprehending culture and developing abilities in order to relate one's own culture with that of the studied language (Byram, Zarate, 1997, 13-21) :
-   Attitudes of interest in other persons, of studying other societies and cultures;
-   Capacities in order to give a relative sense to one's own conception and system of values;
-   Capacities in order to relate one's own cultural values with those of others;
-   Abilities in order to solve problems arised as part of the contact between cultures, subsequently achieved to comprehending and developing operational structures that intermediate the relation between ethnocentrism and cultural alterity;
-   Capacities of complex analysis of some cultural contexts, which express cultural specifications, as well as dynamic aspects of the interaction between cultures.
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The time being, the concept of intercultural competence is extended to an ensemble of cognitive, affective-motivational, action structures cognitive, values and characteristics in order to facilitate assuming and accomplishing as part of the permanent education's formal, non-formal and informal contexts, intercultural education's purposes and specific processes: intercultural communication, enculturation, acculturation, cultural integration, socialization.

Given this conceptual evolution of the intercultural competence and in order to develop intercultural curriculum's operational aspect, we find it appropriate to analyze the situation from multiple points of view: a) the necessity in order to develop a methodological framework of the intercultural education, situated in a trans-disciplinary didactics; b) the relation intercultural curriculum-activities' didactics of intercultural education,trans-disciplinary typed; c) the essence and premises in order to develop the trans-disciplinary didactics, as part of the intercultural education; d) the foreseen impact in order to elaborate such didactics, as far as the didactic staff and students to be teachers are concerned.

The purposes, contents and methodology of the intercultural education have a strong transverse character, and the competences aimed are developed through training processes conceived and developed in accordance with actual postmodern orientations. These paradigms have influenced:
-   Reconsideration of specialty didactics' role as part of educational sciences, by placing them as part of training's general theory and methodology and educational curriculum's issue;
-   Development of strategies and methodologies in order to teach-learn-evaluate, based on a cognitive-constructive background;
-   Development of didactics of the curricular field and areas, adequated in order to emphasize virtues of the interdisciplinary curricular structures: facilitating transfers, developing superior capacities, focusing didactic approaches on developing competences and achieving desirable values as part of the contemporary society;
-   Undertaking approaches in order to conceive trans-disciplinary didactics, in order to methodologically articulate the most advanced structures of the curricular integration.
The trans-disciplinary didactics as part of the intercultural education approach the methodological component of the intercultural curriculum, and rationally and creatively operationalize the model of curricular planning based on curricular competences and strategies, in order to train intercultural competences as part of training processes that transcend school disciplines. The trans-disciplinary discipline has the role of methodological reference in planning and implementing cross-curricular themes and intercultural education activities, of support in order to assert teacher's roles of facilitator

of learning experiences as part of intercultural contexts, of tutorship and advisory as far as pupils' specific self-training capacities are regarded. Developing this type of didactics takes place as a pedagogical construct, whose center is represented by intercultural education's axiomatic and curricular system and whose didactic transposition is accomplished in accordance with psycho-pedagogical, curricular, social and ethical principles of inculcate intercultural values.

The trans-disciplinary didactics' characteristics as part of the intercultural education are:
- Underlying the theoretical speech on theories of learning psychology, determined by cognitivism and constructivism;
- Defining intercultural education's purposes in a cognitivist-constructivist way, so that they guide the training process in order to win a direct experience, by "comprehending, primary analyzing specific information, shaping mental images, using abstract mechanisms of comprehension" (Joiţa, 2005, 77-80), by placing pupils in problematic situations of cultural diversity, where they have the opportunity to assert capacities of comprehending cultural alterity, empathy, networking and intercultural communication;
- The transverse approach of intercultural education's axiological and procedural contents, through modalities of curricular organization that are specific to trans-disciplinarity: horizontal, vertical, themes, instrumental trans-disciplinarity (D'Hainaut, 1981). The horizontal trans-disciplinarity supposes identifying learning situations as part of school disciplines, based on intercultural education's values and practices; the vertical trans-disciplinarity is being accomplished through learning situations identified as part of some school discipline, which practices capacities and abilities in order to interpret and operate intercultural education's concepts and values; the themestrans-disciplinarity–by identifying problematic fields, which require cognitive capacities and pupils' solving abilities; the instrumental trans-disciplinarity supposes supplying tools, in order to facilitate the development of pupils' intercultural competences and their social performances assertion, as part of the cultural diversity context;
- Describing training strategies, in order to facilitate experience based learning (by solving problematic situations), learning through research and finding, self-management of training capacities and abilities specific to interculture: strategies focused on pupil, interactive strategies, heuristic and creative strategies, metacognitive strategies. The training strategies promoted by the trans-disciplinary didactics as part of the intercultural education are adequated to constructivist paradigm's principles and training's socio-central model, alternative to behaviorist training, which is focused on dividing behavioral knowledge and purposes as part of school disciplines. Thus, are

prevailing training situations based on purposes with a higher degree of generality, relative to values, attitudes, contextual learning, learning through cooperation;

- Adopting strategies specific to intercultural management, in order to optimize the cross-curricular coordination of the aimed intercultural education's components, to manage, monitor and optimize cultural personal/group relations and to streamline intercultural communication;

- Focusing on evaluation issues, which approach the specific of the intercultural competences' evaluation: the training evaluation paradigm, holistic evaluation criteria, the prevail of process evaluation in comparison with products' evaluation, focusing on alternative methods of evaluation, meta-evaluation.

2. Research

The empiric investigation has been planned and developed in order to collect and analyze data to the purpose of the scientific research project*Directions of developing the intercultural curriculum, from the perspective of the European educational dimension,* financed by the Romanian Academy, as part of the POSDRU project 159/1.5/S/136077 "Romanian culture and European cultural models: research, synchronism, durability".

The purposes and methodology of the micro-research have been defined in accordance with one of the research's partial hypothesis, intercultural curriculum themed:

If the methodological model of the intercultural curriculum has a consistent scientific foundation, curricular references and operational didactic methodologies, then it can generate a high level of awareness and it can facilitate the development of the didactic staff's methodological competences, as part of the intercultural education field.

2.1. Objectives

The purposes of the empiric micro-research are:

1. Studying subjects' methodological perceptions and opinions, which refer to the necessity and development modalities of a trans-disciplinary didactics as part of the intercultural education field.
2. Systematization of data relevant to the impact study and useful in order to define the methodology of the research project Directions of

developing the intercultural curriculum, from the perspective of the European educational dimension.

2.2. The sample of subjects

The structure of the micro-research's sample of subjects has similar characteristics with the sample of the before mentioned research project and it has followed the selection requirements based on providing the representativeness of the categories of subjects as part of the educational system, the equality of chances, as far as the gender, age and socio-professional status are regarded. The sample of 120 subjects has the following composition:

• 50 persons belonging to the didactic staff teaching as part of the pre-University education, in school units all over Dolj and Gorj countines;
• 30 teachers teaching as part of the University education, with expertise in socio-human field and educational sciences;
• 40 students attending Pedagogy as part of primary and pre-school education, University of Craiova.

2.3. Tools

The main tool of the empiric micro-research is represented by the questionnaire. The items of the questionnaire have been grouped on multiple sub-themes, corresponding to the variables in order to operationalize the particular hypothesis of the project *Directions of developing the intercultural curriculum, from the perspective of the European educational dimension.* The data achieved by analyzing answers has been correlated with information achieved as part of individual interviews and focus-groups activities. The variables of the impact study, which include multiple criteria in order to distribute answers, are:

a) Premises in order to conceive the trans-disciplinary didactics as part of the intercultural education field (items 3-8);

b) Problematics specific to the trans-disciplinary didactics (items 9-15);

c) Modalities in order to elaborate, develop and promote the trans-disciplinary didactics (items 16-20);

d) The foreseen impact in studying the trans-disciplinary didactics (items 21-24).

1.2. Results and data analysis

The answers of the subjects have been distributed on the criteria above mentioned, being selected in order to be analyzed the following:

- The answers that have indicated both of the intensity stages "to a large extent" and "to a larger extent", regarding trans-disciplinary didactics' theoretical support and methodological options;

- The open answers, which indicate and argue modalities in order to define the trans-disciplinary didactics and to develop specific competences, during the course of didactic staff's initial and continual training.

The analysis of the data achieved reveal the following results of the empiric research:

• Premises in order to elaborate the trans-disciplinary didactics as part of the intercultural education:

1) Epistemological foundation on cognitive, pedagogical constructivist, socio-constructivist paradigms;

2) Capitalization of postmodern psychological theories: theory of multiple intelligences (Gardner, 1996), social intelligence (Goleman, 2006), critical thinking (Boisvert, 1999, Dumitru, 2000, Steele, Kurtis, Temple, 2000), meta-cognition;

3) Adopting integrated curriculum's methodological principles (Potolea, 1983);

4) Capitalization of postmodern curricular models: the model of curricular planning focused on competences, managerial models of the curriculum's implementation (apud Bunăiaşu, 2011), strategies and methodologies in order to relevantly evaluate competences' assessment (Manolescu, 2010).

Table 1. Data regarding the premises in order to elaborate the trans-disciplinary didactics as part of the intercultural education

Groups	Criteri on no. 1	Criteri on no. 2	Criteri on no. 3	Criteri on no. 4
Pre-University didactic staff	66%	62%	76%	70%
University didactic staff-	80%	76,66 %	83,33 %	76,66 %
Students	67,50 %	72,50 %	82,50 %	72,50 %

• Problematics specific to the trans-disciplinary didactics:

1. Modalities of curricular integration of the intercultural education as part of school disciplines, through interdisciplinary syntheses and trans-disciplinary approaches;

2. intercultural curriculum – intercultural education activities' didactics relation;

3. Methodological aspects regarding the planning, implementation and evaluation of

4. training situations as part of intercultural education field;

5. Development of pupils' intercultural competences through experience based learning and meta-cognition;

6. Methodology of acculturation, enculturation, socialization and cultural integration processes (Gavreliuc, 2011);

7. Intercultural management, regarding multicultural school groups.

Table 2. Data regarding the problematics specific to trans-disciplinary didactics

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3	Criterion no. 4	Criterion no. 5
Pre-University didactic staff	82%	54%	82%	42%	48%
University didactic staff-	90%	73,33%	86,66%	76,66%	83,33%
Students	85%	55%	85%	45%	52,50%

• Modalities in order to elaborate, develop and promote the trans-disciplinary didactics:

1) Elaborating conceiving principles, intercultural curriculum elements and learning situations, as part of interdisciplinary teams: experts (in psychology, education sciences, sociology, anthropology), education decisional factors, teachers teaching as part of University and pre-University education, students, local community agents;

2) Accomplishing an impact study of trans-disciplinary didactics' elaboration framework as part of the intercultural education field;

3) The curricular integration of the trans-disciplinary didactics' tested elements and elaboration of methdological guides for teachers and learning support for pupils;

4) Promoting trans-disciplinary didactics' role as part of academic communities and didactic staff, organizing training sessions for the didactic staff.

Table 3. Data regarding modalities of elaboration, development and promotion of the trans-disciplinary didactics

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3	Criterion no. 4
Pre-	82%	68%	76%	74%

University didactic staff				
University didactic staff-	73,33%	86,66%	90%	86,66%
Students	77,50%	67,50%	72,50%	82,50%

- The foreseen impact of studying the trans-disciplinary didactics:

1) Increasing didactic staff's awareness level, regarding intercultural education's curricular role and approach;

2) Developing didactic staff's competences, regarding the intercultural education's trans-disciplinary approach;

3) developing pupils' intercultural competences;

4) increasing pupils' social performances, as part of multicultural groups.

Table 4. Data regarding the foreseen impact of the trans-disciplinary didactics

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3	Criterion no. 4
Pre-University didactic staff	70%	68%	66%	70%
University didactic staff-	76,66%	73,33%	76,66%	73,33%
Students	72,50%	70%	67,50%	62,50%

Analysis of the impact study's results reveals significant differences between categories of subjects regarding three variables: intercultural curriculum – intercultural education activities' didactics relation; intercultural processes methodology; intercultural management. Given these, academic specialists have assessed to a larger extent these variables, which can be explained by their expertise as part of the intercultural education field. It's worth mentioning that the three variables are part of the same cathegory of items, the one of the trans-disciplinary didactics issue, which is less approached as part of the speciality literature and didactic staff's training programs, in comparison with school disciplines didactics' classic topics.

The results achieved confirm subjects' high level of awareness regarding:

- The necessity in order to increase the percentage of intercultural education activities;

- Intercultural education's curricular approach, mainly as part of the integrated curriculum;

- Defining the epistemological and methodological framework in order to develop the trans-disciplinary didactics, as part of the intercultural education;

- Foreseeing a long term impact of the trans-disciplinary didactics, in order to facilitate the development of didactic staff's methodological competences and increase pupils' social performances, as part of the cultural diversity context.

The results of the micro-research confirm, as far as the methodological coordinate is regarded, one of the partial hypothesis of the research project *Directions of developing the intercultural curriculum, from the perspective of the European educational dimension.* Thus, the trans-disciplinary didactics describes operational methodologies in order to accomplish intercultural education's processes, which can facilitate the development of didactic staff's methodological competences, as part of the intercultural education field.

3.Conclusions

The systematized theoretical premises and micro-research's results represent a useful data basis as part of the researches focused on developing the trans-disciplinary didactics as part of the intercultural education field. These can be correlated with the approaches as part of the intercultural curriculum field, with a focus on those regarding curricular transformations and capitalization of social experiences, as part of the multi-culture context (Banks, J.A., Banks, C., 1997, Nedelcu, 2010), with the prospect of capitalization principles in order to synchronize cultural values as part of the curricular plan (Bădescu, 2003). From this point of view, the trans-disciplinary didactics will be developed on multiple coordinates: a) the didactic staff teaching socio-human disciplines, approached from a postmodern perspective; b) the intercultural curriculum's operational models; c) the experimental and empiric validation of the methodological models used as part of the intercultural education; d)   adapting the training situations to the specific of intercultural processes and cultural contexts.

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CREATIVITY AND STEP BY STEP PEDAGOGY

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Abstract:
This paper represents an establishing study regarding the identification of the pupils` creative potential on the following dimensions: fluidity, originality, elaboration, abstracting and opening. The study was realized within a class of 31 pupils, aged between 7 and 8 years old, 1st graders, the Step by Step alternative. The research method used was The Creative Thinking Test – by E.P. Torrance. After having analyzed the obtained results, we suggest a few working techniques with the pupils that would lead to the development of their creative availabilities.

Keywords: *creativity, Step by Step pedagogy, creative availability.*

Introduction:

The rapid changes that occur nowadays, all over the world make us understand how important it is to permanently fuel the children's need of learning and knowledge. No matter where they live, throughout their whole lives, children will have to face various social, political, environmental, scientific, technologic and industrial changes. In order to prepare children to be receptive and to permanently get informed within democratic societies Step by Step creates the foundation of attitudes, knowledge and abilities that the children will need in the rapid change of future times. The program is conceived according to the respect towards the needs that are specific to each country and its cultural traditions, respecting the human rights and the children's rights.

Even though they were regarded with reticence at first, these initiatives have come to be appreciated by most of those involved in the educational process. If until yesterday, the Romanian society avoided to remind the already existing educational alternatives, today we notice a certain preference for these systems, which isn't at all negligible for those interested to introduce change in studying.

The educational alternatives initiated and organized with the agreement of the Ministry of National Education, especially the Step by Step educational alternative admit, treasure and encourage the development of necessary abilities to cross the way to schooling success, road that starts from preparatory classes.

Step by Step pedagogy and creativity

In Romania the Step by Step program started in 1994 under the name "Head Start" at the initiative of the Soros Foundation for an Open Society and in 1995 took the name Step by Step. Starting with March 1998 the program is continued by the "Step by Step Center for Education and Professional Development" offering new methods of educating future generations, in the view of an active and responsible participation within open societies. The Step by Step program offers solutions for educating children from elementary school thus continuing the philosophy and the concepts that are specific to the Step by Step program for kindergarten children: a curriculum that foresees the individualization of the instruction but also activities for the whole class, group activities, activities developed in especially designed activity centers and the participation of the family to the educational process. At first sight these characteristics coincide with those of the traditional system of teaching, both the primary and the preschool one.

The difference comes from the way the whole educational process is planned, organized and developed. The makers of the program are constituted into a team of educators, two educators/primary teachers, the headmaster of the school, parents and volunteers.

The Step by Step program promotes the organization of the education centered on the child, respecting his individual rhythm and his developing stages. The children are encouraged to express their own views and opinions regarding the surrounding reality, being prepared to acquire qualities such as mutual respect, honesty, civic duty, seriousness and responsibility. These character features are formed through daily relationship with children.

The Step by Step program creates the ground of attitudes, knowledge and abilities that children will need in the rapid change of future times. The program is conceived in the spirit of the respect towards the needs specific to every country and cultural traditions.

The Step by Step educational alternative respects the national curriculum, the national standards, it is adapted to the local culture and at the

same time, it integrates the standards and the best international practice in the educational field.

The long term aim of the Step by Step program is the consolidation of lifetime learning abilities. As educators we have the responsibility to lead the students in consolidating some long time learning abilities. These abilities can be identified by the following five characteristics:

I.   Creativity

The desire to take frequent risks

Spontaneity, originality

The manifestation of the desire to explore, the sense of humor

Analytical capacity, flexibility

II.   Productivity

Organizational spirit, the ability to make estimations

Consequence, concentration

Perseverance, motivation

Initiative, analytical ability

III. Curiosity

The manifestation of the desire to make experimental explorations

The desire to know the nature of the abstract thinking

The analytical ability, the ability to make estimations

IV. Cooperation

Wisdom, positive thinking

The feeling of belonging to a group responsibility

V.*Empathy*

Tolerance, understanding

The desire to share opinions, patience

The program promotes the education centered on the child, the teaching oriented on the child's needs and interests, the learning organized in activity centers, the involvement of the families and the community in the education of children, the respect and the appreciation of the human diversity, the sustaining of the inclusion of disadvantagedgroups. The educational alternative Step by Step has the mission to develop in each child the ability to be creative, to form a critical thinking, to make options and to have initiative, to define and solve a problem, to communicate easily with his peers to understand them and to negotiate.

The child is provided with appropriate developing practices according to his age. Learning is produced to a certain extent by individual discovery and also following the child's naturalpath,thus the personal ways to proceed to knowledge and to the developing of abilities are encouraged.

The team of educators has to offer plenty and efficient learning materials to the children encouraging the games and the activity in centers for which they make a free option. The centers may vary from one class to the other the main one being: communication (reading-writing), constructions, math, art, science, role play. The activity on centers allows children to work relying on their own interests and abilities, thus realizing the individualization of the instruction.

The global aims of the Step by Step program are:

1) Developing a constant concern for education

2) Creating an educational environment based on mutual respect and democratic principles

3) Assuring the continuity of education and of the applied methods

4) The assimilation of some intellectual, artistic, ethical and practical abilities by the students which will help them to participate successfully at the progress of a democratic society.

The concern, the communication, the relationships, the community of the students assures a solid base on which children can build capacities and competences.

The Step by Step educational alternative for primary and pre-school teaching is destined to the organization of the didactic syllabus according to children. The child stands at the origin of the building of this syllabus. The children's knowledge determines the school programs and that knowledge has to be first of all searched in the concrete manifestation of the child. Within a class that is organized on the principle of the development, the children's needs and interests help to establish the content of learning. Besides these, a very important role plays the knowing of the scientific theories about the development of the child and the scientific patterns about normative growth.

What happens in the class oriented on the child's needs is part of real life. The knowledge is discovered mostly by the child through his own efforts. Education is regarded as a process, learning being realized as a spiral that keeps expanding. Pupils are involved in finding solutions to problems and they take part in elaborating projects. The basis of the Step by Step program lies in recognizing and respecting the interests, the individual talents, the personal learning styles and the cultural values of all the children.

Teaching the child how to learn rather than what to learn, to support him in order to develop his own potential are some of its defining characteristics.

The Step by Step program promotes the individualization of the teaching-learning process respecting the intellectual capacities of every child and his effort to assimilateknowledge and to form abilities.The primary teachers that share this point of view maintain the child in the centre of the learning process. They try to create environments that would reflect this concern, opening the path for the children to explore the surrounding world, stimulating them to ask questions and to find answers, helping them to understand the complexity of the world.

The Step by Step classes are an environment of exploration, investigation, efficient dialogue and efficient solutions to group problems. When the learning environment in which the pupils spend most of their time is organized in such a way that it encourages the interaction student-student, where cooperation is treasured, the themes and the materials are synthesized and the freedom of thought and expression is guaranteed, children become active and willing to work in such a manner that they are able to respond to the current intellectual challenges. This is the way schooling environments based on the development of the child should look like.

Within this context creativity should be regarded from two perspectives: as oriented towards the creative product or to the creative process. Considering the specific of the education in the Step by Step program and not only this, it is obvious that the main orientation is made towards the creative process. Here we have to emphasize the fact that we talk about the expressive level of creativity because of the age segment from the primary cycle. Thus, the cultivation of the attitudes associated to the creativity not only to the skills, becomes important. The educational effort will be oriented to the obtaining, as a product, of same internal modifications within the pupils' personalities.

The development of the creativity supposes the realization of two complementary pedagogical actions (Roman, A., Dughi, T., 2008, pp.56-57):
    a) The elaboration of a model of educating creativity
    b) The projection of a creative learning
The general objective would be the formation and the development of a personality capable of engaging creativity on a cultural, professional and ethical level.

The specific objectives would be: the stimulation of the creative thinking by the notification and the finding of solution to certain problem

situations more and more complex; the development of analysis, synthesis, generalization, abstracting; critical evaluation; activating the necessary pedagogical methodologies for cultivating creativity.

The definite objectives would be the stimulating of the flexibility of thoughts; the cultivation of divergent thinking; the development of the creative imagination; the utilization of special skills.

The projection of the creative learning involves the anticipation of some managerial strategies that can be applied in time and space by the classification of the aim of the creative learning at the level of the interaction existing between them: the intellectual promptness – the school performance – the permanent reorganization of the teaching-learning-evaluation activity.

On the condition of the creative learning the teachers have the following duties:
- to individualize each didactic sequence through different approval procedures (to awake the feeling of success), of encouraging spontaneity, of stimulation, of blaming shallowness.
- to create the best affective atmosphere necessary for the complete canceling of the blocking factors (fear, tension, fright, imitation)
- the full psychological utilization of the teacher-student communication
-
So if the pedagogical creativity asks the individual, on the basis of a permanent self-perfecting to be creative from the point of view of the creative product, to be engaged into a creative process oriented towards the realization and the solving of the problem situations – at the level of divergent thinking, to combine, in the best way possible, in his personality both the creative attitudes and the creative skills.

The aim and the objectives of the study

The aim of this study was the improvement of the approach of creative education for the students in a Step by Step class to acquire the behavioral modifications with high adaptable value.
We have set the following objectives:

-identifying the pupils creative potential as: fluidity, originality, elaboration, abstracting, opening;
-identifying some work techniques with the pupils that would lead to the development of creative availabilities

The study was carried out for a class with 31 children aged between 7 and 8 years old who are in the 1st grade in the Step by Step alternative.

Instruments that have been used

The instrument used within this study was the Test of creative thinking – E.P. Torrance. Torrance's battery of tests is by far the most widely used for school children, although there are studies that disagree for instance with its validity to construct. The longitudinal data support the idea of long term stability of the performances of divergent thinking in mid childhood and throughout teenage years. On the other hand there are studies that highlight the influence of the context of the testing conditions and of the motivational factors on performances on T.T. CT.

The objective of the test is the evaluation of the creativity process through which we become sensitive to problems, to what is missing, to the gaps in knowledge to the absence of some elements, to disharmonies, through which we identify difficulty, we find solutions or we formulate hypothesis about deficiencies, through which we test these hypothesis and maybe we modify them and we test these modifications and eventually through which we communicate the results.

The test was standardized again for the population of Romania between 2007-2008 onto a number of 1768 protocols resulting an application manual of T.T.C.T. that becomes a valid target in using these tests in Romania (Iliescu, D., Dincă, M., Panc, I., 2008)

For this study we have used several figural probes A that include the following types of tasks:

- Make up a drawing using an old piece of paper that you can detach afterwards and that you can stick onto a white sheet of paper

- Draw pictures all around it to make it look beautiful, give a funny name to the drawing and add a story (add different elements to make a drawing and an interesting story, give an original and funny title to the drawing and to the story;

- Finishing some incomplete drawings and adding interesting ideas, developing a title;

- Executing some drawings starting from two parallel lines. The interpretation of the results is made by the accounting of the success according to the following criteria;

- **FL** (fluidity) considered as a subject's skill to produce a great number of ideas;

- **O** (originality) considered as the skill to produce ideas that are further from what is common, obvious, ordinary, aspects that have already been established;

- **EL** (elaboration) considered to represent the subject's skill to develop, expand and enrich his ideas, the number of extra details used when elaborating answers;

- **A** (semantic abstracting) – considered as being the ability to identify a title with a degree as abstract as possible;

- **R** (resistance to the premature closing of images) – considered as being the ability to realize open images;

Presenting and analyzing the data

The analysis of the scores obtained by the students show the fact that the best represented dimension is fluidity. It is obvious that the pupils evaluated have a good ability of producing new ideas but the degree of their originality is relatively low. The degree of elaborating figures has the best results, many of the pupils having paid attention to details. The lowest results registered are in the Abstracting of the titles dimension. This fact shows a reduced ability to verbalize at an abstract level, pupils making only concrete associations. Their age, the degree to which the language was appropriated are conditions that generate this future.

Table nr.1 with the standard scores obtained by the students (F – fluidity O – originality E the degree of elaboration A – semantic abstracting R – resistance to closing)

	F	O	E	A	R	medium standard score
BP	119	91	126	83	0	84
TS	116	107	154	0	88	93
FE	81	89	135	0	80	77
MA	116	84	126	0	84	82
CA	103	86	160	0	91	88
PD	81	91	126	0	72	74
HB	81	81	135	0	72	74
DA	126	112	160	0	95	99
CG	81	88	116	0	80	73
BD	116	110	145	83	84	107
BC	106	98	116	83	84	97
ID	146	194	154	83	84	116
VD	103	100	126	0	84	83
GM	75	76	107	0	84	69
HV	81	81	97	83	88	86

MC	131	110	154	0	99	99
CM	146	145	154	0	91	107
GD	96	95	116	0	84	78
TA	93	105	145	87	76	101
MA	146	100	126	93	88	111
LD	116	88	135	0	103	85
FD	119	100	160	87	106	114
TI	96	93	160	90	99	108
PA	146	114	154	83	99	119
SG	70	91	135	0	95	78
BI	146	110	145	0	88	98
GI	134	110	145	0	91	96
SB	116	91	116	0	84	82
CV	121	124	154	87	117	119
CM	94	110	160	84	124	114
TE	116	169	145	87	88	111
Media	110.2258	104.6129	138.2903	35.90323	87.16129	94.25806
	F	O	E	A	R	medium standard score

Average standard score

As far as the average medium standard scores are concerned these show an average level of creativity for most of the pupils, still existing 7 pupils with scores under 80. In these cases the creative potential is very low, these children not being accustomed with this type of tasks and needing a more intense stimulation in developing creative characteristics. Very high scores that indicate a good creative ability have also been registered, these children do not only produce many ideas they also have high scores both for originality and for the elaboration level.
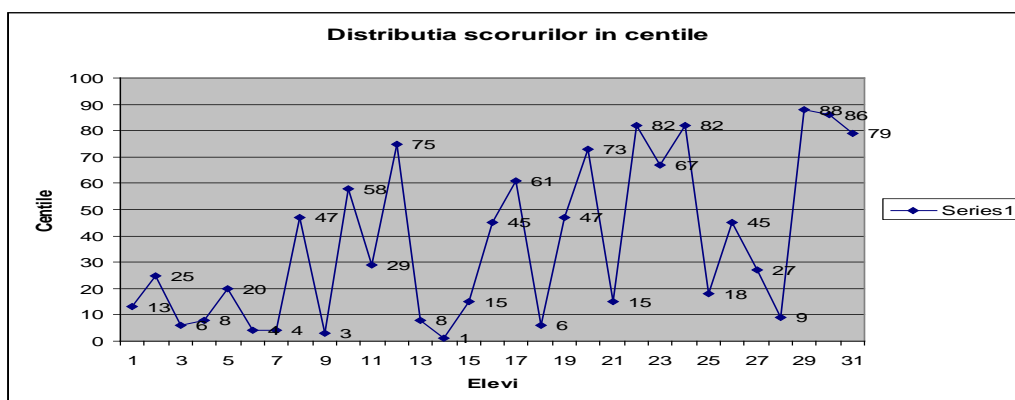
Graphic nr.1 – the distribution of scores for the Creativity index in percentiles

The calculation of the Creativity index in percentiles reflects the level of creativity these pupils have (graphic nr.1). It is shown that only 30% of the pupils surpass the value of 50. On the other hand, 40% of them are situated under the 25 percentiles which proves a very low level of creativity. This distributioninvolves,at a pedagogical level, the distribution of the educative intentions in two directions.

Using the children's high creative potential when they find themselves involved in group activities and the other being the stimulation of the creative potential for those with very low scores, direction that has to be the more dominant one in this case.

Starting from the same thing, from a topic given in class or even from a game, pupils have different approaches, different ideas, the teacher being the one who studies their reactions, thus discovering towards what each one is heading to and at the same time his/her personality that has to be formed and shaped accordingly. The teacher has the duty and the obligation to encourage, furthermore, the development of the children's abilities towards the suitable fields.

Recommendations

When it comes to teaching any kind of subject practical methods and exercises can be applied in order to stimulate the children's creativity. The methods and the exercises themselves are not spectacular but their result may be.

Even in more abrasive areas, like math, we can talk about creativity as this can be stimulated through different exercises like the following (Kelemen, Dughi, 2014, p.57)

- Proposing different calculation exercises so as according to their level of difficulty they would represent a challenge for the pupil's intellectual resources;

- Using formulations meant to make the pupil accustomed with the mathematical terms in an interactive way that would stimulate his imagination (the least number of …….figures is? On which number is the biggest…..?)

- Making up problems is a way that allows pupils to use their vocabulary, to use and to study thoroughly the knowledge already acquired and which stimulates them intellectually by the selection of dates, the formulating of questions, ways of finding solutions and validating the result.

- The mathematical game, a pleasant way of doing exercises. The most common ones are the mathematical squares, reconstructions, true or false, etc.

Here are a number of games which, without needing too much time, too many materials or special designed spaces can make a contribution in the development of the creativity of the little children (Dan Ioana in*Creativitatea - perspective psihologice și pedagogice*, 2014, Kelemen, Dughi – coord., pp.99-102)

What would you do if you were him?
Sometimes when the pressure of identifying the solutions is not a pressing on our shoulders, we have better and more imaginative ideas. This game takes this into account. The child will be asked to choose a person (it can be a friend, a parent, a teacher, a character from a story, etc) for whom they have prepared a secret challenge. After the child had chosen the person, the challenge has to be revealed: (Ex. What would he do… if someone hurt his feelings? How would he behave if he were you teacher …?)

Find a use for…!
An object is chosen at random (for ex. A pencil, a pen, a mug, a stone, etc) and children are asked to find as many uses as possible for that object. After the children had come up with the first obvious ideas you have to insist with different kinds of questions (ex. How could you use that object on a plane? Underwater? In a trip? etc) These questions might help to promote some really original ideas.
Observation: All the ideas will be positively appreciated, so there are no wrong answers.

Odd Connections
Use some notes to write down words that define objects or beings (egg, elephant, child, cube, tractor, etc) and afterwards put them into a little bag. Once at a time each child will take out two pieces of paper and he/she is challenged to find as many connections as possible between the two objects.
Teachers have to stimulate children to identify other connection than the obvious ones. A variation of this game would be to use action expression instead of words that define objects (Simister, C. J., 2011, pag.112).

Recycle!
The leader of the game uses the expression "In the binI have found … (ex. An out-of-order phone, a jug, a jar, etc)". Then he names a child that should answer like this: "it could be used for …). The players will then

change roles and the game is repeated. This game is best played if its rhythm is alert (Simister, C. J., 2011, pag.112).

Chained words

A word is chosen at random and then each player says a word that is somehow connected with the first word. For example you can start from the word "grass", the first player could say the word "green", the second one "leaf" and so on. The player is out of the game if he/she says a word that has no connection whatsoever with the one said previously or repeats a word that had already been said. The game must be played fast.

Question – Answer

A word is chosen and the children will have to ask a question to which the answer would be the initial word. Questions will be considered as correct only if they lead exactly to that answer.

Search for the words

A child chooses a 'key' word that he writes on a piece of paper together with three other words tightly connected with the given word. Then he gives the piece of paper to another child. This one reads the words in silence, to himself without showing it to the other children, then he has to describe the 'key' word without using the words on the note. Example: key word 'school' – associated words: homework, pupil, study.

The ten variants

A task is chosen like for example "Let's catch a dragon!", "Let's teach an elephant how to write" etc. Children have to find ten ways to solve out the given task. The more absurd the tasks are, the more attractive they will be for the children (Simister, C J, 2011, pag.113)

Change the ending

A story that is very known by the children is chosen and it is told again until its climax.Children are then asked to change the ending, creating it and making it as interesting and as different as the original variant as possible. A variant of this game is continuing the story beyond its ending:"What happens after…?"

Name the doll

The task of the game is finding as many names as possible for the boy/girl doll that would begin with a certain letter. (Ex:"Say as many names as possible that would start with A")

What would happen if …?

Children are asked to indicate different consequences of special happenings (Ex:"What would happen if the sun was gone?" "What would happen if we didn't have any water?")

What does it look like?

An ordinary object is presented to the class and without any other explanations children are asked to name other objects or beings that look like it. (Ex: A thick rope set in a curling position is shown to the pupils and the possible answers could be "it looks like a snake, a river, a train, a cat's tail")

"Surprise" paintings

The children's first task would be to entirely cover a white sheet of paper with spots of different colors and sizes. After completing this task they are asked to look carefully at their drawing and using a marker to outline the spots so as it would become a figurative composition. A variant of this game would be to give the same drawing to all the children and then compare their results.

What is similar to?

A shape is chosen – it can be a circle (a square, a rectangular, a triangle or anything else). The children are asked to write the names of as many round shapes as possible in a period of time that had previously been announced. These shapes can be anything, the only important thing is that they are round. After the time has expired the answers are read and then the second task is grouping the examples into categories and counting these categories. The creativity of the thinking is even bigger in this case because a bigger number of categories are obtained by grouping them.

The painting of geometrical figures

Each child receives a sheet of white paper and a number of geometrical figures of different sizes and colors that were cut out of carton. The children must stick all the geometrical figures to obtain a very creative work of art. Both reality inspired and fantasy creations must be accepted.

Different worlds

Three words are chosen at random without any obvious connections whatsoever between them. Children are asked to create a short text in which to appear all the words, being warned that in the text the sentences should be chained not only listed.

Conclusions

The teacher is the one who helps the students by having a large range of methods and techniques to stimulate and develop creativity. He/she has to pay a lot of effort to help students discover the artistic fields and not only these, which are suitable for them. The teacher is the one who analysis the students daily in order to discover and understand his concerns, his style, his own way of approaching different themes.

The education oriented towards creativity involves creating favorable conditions but the most important thing is to encourage children to work and think independently, to elaborate their own projects and the teachers to let go of the idea that in school all activities should be strictly led and conducted only by themselves.

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THE INFLUENCE OF CLASSROOM DESIGN ON TRAINING PRIMARY SCHOOL STUDENTS THROUGH HIDDEN CURRICULUM

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Abstract

The paper The Influence of Classroom Design in Training Primary School Students Through Hidden Curriculum, was born from the need to analyze and compare in a organized form two educational paradigms the traditional and the modern in terms of class design as part of hidden curriculum. This paper tries to surprise, characteristics, design a modern classroom, a school other than the one we currently dominant and how it affects small school education, through what we call learning hidden curriculum and spontaneous learning. We will try building the image of a school, a classroom, where the pupils go with pleasure and to be happy. A school, a classroom where the spaces are prepared to wait for children, to attract them, to motivate, lead them to feel rewarded for the effort to learn some of the learning that occurs by itself, the daily existence through natural manifestation in these areas, specially designed to educate and shape.

Keywords: *design in primary education, hidden curriculum, spontaneous learning, prepared spaces;*

Introduction

The paper, The Influence of Classroom Design in Training Primary School Students Through Hidden Curriculum, was born from the need to draw attention to the rough role which the classic design has, by the hidden curriculum,in training the little students.

This problem and the desire of paying its attention appeared and became important once the preparatory classes started their activity, which is a real and noticeable reflection of the modern paradigm, at least in terms of methodology and what it should exist and happen here.

This paper tries to surprise the characteristics of a modern classroom design, of a school other than the one we dominantly have at present, a school where the child could go gladly and where he could be happy. A school with spaces prepared to wait for their children, to attract them, to motivate them, to make them feel rewarded for their effort of learning, where a part of the learning comes by itself, through the existence in these spaces, designed with the purpose of training them.

The school as an institution vested with the responsibility of offering a mass education has suffered over the years a number of changes, most often superficial and without covering slogans through the practice. Education itself is evolutionary and hence built and the spaces specially designed will take this dynamic and evolutionary character.

The child of our times requires a school to meet his needs of independence and dynamism, his need for change, a school which should attract him by what it offers.

1. Conceptual distinction

Design is a word of English origin which means project, drawing, sketch, in order to be designed, to be created.

As defined by the ICSID (International Council of Societies of Industrial Design), "The design is a creative activity whose aim is to create multi-functional qualities of objects, processes, services and systems (where they work) along the whole of their life cycle. As such, the design is a major factor of innovative humanization of technologies and a decisive factor of cultural and economic exchanges."

Using the term in education, the class design, we refer to the class as a way of organizing space, as endowment, as a way to use the whole environment, it provides education functionality, efficiency, pleasant appearance, implicitly achieving the learning objectives proposed through ordinary effort, rewarded by the pleasure of spending time, the desire to return to that environment. A class designer has the role of optimizing the function, the value and the appearance of educational space for the mutual benefit of users and producers: students, teachers, parents.

The subliminal Curriculum (the hidden curriculum) includes all learning and development experiences direct or indirect, explicit or implied, resulting from educational environments and the general psychosocial climate in which educational activities are conducted. (Chişiu, 2010)

It is known that the content of education or curriculum elements are not always manifest, noticeable or measurable. The literature suggests terms such as hidden curriculum or contenus caches for some of the values which are transmitted through the school. The term hidden content implies embedded values of students which are not included in curriculum planning, and includes informal or formal influences, due to the sociocultural structure of the proximate environment, family, street groups, the personality of the actors involved in the educational relationship. Another aspect of the hidden content consists of the ideology or the culture of a school - meaning rituals, rules, conveniences, procedures. (Ornstein, 1989)

Philippe Perrenoud includes in the hidden contents value predispositions for behavior and skills such as: knowing how to spend your time, to defend yourself, to make yourself liked, to choose, to manage, to protect yourself, to remain autonomous, to make yourself heard, to revolt etc.

In other words, it is a particular ethos, different from school to school, from class to class, which also mark in a certain way all those involved in the paideic exercise.

Hidden curriculum – refers to all learning and development experiences direct or indirect, explicit or implied, resulting from class educational environment, from the school, from the local area, influenced by the teaching staff and the various groups of influence. Not all practices are class oriented, observable and relevant learning experiences according to the formal curriculum.The hidden curriculum is related to students'unintentional experiences which does not meet the objectives of training and education nor the explicit curricular content and methods of the official program, but which influence students' school socialization. (Cucoş, 2001)

Hidden curriculum refers to non-academic and implicit learning, supported by the essential school environment, unlike the obvious or intended curriculum, which is the product of the cognitive school environment.

An important role has also the organizational culture and the interpersonal relationships in which schooling takes place: social relations, dominant behaviour patterns, symbols, self-image, etc. The pedagogical influence of this curriculum is, mostly unplanned and unintended. (Bîrzea, 1995)

Hidden curriculum is the learning experience that emerges from psychosocial and cultural environment of the classroom (the classroom design, the climate of the study, the teachers' personality, interpersonal

relationships, the system of rewards and punishments that influence the self-image, attitudes toward others, the own system of values.

As it is about intentional learning, it calls less effort, it provides durability and sustainability and risks if the orientation is not a positive one.

2. The value of modern design as part of the hidden curriculum

Small schooling involves a problem which means school adjustment. The design of a modern class, child-driven, is responsible so that these issues could be solved and the child's adjustment to new conditions of activity could be achieved with maximum efficiency and minimum effort.

Modern class, its design, its specific teaching strategies include implicitly, the hidden curriculum, assuming the contents, value predispositions for behavior and skills such as: knowing how to spend your time, to defend yourself, to make yourself pleasant, to choose, to manage, to protect yourself, to remain autonomous, to make yourself heard, to express your dissatisfaction in a constructive manner, through the teacher's practice itself and of the whole educational group.In other words, it is life itself; it is what happens step by step, minute by minute, in the classroom space, in the group that operates here, it's the particular ethos of the class, absolutely different from the other classes.

The impact of hidden curriculum lies in the effect of learning and development experiences, direct or indirect, explicit or implied, resulting from class educational environment, the physical environment and the organization of space, the decorating, the distribution of the materials, classroom rules, actions influenced by the educator but also by the group of students.

By the unintended experiences of students, by the teaching strategies used by the approach and organizational learning through the organization of school life, by the way of organizing the network and communication which do not meet explicit objectives of education and training or curricular content and methods from the official curriculum, the modern class design influences children's development, the practice and the development of a wide range of skills necessary for life.

Modern classic design is designed in such a way as to attract both the planning mode, the practicality, the ergonomics of the design and layout, with bright colors that produce a friendly and functional environment, where students are free but also responsible for the comfort and the rights of his colleagues and of his educator.

In a classroom with a modern design, children will find and will live in a place which represents them. They will find spaces specially prepared for them, for their needs and interests and they will learn to prepare such environments for themselves and for others around them.

The child-centered class, prepared with a modern design, the educator does not teaches but he helps the student to build his knowledge, giving him the opportunity to:

- express his views on an issue;
- exchange the ideas with others;
- argue;
- ask and to ask himself questions in order to understand things, to make sense of some ideas;
- cooperate in solving problems and work tasks (learning tasks);
- learn by calling his own experience, heuristically;
- promotecollaborative learning emphasizing the development of thinking by comparing with others. (Popa, 2009)

These skills, work skills, life, attitudes and values used which became habits, entrenched in the community class, will become habits for students, longlife aquisitions, without learning having asked for a sustained effort and a special time allocated, but as a result of the effect of the hidden curriculum, the integration of everyone in the class environment. (Burke, 1998)

Conclusions

The paper attempted a description of modern school design, centered on the needs and interests of the child, using as arguments the educational reality that we live in the Romanian education and beyond.

The progress of the society determined the principles of the new paradigm of education, with a design to facilitate the replacement of traditional education principles with the principles of modern educational paradigm, student-centered.

Educational paradigm shift requires changes both in the organization outside of the school environment and the teaching process itself.

On this reason, we used the classic design concept that designates how the class as a way of organizing space as standard, as a way of using ambient environment full functionality provides education, efficiency, pleasant aspect, implicitly solving the proposed educational objectives, by ordinary effort,

rewarded by the pleasure of spending time and desire to return to that environment.

Small schooling brings an issue which means adapting school. Proposed design is one that can respond so that these issues are resolved and the child adapt to new business conditions to achieve maximum efficiency and minimum effort.

Achieving maximum efficiency and minimum effort is determined by the effect it has on education, the hidden curriculum, the small steps, but rest assured, long-form habits, skills and attitudes.

The unintended experiences of students, the teaching strategies used by the approach and organizational learning through the organization of school life, by way of networking and communication that do not meet explicit objectives of education and training or curricular content and methods the official curriculum design proposed class influences the development of children, practice and the development of a wide range of skills necessary for life.

Through the conduct of the school life of the proposed project, the flexibility and diversity leads to habituation optimization and adaptation of children in school life.

The design of the proposed class is designed in such a way as to attract both the planning mode, the practicality, the ergonomics of the design and layout, with bright colors that produce friendly and functional enviroment in which students are free but also responsible for the comfort and the educator and his colleagues rights.

Furniture and objects are of different sizes and attractive colors and design through their psycho climate, organization of activities, learning strategies used, all the needs and interests of the child in the primary cycle.

Children will find you live in a place that it is. They find space specially prepared for them, their needs and interests and learn to prepare such environments for themselves and for the others.

The new focus of education, seen as student-centered school and needs, involves a design space constructed and organized as a medium to attract student prepared for discovery, cognition, motivation, with the potential to differentiate learning according to the theory of multiple intelligences to ensure equal opportunities and with an approach to student - teacher relationships, according to humanistic psychology. (Burke, 1998)

As things stand, as a result of PISA test and what we see in our schools, we can say that something has changed. What is certain: it is not easy or feasible, currently in Romania, in short term nor in terms of logistics: curriculum documents, methodology or practice at school: teacher training, equipment, existing facilities funding. All these are issues that do not allow to become reality. Hence the need to consider a different school with a different design with other educational practice, as the common influence on students, the taught curriculum supported by the hidden curriculum we hope to achieve other results.

Obviously, we do not model the illusion that education can be changed by news of theory and a project. Changes are primarily related to social control. The psychology and pedagogy as science can provide critical perspective and explanatory basis for certain variants applied. But making them appear to grow, to find an environment that then can become reality.

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ANALYSIS OF THE MENTAL HEALTH
EVOLUTION IN ROMANIA

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Abstract:

The author makes an ananalysis on some articles and statistical data, regarding the state of mental health in Romania. She reviews the evolution of the mental illness in our country mentioned the place of Romania in the European ierrachy establisehd by WHO, the situation of the chronic diseases and the posibilities of mental services to face this phenomena.

Key words: *mental health, statistic, incidence, chronic illness*

Introduction

A good health condition is an essential element of human welfare (Alber and Kohler, 2004), representing a value in itself. At the individual level, a good health is an important component of the human capital, allowing people to pursue their activities, to meet their goals, to have a full life and be active members of the society (Mărginean and others, 2006). At the societal level, a high health status is a key element of human capital of each country, contributing to its competitiveness compared to other countries (Alber and Kohler, 2004).

Health is one of the components of the human capital. Bogdan Voicu (2005) considers human capital as consisting of two components: "educational capital (skills acquired by individuals in training school, but also outside it) and biological capital (physical abilities of individuals, synthesized, most often, in health) "(Voicu, 2005, p. 74). I might add that in addition to physical skills, the mental health is essential for the health condition (Pop, 2010).

The population health after 1990

During the transition period, Romania has gone through many economic, social and political processes with influence on the health

condition of the population. In the 90s, the health of the population in Romania has deteriorated, only after 1999 to 2000 improvements to be registered. As happened in other ex-communist countries of the Central and Eastern Europe, but Romania has progressed at a rate lower than other countries (Dobos, 2006). Health degradation was due to the economic fall and its consequences (low standard of living, declining share of employment, health care system underfunding and severe deterioration of its quality), the transition to the social security system etc. Although, from 1990 up to date have been made some progress regarding the indicators on the health of the population, Romania is among the last countries of the European Union in this field.

The deterioration of the health in the ex-communist countries, along with the decreased of thequality of medical care is mentioned by R. Anderson (2004). The author highlights the factors that contributed to the degradation of the health situation in the former communist countries after 1990: the poor quality of medical services before 1990 (although access was free, and the services were funded by the state), the underfunding of health care services after 1990 (even after switching to the social security system in 1995, the number of contributors is very low) (Anderson, 2004). "International data show that the percentage of PIB devoted to health in Romania, although it is in line with other countries with the same level of development, is much lower than in most EU countries" (Dobos, 2008, p. 112) .

After 1990, the introduction of new medical treatments, the improvedment of the technology, the upgrading of tthe medical system, the access to new medical information, the exchange of experience, the development of private health services were the factors with a positive influence on the health of the population in Romania (Alber and Kolher, 2004).

The population of Romania having a low level of education in terms of maintenance and care of health, and the health system being barely oriented to prevention, it has been affected by new risks appeared with the transition to a market economy, the rapid modernization (aggressive advertising for tobacco and new forms of food, such as those of type "fast food", new alcoholic habits, the increase of the number of motor vehicle accidents, the exposure to sexually transmitted diseases, etc.) (Mărginean et al., 2006).

Statistics on chronic diseases

Statistics show that in Romania there are 3.5 million of which 1.7 million chronic patients suffering from hepatitis B or C, 1 million diabetes,

cancer and 400,000 and 400,000 are registered as suffering from mental illness (see Table 1 and Chart 1)

Table 1.The number of chronically ill in Romania

Types of diseases	Number of cases
hepatitis B or C	1.700.000
diabetes	1.000.000
cancer	400.000
mental illness	400.000
Total	3.500.000
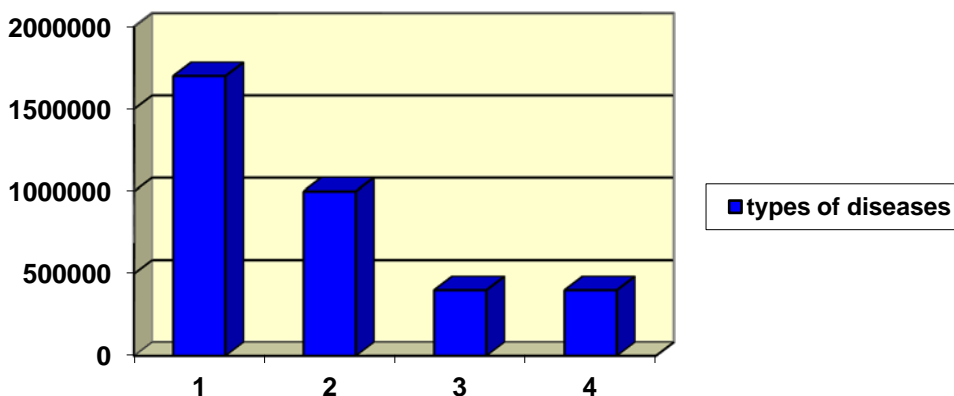
Figure 1. The number of chronically ill in Romania
where: 1= hepatitis B or C   2= diabetes
          3=cancer   4= mental illness
The mental illness

The mental illnesses are a current public health problem because their incidence and prevalence are constantly expanding. Mental illnesses have a great disabling power, a long evolution, and recovery requires considerable effort and time consuming. They affect both the individual and the family and community. The impact on society is also economic, legal and medical.

The experts say that about every fifth person suffers from a mental disorder, while a third of the population is likely to have a mental problem throughout life. Lately, mental problems and diseases caused by them have become increasingly widespread, at their base, often, being the depression. Its prevalence has increased over the past decades, worldwide and in our country (Grecu et al., 2000; Statistical Yearbook, 2008). It is the main cause of the decline in work capacity, and ranks among the top diseases that have the most exacerbated social effects (Clark, Weir, 2012)

Because the mental illness affect primarily the young people engaged in a productive activity, with a longer history and a strong potential of chronicity and defectivity, the degree of temporary disability and disability that they cause is relatively high. Thus, in terms of severity index, mental illness ranks fourth (following respiratory diseases, digestive diseases and accidents) and in terms of their disability index ranks third after cardiovascular and pulmonary diseases (Cooper, 2012).

During the last years, the number of registered cases of mental disorders in the medical system (at the discharge) almost doubled. In reality, the number of mental disorders is significantly higher and covers a wide range, from mild anxious-depressive disorders sphere, panic attacks, alcohol and substance addiction, to the psychoses, endogenous disease of affective type, or schizophrenia. WHO data shows that between 9% and 10% of the Romanian people are diagnosed with depression, its intensity varying from mild reactive depression with psychological triggers of the type of marital problems, financial difficulties or layoffs at work, going up to major depressive episodes in which can be added an over-psychotic phenomenology, in which genetic aspects, personal and family history and background disturbance of chemical neurotransmitters is the foundation of mental embrittlement.

Romania ranks second in Europe in terms of the incidence of mental illness, with 1403.75 cases per 100,000 inhabitants, after Estonia, which reported 2057.27 cases per 100,000 population in 2011 to the European Health for All Databases, according to a press release on depression. Every year approximately 300,000 new cases are reported, which puts us all in the second place in Europe. From 2007 to 2013, Romania passed from the third place to the second place in the incidence of mental illness (see Table 2).

Table 2The incidence of mental illness. Evolution between 1994-2013

	1994	2007	2013
Place in the European hierarchy	3	3	2
Number of cases /100.000 people	613,79	1100	1403.75
New cases annually	139.518	231.000	300.000

We will see better this upward trend in the graphs 2 and 3.
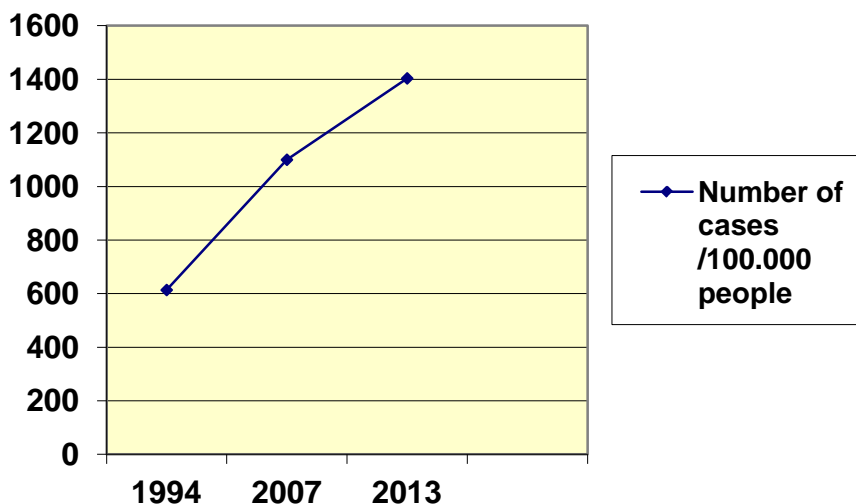
Figure 2. Evolution of the number of cases per 100,000 inhabitants in 1994 to 2013
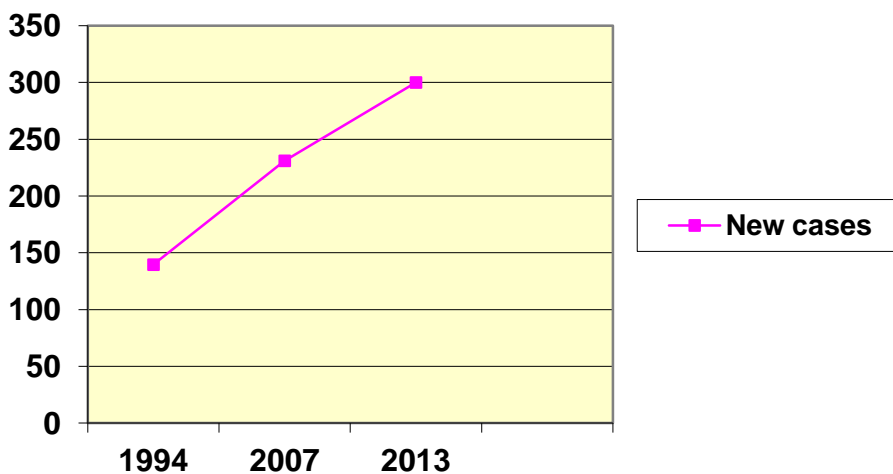
Figure 3. New cases reported annually

The data show that the incidence of mental illness in this period increased by 331% and the number of new cases by 215%. This evolution requires preventive measures and monitoring of the mental health of the population.

Regarding depression, according to UN statistics, 1 in 15 people (6.66%) suffer from major depression and, if included in the statistics all

forms of anxiety and depression, it appears that 26.6% - 4 out of 15 people - are affected in the European Union.

In our country, experts point to the shortage of psychiatrists, but also on their distribution in the territory. Latest statistics indicate nearly 1,300 physicians, in the same time in which countries like Switzerland have 3500, UK - about 5,000, and France - about 8,000 psychiatrists (Table 3 and Figure 4).

Table 3The number of specialists in the field of mental illness

EU Country	Number of specialists
French (Fr)	8000
United Kingdom (GB)	5000
Switzerland (CH)	3500
România (RO)	1300
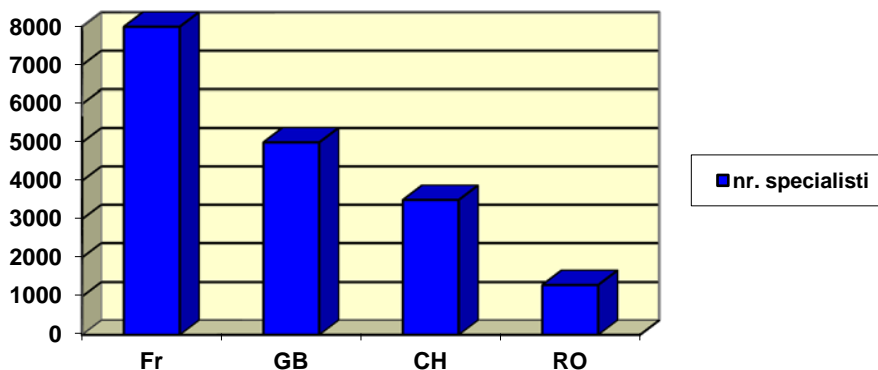
Figure 4. Number of specialists in the field of mental illness

According to specialists, community support services, psychiatric departments in general hospitals and connectingwith the major university

clinics, pychogeriatric services, forensic psychiatry services and crisis centers are required.

The international experience can provide a number of examples, such as the creation of micro-enterprises in which people with mental disorders to be active in the mixed labor force or finding opportunities contracts subsidized by the health insurance budget for providing jobs for people with mental disorders (Warner, Mandiberg, 2003). A further example can be found described in the employability program implemented by the City of Toronto (Mills, 1996) through cooperation with professional teams in providing jobs for people with mental disorders. These examples can be developed in partnership between local institutions and non-governmental organizations already active in this field (as cited. Micluţia, Jurjan, Smith, 2004).

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COMPARATIVE ANALYSIS OF THE EVOLUTION OF MENTAL ILLNESS IN ROMANIA AND EU COUNTRIES

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Abstract: *World Health Organization data show that in Europe, neuropsychiatric disorders are the 3rd cause of disability (15.2 %) after cardiovascular diseases and cancers.*
In recent years, the number of registered psychiatric disorders in the medical discharge almost doubled. Romania ranks second in Europe in terms of the incidence of mental illness.
This is a study of mental diseases has followed developments in Romania and specific for Arad County and in the EU countries in the last 10 years. He conducted a survey of health mental health network, currently living in Arad County. Based on the results appreciated adapt legislation and health infrastructure and human capital specialists in mental health services in Romania in employment of people with mental disorders, their professional integration.
In conclusion, the research hypotheses were fully confirmed.
As a special feature for our country remain economic and human resources in the field of mental health are insufficient and the general mentality, people remain reluctant in relation to social burden of mental health disturbance, despite the improvement of care, legislation and policies force.

Keywords: *mental illness, health network, specialists, Romania, Arad, European Union.*

Presentation of the country

Romania is located in the geographical center of Europe (South - East of Central Europe), north of the Balkan Peninsula , halfway between the Atlantic coast and the Urals, inside and outside the Carpathians, on the Lower Danube (1075 km) and bordering the Black Sea. Total area of the territory is 238,391 km². Neighboring countries: Bulgaria, Moldova, Serbia, Ukraine and Hungary.

Demographic data on population

Population development in Romania between censuses. The population of Romania dropped by more than 2.6 million people in the last decade , reaching 19,043,767 people and thus reaching the lowest level in the last 35 years, according to the 2012 census, according to the National Institute of Statistics (NIS), similar to that recorded in the census of 1966 and is higher by more than 3.1 million people than in 1948 when Romania was stable population of 15,872,624 people. Most stable population over the last 64 years has been that of 1992, when the number reached over 22.8 million Romanians.
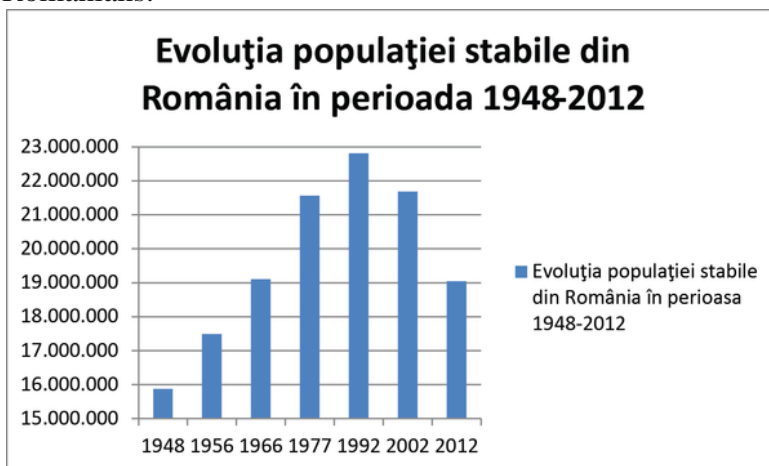
Figure No. 1 Evolution of stable population in Romania between 1984-2012 (Source: NIS)

The analysis of statistical data of the National Institute of Statistics (NIS) of Romania, through exhaustive surveys based solely on administrative data , it appears that the birth rate, death rate and natural population growth in the time from 1946 to 2012 show a population decline and birth in Romania . Between 1946-1990 the birth rate in Romania fluctuates pick recorded 2 sites in 1950 and 1970 about 30 births per thousand inhabitants, with a dramatic decrease in 1965 to 15 births per thousand inhabitants, as of 1990 births in Romania to present a downward trend until 2012, when there were 12-13 births/1.000 inhabitants.
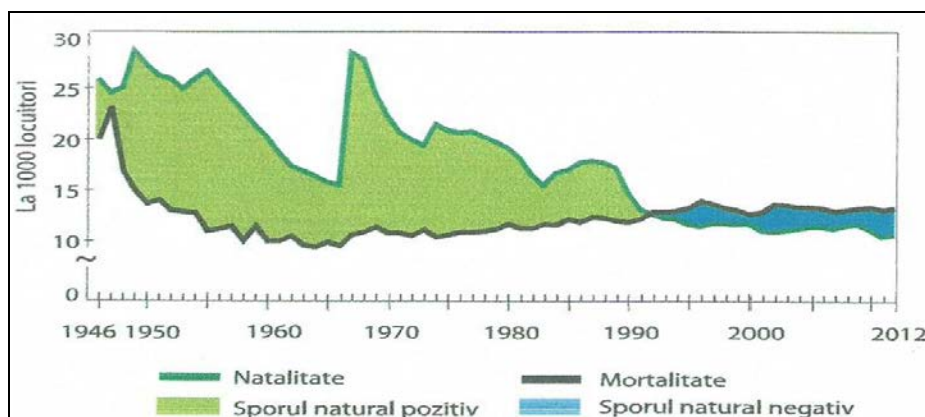
Figure No. 2 Birth, death and natural increase of population in Romania between 1946-2012 (NIS, Demography in Romania, 2013)

Presentation of Arad County

Arad is the westernmost county of Romania, on the border with Hungary. From the administrative point of view is part of the Macroregion 4 West, along with the counties of Timisoara, Caras-Severin and Hunedoara.
The main economic areas and their contribution to the local economy (source: primariaarad.ro):
• Production: 20 %
• Trade: 26 %
• Services: 28 %
• Import - Export: 20 %
• Construction: 6%.
Top Industries Arad: freight cars, passenger cars, vans, buses, trolleys, furniture and furniture accessories, lathes, machine - tools, garments and textiles, food industry, automotive, electronics, meters, footwear.
Employment in Arad, Arad City Hall according furniyate includes:
• Arad - total population: 461,730 inhabitants, the census of 2011 (412,235 residents, resident population);
• Arad population: 173,000 inhabitants;
• The population of the area (within a radius of 45 km from the city): 270,000;
• Employment (Arad County): 279,000;
• Employed population (Arad County): 193,000;
• Unemployment rate: 6-7%.

Concepts of human health and mental health (mental)

Health is "a state of complete well in terms of physical, mental and social and not merely the absence of disease or infirmity" (WHO, 2008). According to this concept, the individual is perceived as a whole: bio-psycho-social, and his health is complex balance between body and environment, allowing the body to adapt to the environment (homeostasis).

Social health status of a country is quantified by the human development indicator, measure of human welfare (Gavrilă, Gavrilă, 2011).

Well-being is a sum of positive perceptions about the quality of personal life. Occupational wellbeing is related to emotional wellbeing and represents a positive perception of work. For the employer it is of great interest to lowering costs and labor efficiency.

Mental health is a fundamental component of individual health is a state of complete well of mentally / psychologically and not merely the absence of mental illness or psychosocial disability (487/2002/2012 Law, Official Gazette of 21 December 2004 nr.1.228).

Research Objectives: is the comparative analysis of the development of mental diseases in Romania and the countries of the European Union (EU).

Research hypotheses: mental illnesses have an upward trend in recent years in the EU countries, but more sharply in Romania as an important public health problem.

The study: the study of mental diseases has followed developments in Romania and specific for Arad County and in the EU countries in the last 10 years. He conducted a survey of health mental health network, currently living in Arad County. Based on the results appreciated adapt legislation and health infrastructure and human capital specialists in mental health services in Romania in employment of people with mental disorders, their professional integration.

The research methodology: there has been an exhaustive statistical analysis of quantitative type on a 10-year period, through the collection of statistical information in existing literature.

The research results
Pevalenţa mental disorders in the EU
Mental disorders are by far the main cause of chronic diseases affecting the population of Europe. These are non-communicable diseases and represents 81.3% of the EU population disease burden (WHO / 2015).

As reported by the WHO data, last year in EU countries, 27% of the adult population has been diagnosed with one or more psychiatric disorders. Thus, 83 million people aged 18-65 years suffering from substance abuse disorders or foodstuffs, in various degrees depressive syndrome, anxiety and / or psychosis (WHO).

Each year, about 1 in 15 people suffer a major depressive episode in the EU countries of the region, and 4 in 15 people are affected by other forms of depression, including anxiety. The issues are complex, studies show that 32% of those affected had a mental disorder associated, while 18% had two mental illness, and 14% three or more diagnoses of mental disorders associated.

These psychiatric pathologies can lead by professional and social implications related to a real handicap years of life (WHO/2015).
Neuropsychiatric disorders are the third leading cause of disability in Europe and are 15.2%, 26.6% after cardiovascular diseases and malignant neoplasms (cancers) 15.4%. The top three causes of disability of life years as shown by the World Health Organization are: depressive syndrome, alcohol dependence and dementia (Source: Global Health 2014 Estimates Summary Tables: DALYs by cause, age and sex, by WHO Region, 2000-2012).

As a consequence of psychiatric pathology, WHO Report /2014 estimated that approximately 804,000 deaths worldwide in 2012 were as concerned suicide, at an annual rate of 11.4 overall suicide per 100,000 population (WHO 2014 report "Preventing Suicide: A Global Imperative"). In countries with increased human development indicator , suicide is in 90% of cases the etiology psychiatric pathology and in 22 % of cases of alcohol dependence . Studies have as age limits of 65 patients and psychiatric full range not being addressed (WHO/2015).

The estimated results show that the prevalence of mental illness is significantly higher in women compared with men Genli except substance use disorders (men : 5.6% , women 1.3%) and psychotic disorders (almost identical), (WHO/2015). The overall rates are 33.2 to 21.7 (WHO/2015).

Pevalence of mental disorders in Romania

In recent years, the number of registered psychiatric disorders in the medical discharge almost doubled. Romania ranks second in Europe in terms of the incidence of mental illness, to 1403.75 cases per 100,000 inhabitants, after Estonia, which reported 2057.27 cases per 100,000 population in 2011 to the European Health for All Databases, according to a press release press on

depression. Every year approximately 300,000 new cases reported, which puts us all in second place in Europe.
Psychiatric pathology in our country spans a wide range, from mild anxiety depressive disorders sphere (9 of 10 people WHO statistics), panic attacks, alcohol and substance addiction, the psychoses, endogenous disease, or emotional coloratura schizophrenia (WHO).

In Romania, the number of patients discharged with mental and behavioral disorders was 278,000 in 2012 compared to 222,000 in 2005 (an increase of about 25% in the number of patients). In 2011 there were 17,067 reported psychiatric beds and neuropsychiatry in our country and the incidence of mental disorders was 1330.58 inhabitants in ‰ (second in Europe), whereas the incidence of alcoholic psychosis was at 20.18 ‰ inhabitants (WHO).

Number of psychiatrists per 100,000 population varies widely: from 30 ‰ to 26 ‰ in Switzerland and Finland to 3 ‰ to 1 ‰ in Albania to Turkey. Psychiatrists rate in the 41 countries is 9 ‰ population (WHO).
Nursing staff in mental health care rate in Finland is between 163 to 4 ‰ population in Bosnia and Herzegovina and 3 ‰ in Greece (WHO).

Mental health network in Arad County

In Arad there are structures for mental health care, under state and private: private medical practices (Table 1).

Table 1. Structures of State for Mental Health in Arad (source http://cnsm.org.ro/arad)

Unit	Structures of Mental Health	Number of Structures
Mocrea Psychiatric Hospital	Chronic psychiatric ward	2
Arad County Emergency Hospital	Adult Mental Health Centre	1
Arad County Emergency Hospital	Laboratory adult outpatient mental health specialist	1
Arad County Emergency Hospital	Laboratory specialized outpatient mental health children	1
Arad County Emergency Hospital	Child Mental Health Center	1

Specialized medical personnel: psychiatrists, psychologists, personal environment: psychiatric nurses, other specialists: mental health social worker.

Labor law and mental health in Romania

According to mental health law and protection of people with mental disorders, Law 487/2002, republished in 2012, Article 1 and 2 provides that: mental health is a major public health policies in Romania. Sănătîţii Ministry is the competent authority for organizing and controlling the activities of the mental health care of the population of our country.
"Romanian Government, through its competent bodies, taking measures to promote and protect mental health, prevention and treatment of mental disorders." (Article 2. Law 487/2012). "The Ministry of Health develops national mental health program in psychiatric pathology and prevention requisite health of the population." (Art. 4, Law 487/2012).

In Romania, health care and psychiatric care are provided free of charge in the health insurance system by: the network of health services, predominantly through the family doctor, and mental health through specialized structures or reward by network Private health. Psychiatric patients monitored by ambulatory care system, regardless of social status they have, receive free medication borne by the National Fund for Health Insurance.

In our country operates the following types of structures providing specialist mental health services: mental health centers, medical psychiatric evaluation practices, psihilogică therapy and counseling, psychotherapy, crisis intervention centers, care services home, psychiatric hospitals, outpatient; ward / department of general hospital psychiatry, recovery and social reintegration centers, workshops and protected housing, counseling centers on domestic violence, drug centers, rehab centers in use and substance abuse, psychiatric care centers complementary services: consulting , public information and education to people with mental disorders. (Art. 22, 23, Law 487/2012)

Among patient rights belong accessibility to mental health services and the right to privacy, except as provided in this law: if there is a legal provision to that effect, if it is established vinovăţţia for an offense prescribed by law or if necessary knowledge of diagnosis psychiatric and personal background of the individual to exercise a profession, provided that the anonymity of the person concerned. In these cases, may be sent copies of files and medical records between different hospitals, on demand or on transfer, if the patient accepts the transfer (Art. 33, Law 487/2012).

According to the Universal Declaration of Human Rights, any person suffering from a mental disorder has the right to exercise all civil, political, economic, social and cultural rights recognized unless required by law. It is not allowed any discrimination based on mental disorder. Any person suffering from mental disorder has the right, in its capacity funtion far overdue, to live and work in the community (Art. 35). Local government, through the competent bodies, ensure integration or reintegration in professional activities appropriate health and social reintegration and professional capacity of people with mental disorders.

WHO action and policy directions in mental health for EU countries
As shown in the statistical analysis presented highlights a real gap between the different countries of the European Community , especially in the South-East Europe , where falls and Romania.
WHO is developing health policies and strategies to reduce these differences and inequities interstate regarding the latest discoveries of science in mental health , etiology and treatment of mental illness .

Conclusions
Research hypotheses were fully confirmed.
As a special feature for our country remain economic and human resources in the field of mental health are insufficient and the general mentality, people remain reluctant in relation to social burden of mental health disturbance, despite the improvement of care, legislation and policies force.

The challenge is to present therapeutic integrated approach to patient psychiatric case work on mixed teams of psychiatrists, clinical psychologists and psychotherapists. It also emphasizes rigorous assessment of the effects of therapeutic intervention and patient assessment of all aspects of his health: bio-psycho-social. The team of specialists who monitor the patient includes: doctor, specialist in obstetrics and gynecology in pregnant psychiatric patients, mental health social worker, involved in socio-professional integration and reintegration of patients with mental disorders, along with doctor occupational medicine. It is directly involved in determining fitness specialist with mental disorders that work and/or make recommendations to adapt to workplace climate socio-professional health needs of the person remaining assets.

However, the occupational physician is one who makes recommendations for change of job or profession, through retraining, if unfitness to work, job/position held by the psychiatric patient. These recommendations comply with labor legislation in Romania HG 355/2007, as amended HG 1169/2011. These laws stipulate clearly incompatible professions permanent or

temporary psychiatric pathology (eg traffic safety and management decision-making positions, etc.).

A special place is occupied labor if the pregnant woman at work, the more so as it is at high risk of developing a mental disorder transient, especially where psychosocial risk factors overlap of individual vulnerability . Maternity protection at work is regulated by OUG 96/2003 Romania, with OUG 537/2004.
Currently, patients are part of the working population in employment and who are diagnosed with a psychiatric disorder or recurrent depressive bipolar disorder by modern psychotropic medication and therapeutic alliance with a solid and lasting closely monitored with family and prescriber may decide to become mothers. It appeals to the principle echitării and dignity, his freedom of choice, enter the patient's rights. This approach needs to be done mentally ill patient medical staff triad-families.

Registry application standardized therapeutic protocols for the diagnosis and treatment of major psychopathological disturbances should be increased confidence in experts in the field, achieving greater confidence in approaching the patients and non-discriminatory treatment of patients and effective cost/benefit for mental health.

One of the priorities in mental health policies in Romania for the period 2014-2020 is to promote integrated services to treat mental illness, in which it is an important public-private sector partnership in providing specialized services. A goal in the treatment of mental disorders in our country, is the integration of mental health services throughout the health system: public, private and non-governmental, combating resistance related stigma and promoting holistic approach to individual and therapeutic act with social reintegration of people with mental health problems in Romania.

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COMPETENCIES OR CAPABILITIES FOR THE MENTAL HEALTH WORKERS SPECIALIZED IN WORK PLACE ACOMPANIEMENT?

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Abstract

While relying on the concept of "empowerment" of people with psychiatric illness to their access and retention in employment in the mainstream, we seek to question the competence implementation by professionals. How they respond to problems situations that are as much obstacles to achieve the final task of job retention user? What skills they mobilize? From the perspective of the gaze crossed consumers, business leaders and team leaders identified what skills to support and maintain employment in this specific population? In what type of contexts are they exercised? What are the obstacles? How to overcome? What do the professionals themselves the exercise of their powers in this area? They are the competent, relevant, and adapted to the new economic situation? Users, business owners and professionals, they identify training gaps to deal with problem situations?

Key words: *mental health, empowerment, competencies, capabilities, job coaching, accompaniment*

About mental health and employment

When talking about the employment rate of the people with mental disorders we have to emphasize mostly non-biological factors as a field of investigation and specific intervention. "Empirical research on predictors of return to work or on the assessment of functional impact of psychiatric disorders emphasize that psychopathological assessment and that cognitive performance is insufficient to account for the professional reintegration opportunities, which refers to the need to specify other relevant dimensions "(Pachoud B,2012)

Multidisciplinary factors require a multidisciplinary approach and a multidisciplinary care. Ottawa Charter (WHO 1986) requires cross-sector

action within the living areas (work, schools) of the users in order to promote physical and mental health.

There are different models of accompaniment of the psychically challenged workersat the work place:

• "Supported employment": the employment support model, based on comparative studies gets an insertion rate of ordinary working environment at least two times higher than the traditional methods (Bond et alt, 2001- Drake et al, 2012)

• "Individual Placement and Support," IPS Integration into employment with individualized support is defined by seven principles (Jouet E, Ryan P, Cserhati Z, Grebenc V, et al. 2012). While the insertion rate is usually 24% in the traditional methods, it is about 60% after 18 months, according to several meta-analyzes.(Bond et alt, 2008) This approach is at odds with the traditional methods of "Train and place" (form and insert) and reverse the process with an "up and train". The role of the professional "job coach" is riding in the search for employment, integration and support of the user. Corbiere publications (2002, 2004) in Quebec, shows that 23 programs compared the variations of the results of the insertion rate of 27% to 78% depend mainly on the quality of support and especially the skills and abilities of professionals "job coach".

These works are highly relevant and show that these are not the characteristics and behaviours of users that are critical to the success of the integration and job retention, but the method of support and professional qualities that put establish optimal conditions for successful integration. These methods require efficient support skills, knowledge, know-how and skills of professionals who accompany users. What types are they?

Requirements for the professionals

While relying on the concept of "empowerment" of people with psychiatric illness to their access and retention in employment in the mainstream, our approach seeks to question the competence implementation by professionals. How they respond to problems situations that are as much obstacles to achieve the final task of job retention user? What skills they mobilize? From the perspective of the gaze crossed consumers, business leaders and team leaders identified what skills to support and maintain employment in this specific population? In what type of contexts are they exercised? What are the obstacles? How to overcome? What do the professionals themselves the exercise of their powers in this area? They are the competent, relevant, and adapted to the new economic situation? Users, business owners and professionals, they identify training gaps to deal with problem situations?

There is a long tradition of embedding the profile of health work professional within the framework of competencies models. Some definitions of the concept of competencies identified in the literature guide our approach:

☐ "An integration of skills, knowledge and abilities necessary for the application of a specific task." (Voorhees, 2001)

☐ "The combination of a set of relevant resources (knowledge, skills, qualities, resource networks) to manage a set of professional situations." (Boterf, 2004)

☐ "know-action complex ... Building on the mobilization and effective combination ... a variety of internal and external resources ... within a family of situations ..." (Tardif ,2006).

In Romania the Classification of Occupations (COR) states the competencies o f The Social Workers with competencies in mental health. In this context, according to the Classification of Occupations in Romania, we mention that this occupation is part of the 26 major subgroup Specialists in legal, social and cultural field; Minor Group 263 specialists in social and religious group; base group: 2635 Experts in social work and counseling, offering guidance and advice to individuals, families, groups, communities and organizations in response to personal and social difficulties. They help beneficiaries to develop their skills and to have access to the resources and services necessary to address underlying problems occurred due to unemployment, poverty, disability, addiction, criminal behavior and delinquency, marital problems and other hazards.

In addition to these responsibilities, the social worker can perform these types of tasks:

- Evaluation of psychosocial and physical persons with disabilities;

- Keeping records of the case;

- Assisting the family and the person with disabilities in therapy and counseling processes;

- Counseling and guidance to beneficiaries of the Centres;

- Social reintegration of persons with disabilities;

- Develop action plans, programs, and measures, activities specific to professionalized and specialized services. (Romanian Classification of Occupations, 2014)

Research design:

In order to identify the profile of competencies needed for the mental health workers accompanying the people with psychically illness at the

workplace, we have invited 30 employers and 30 social workers to respond at two questions:

1. Only for the employers
- Do you have in your company employees with mental illness?
- a) yes
- b) no

2. If yes, please describe the skills gap of this category that prevent them to have an optimal performance

3. What competencies do you consider that the health workers accompanying the people with psychically illness at the workplace need to poses? (Common question for employers and specialists).

The results

As we can observe only 10% of the employers said that they have employees with mental illness.
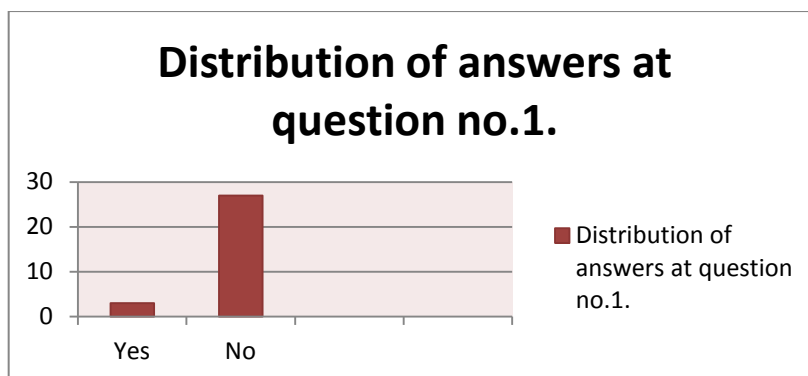
Figure no.1 Distribution of answers at question no.1.

One employer mentioned that the mental health of an employee is a subject of confidentiality, suggesting that are more un-declared cases within the companies.

2. The three employers answering "yes" at first question mentioned that the problems of the mentally ill are not related to their professional skills but to their soft skills and personality traits that are influenced by the disease or/and medication. They have mentioned that a mental ill employee has:

- Difficulties in understanding complex tasks
- Low stress resistance, slow working pace, difficulties in coping with stressfull, new situations
- Delaid reaction to many urgent stimulus
- Motivation and perseverance problems
- Integration problems- poor communication with the colleagues and superior

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- More predisposition to be involved in work accidents
- Un-constant temper and attitude
- Taking the feedback to personally

4. As regarding the competencies of the specialists accompanying beneficiaries at the work place, the answers showed the following:

5.
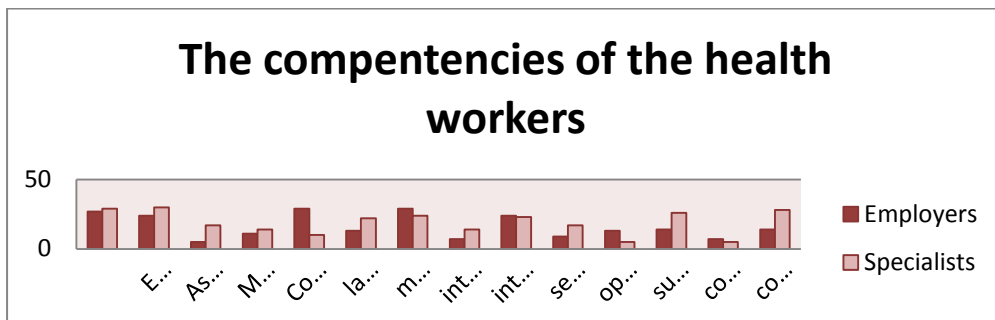
Figure no.2 Distribution of the answers at the question no.2- The competencies of the health workers

We can observe that the most frequent competencies valued by both categories of subjects are: communication and empathy, knowledge about the mental health issues and intervention strategies.

The employers only values mostly Conflict management competencies. This preference shows tha tin the employers' representations and/or experience, an employee with mental illness would cause conflicts within the organization.

The specialists are valuing traits as being correct, supportive, assertive, and culturally aware and having a good sense of humor.

Conclusions:

The study shows that there is a poor insertion of the labor market of the people with mental disorders or those employed does not declare them selves out of the fear of being fired.

Another finding is that both specialists and employers describe mainly a moral-attitudinal-l portrait of the specialist accompanying the beneficiaries at the working place rather than one full with knowledge or professional specification.

It results that for the assistance of the people with mental illness at the work place, copation, communication and assertivity are most desired to be presented on both sides.

Following a documentation process we conclude that a more sophisticated model of mental health workers profiles need to be adopted.

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A more compressive model: The capabilities of the mental health workers

The Sainsbury Centre for Mental Health (SCMH) proposed the model of Capable Practitioner, as shown in the figure below.

Figure 1: A Framework for Capable Practice
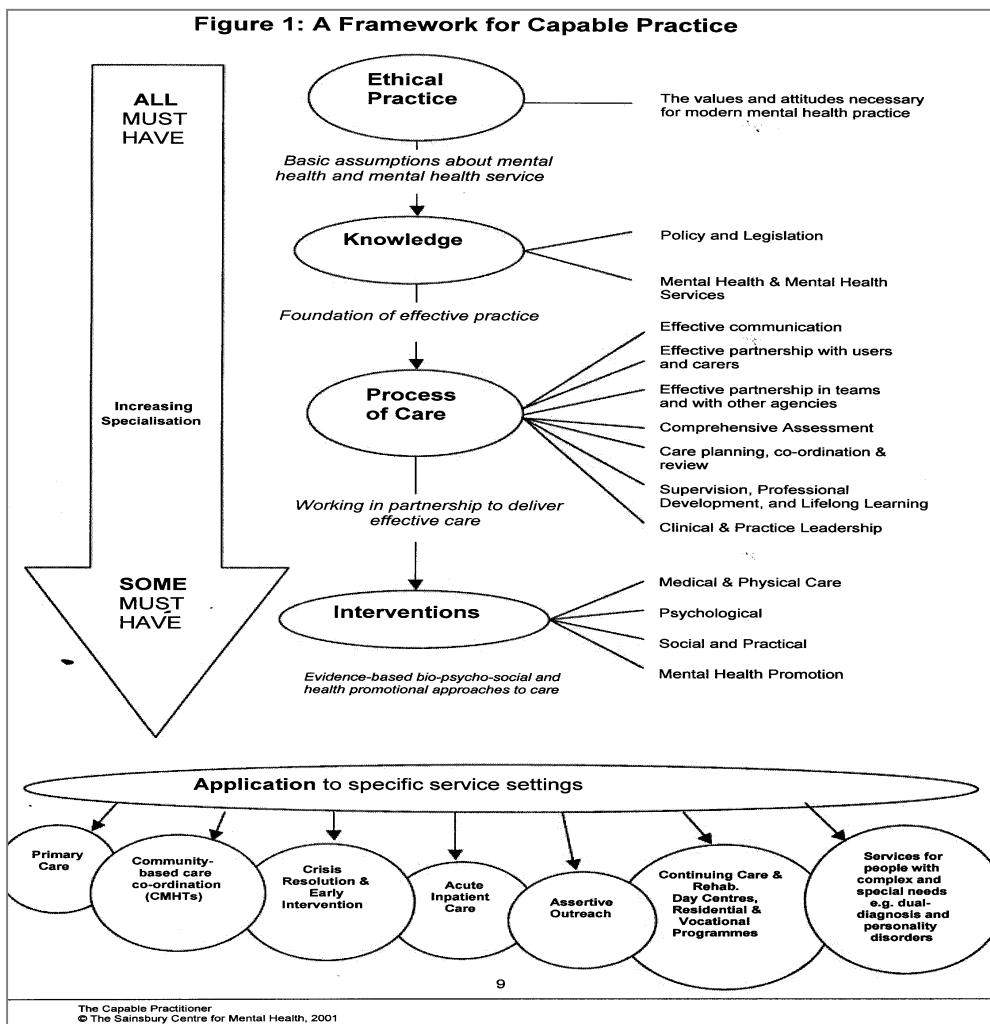
Figure no.3. The model of capabilities of the mental health workers

The Capabilities' model includes a **performance** component which identifies 'what people need to possess' and 'what they need to achieve' in the workplace; An **ethical** component that is concerned with integrating a knowledge of culture, values and social awareness into professional practice; A component that emphasises **reflective practice in action**; The capability to effectively **implement** evidence-based interventions in the service configurations of a modern mental health system; and a commitment to

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working with new models of professional practice andresponsibility for Lifelong Learning.

The Capability Framework combines the notions of the reflective practitioner with that of the effective practitioner. This Framework divides capability for Modern Mental Health Practice into 5 areas:

6. Ethical Practice makes assumptions about the values and attitudes needed to
7. practice;
8. Knowledge is the foundation of effective practice;
9. Process of Care describes the capabilities required to work effectively in
10. Partnership with users, carers, families, team members and other agencies.
11. Interventions are capabilities specific to evidence-based, bio-psycho-social
12. Approaches to mental health care;
13. These areas are then extended to examine their context specific Application: outreach, crisis resolution.

Practitioners require more than a prescribed set of competencies. They need to becapable of providing the benefits of both effective and reflective practice. This requires an underpinning framework of values, attitudes and knowledge in addition tocompetencies along with an ability to apply these in practice.

A. Ethical Practice reefers to the values and attitudes that is necessary to be manifested by mental health worker. These assumptions come from the conviction that all those who work in mental health services, regardless of the setting, or discipline should respect the dignity of those they provide care for.

Service users, families and carers should expect to be treated in a manner, which preservestheir rights as citizens (as described by the law) and they should be entitled to live as fulland rewarding a life as their mental health allows. Whatever their age, background, genderor disability, service users have a fundamental right to receive services in the least restrictivemanner conducive to their safety and the safety of their families and their communities.

According to The Sainsbury Center for mental Health (2001), within the work place accompaniment process the social worker need to:

• Respond to the needs of people with psychical illness in an honest, non-judgemental and open manner which respects the rights of individuals and groups.

• Provide holistic, needs-led services that take account of the physical,

psychological, emotional, social and spiritual needs of individuals and groups.

• Conduct a legal, ethical and accountable practice and remain open to the scrutiny

of peers.

• Demonstrate a commitment to equal opportunities for all persons.

• Respond to the needs of people sensitively with regard for age, culture, race, gender, ethnicity, social class and disability and modify behaviour to optimise the Helping relationship.

• Encourage self-determination and freedom of choice.

• Adhere to local and professionally prescribed codes of ethical conduct and practice

• (e.g. confidentiality or other internally adopted regulation of the employer.).

The ethical principles needed to be demonstrated by the mental health workers are stipulated also in Romanian laws regarding the social work system. Some principles reefers to: (Gavrila, 2008 apud Morar, Boca et all, 2004)

• Respect for human dignity and individuality;
• Elimination all forms of discrimination;
• Availability of specialist support services;
• Freedom of choice for the type of service and the institution to provide;
• Partnership as a joint effort between state institutions and civil society organizations
• Increasing the quality of life of the people wit mental disorders
• Subsidiarity by the Romanian state that intervenes to complete or address health problems of this population groups;
• Providing welfare services quality, safe both for the beneficiary and community, flexible, tailored for the beneficiaries
• Informing patients about their rights and obligations, the measures
• legal protection, the possibility of contesting the decision of granting medical and social services;
• Confidentiality and respect for private life of the person.

No intervention and support addressing to people with mental illness should be done unless the principles and values describe above are respected.

B. Knowledge

Knowledge is the foundation of effective practice. The capability of a single practitioner would involve constant interplay between knowledge and the practical application of mentalhealth skills. Recognising the difficulty of

separating knowledge from practice an attempthas been made here to outline the fundamental knowledge required for capability as amental health worker. This knowledge has been divided into two categories:

1. Knowledge of policy and legislation. For Romania, this involves the knowledge of the   principles included in Romanian Constitution, The Human Rights Charter   The Romanian Law of Labour,   The Law 448/ 2006 Regarding The Protection And Promotion Of The Rights Of Persons With Disabilities , Law no. 76 of 16 January 2002 - (* updated *) Regarding the unemployment insurance system and stimulation of labour work force, Law no. 129/2012 amending and supplementing the Law on Mental Health and the protection of persons with mental disorder no. 487/2002, The Law of Social Economy, The Labour Code and other law or normative papers that creates the frame for the vocational integration and development of the people with mental illness.

2. Knowledge of Mental Health and Mental Health Service Delivery may include information's about:

- The development of mental and physical health;
- Citizenship roles and responsibilities;
- Culture, religion, language, disability, gender, age, sexual orientation and social class and how these factors effect individual experience.
- Knowledge of mental health and mental illness, causation, incidence, prevalence,
- description of disorders and the impact on individuals, families and communities
- Knowledge of the various explanatory models of mental health and the evidence which underpins them (e.g. Bio-psycho-social, Stress-Vulnerability, Medical), the strengths and limitations of each and how to make best use out of all available approaches to:
  o the experience of mental distress/illness and the personal and social consequences
  o the common/shared and additional special needs of people experiencing mental
  o health problems
  o the application of the best model of care for the needs of individuals with mental
  o health problems and their families
  o the impact of all aspects of social and cultural diversity on the mental health of
  o individuals and groups

C. The Process of Care

Addressing people with mental illness at the work place require system of effective care-co-ordination of all services that are to work in harmony to the benefitof the service user.

The health workers accompanying the beneficiaries at the work place are expected to demonstrate:

• Effective communication in identifying beneficiaries' needs, in informing the potential employers regarding those needs, in matching the users with the work place requirements, in solving the problems that may occur

• Effective partnership with users and their families. Some time the traditional Romanian families are not supportive to the idea of employment of their ill-affected members. They are preoccupied about the workplace solicitations or they are embarrassed about the illness, they are in many cases, reluctant about the perspective of employment of their mentally ill members.

• Effective partnership in teams with the employers and other structures involved in work force occupation policies (County Agency for Workforce Occupation, NGOs, Regional Inspectorate for labour etc) for identifying the required skills and the skills gap of the users inserting on labour market

• Comprehensive assessment of the illness but also of the professional skills and motivation of the beneficiaries need to be done by mixed teams in order to identify the optimal career path for the users.

• Employment insertion planning, co-ordination & review is a continuous capability that must be demonstrated by the specialists

• Supervision, Professional Development and Lifelong Learning is another fundamental capability of mental health worker that discretely helps beneficiaries to identify, insert and perform at the working place

D. Interventions

Although some categories of mental health workers participates in the diagnosis, treatment or care of mental &physical illness, the employment accompanying specialist will be involved mainly in psychological, social and practical interventions requiring capabilities as: identifying and collaborating with the range of local specialist and non- specialist community resources available to service users and their families to assist them to maintain quality of life including:Housing & residential services;Health care; Work; Education; Leisure; Social welfare, income and support; Individual and systemic advocacy.

The specialist who accompanies the beneficiaries at the working place needs capabilities for workplace.. Psychosocial prophylaxis within work

environment consists of all measures aimed at maintaining and developing mental health in the workplace, prevention of mental disorders due to a work environment stressogenic factors, with the creation of a professional environment optimal for an employed individual (Gavrila, M., 2008 pag.61).

E. Applications- Refers to the domains where the specialists can apply their capabilities. In this case the domain is the labour market, the companies employing people with mental health challenges.

We pledge for mental health professionals with strong ethical principles, who base their interventions on strong knowledge on the legislation and mental illness, who facilitate the partnership between the beneficiaries and the companies. Such specialists are strongly needed in Romania, where the rate of employment insertion of the mentally ill people is very low.

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THE OPTIMIZATION OF EDUCATIONAL ENVIRONMENT FOR STUDENTS

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Abstract

The paradigm of adapting school to the learning necessities and possibilities of the student, characteristic for future systems of education and for contemporary network type educational systems requires a diversity of learning situations and experiences, built in accordance with the possibilities and the needs of all student categories, in order to respond to the principles of: "inclusive education", "education for all" and "integrated education". Starting from the premise that the scholastic environment increases the learning efficiency for the students, our paper tries to identify the deficiencies, the critical aspects of the learning environment, as fundament for adopting optimization measures. A lower degree of satisfaction presented the following aspects: the potential of the didactic activities in stimulating the motivational needs of the student for learning; the communication and the relations between the students and the teachers; the endowment of the educational spaces with adequate materials and equipment.

Keywords: *school adjustment, student-centered paradigm, educational policies, learning environment*

1. Paper Rationale

Starting from the premise that the scholastic environment increases the learning efficiency for the students, our paper tries to identify the deficiencies, the critical aspects of the learning environment, as fundament for adopting optimization measures.

2. Theoretical framework and related literature

The scholastic adaptation may be defined, from a first point of view, as the process of transformation and adjustment of the student's behaviour in relation with the requirements and exigencies of the educational process, in order to better respond to these. Also, the scholastic adaptation includes the

modification, the alignment and the adjustment of the educational process depending on the potential and the psychic individual capacities of the students. The final aim of all the modification and adjustments made on the two sides of the process is an equilibrium, a concordance between the requirements of the scholastic environment and the responsive behaviour of the student, also between the needs and the capacities of the student and the adequacy of the process to them (A. Coaşan, A. Vasilescu, 1988).

From a second point of view, the scholastic adaptation refers to the adaptation of the school, of the educational strategies and of the entire educational strategies to the individual needs of the students, to their learning capacities and particularities. This approach represents one of the paradigms of the postmodern view upon education. It is characterized by: promoting the new education, curricular reform; personalized approach of the strategies; the use of alternative resources for information; interdisciplinarity; renouncing to the traditional educational method based on transmission and memorization; renouncing to pre-established contents in favour of an individual subjective construction of the knowledge; using multiple methods of teaching and learning; placing the student, with his needs and capacities, in the centre of the educational process (L. Tăuşan, 2012). The postmodern approach corresponds on the whole to the constructivist approach on the education, especially through the role of the student in the construction of the knowledge, also through the modification of the teachers' role and of the educational strategies, with a pronounced formative character.

Synthesizing the references upon the constructivist learning, E. Joiţa (2006, p. 62, 65) describes the following dimensions of the idea of centring the learning on the student as main actor:
- The students search information by themselves and corroborate them;
- The students perform a subjective cognition, addressing questions, establishing correlations, formulating hypothesis, solutions, and arguments;
- The accent is on understanding, critical analyse, interpretation and intrinsic argumentation;
- The cognitive and acting autonomy, the initiative and curiosity are encouraged;
- The students pass from a passive attitude of receiving information to an acting and mental involvement;
- The student solves the problems using the discovery, the research, the construction and decision making processes;
- The new information is the results of reconstructing old information and data integration;

- The students organise and perform their own learning, forming capacities of "learning to learn, to know";
- The teacher has the role of organising information, problems, assignments, material. He/ she facilitates, guides, coordinates, offers support, formulates and helps formulating questions, supports individual answers, debates, negotiations and also realizes the final synthesis.

The paradigm of *adapting school to the learning necessities and possibilities of the student*, characteristic for future systems of education and for contemporary network type educational systems (V. Chiş, 2005), requires a diversity of learning situations and experiences, built in accordance with the possibilities and the needs of all student categories, in order to respond to the principles of: "inclusive education", "education for all" and "integrated education".

A series of documents from the international educational politics promote and sustain dimensions belonging to the paradigm of the educational process centred on the student and of the real accommodation of the school to the possibilities and the necessities of the student: The Convention on the Rights of the Child, The Framework for Action from the World Education Forum in Dakar, The Millennium Development Goals, UNESCO Medium-Term Strategy for 2008 – 2013 (J. Delors, 2000, G. Văideanu, 1996).

The necessity of adapting the school to diverse educational needs, to the learning and development particularities of each scholar is also reflected by the concept "education for all" launched at *The World Conference on Education for All* in Jomtiem (1990). Guaranteeing good quality elementary schooling for all the people, recognizing the diversity of the educational needs, a pedagogy centred on the child, the right of all children to a complete cycle of primary schooling are part of the recommendations formulated in Jomtiem to grant the access of all to a basic education (T. Vrăşmaş, 2001, p. 22).

From the perspective of "education for all", a series of psycho-pedagogic principles were formulated. They may be considered premises of adapting the educational environment to the capacities and the needs of the students and converge to the idea that an adapted and flexible curriculum, together with the change of the educational practice are the base of qualitative education, according to the contemporary educational paradigms (E. Vrăşmaş, 2004, p. 29-71):
- The development of the child is dependent on the environment from the time of conception;

- The development of the child is influenced by the relations with the surrounding objects, people and himself/herself;

- The virtual development and learning potencies all the children are born with are transformed into capacities and competencies only if they are positively stimulated and oriented;

- All the children can learn, only differs what they learn and the way they learn;

- Even if the learning stages are correlated with the development stages, there is a variety of individual development models, determined by the individual particularities, rhythm and style of learning, also by the intensity and the adequacy of the environmental influences.

- Promoting various learning types favour the individual development.

A new type of curricular culture is generated and is characterized by: transforming the school centred on the teacher into a school centred on the student, using the interactive learning methods, a flexible curriculum and an inter- and cross-disciplinary approach of the curriculum. This new type of curricular culture is in concordance with the paradigm of adapting the school to the needs and possibilities of the students, ensuring that all the scholars have chances that their interest are identified and their aptitudes and capacities are completely capitalized.

3. Methodology

The purpose of the research: identifying the shortcomings, the critical aspects of the educational environment, as base for adopting optimization measures.

The objectives of the research:

O1: identifying the perception of the students upon the quality of the educational environment offered by the university;

O2: identifying the aspects the students signal as presenting shortcomings and dissatisfaction;

O3: proposing strategies for the optimization of the educational environment.

The hypothesis of the research: knowing the satisfaction level of the students regarding the educational environment permits the creation of an adequate strategy for its optimization.

Description of the instruments

For our investigation, we used the structured questionnaire with the following aspects: the endowment of the classes with the necessary

educational materials, the relations between teachers and students, the educational methods, the potentiality of the teachers for stimulating the learning motivation, the pedagogic quality of the teaching activities.

Target group

The questionnaire was applied to a sample of 100 students from faculties of the Technical University of Cluj-Napoca, the years of study I (42%), II (19%) and III (39%).

4. Results and discussion

After analysing of the responses, we highlight the following results:

Referring to the pedagogic quality of the teaching activities and seminars, the majority of the students appreciate it as "good" (65%) and "very good" (19%). For a small percent of students (16%), this aspect is only "satisfactory". There was no answer in the category of "unsatisfactory" (Table no.1).

*Table no. 1:   The year of study * How do you appreciate the pedagogic quality of the teaching activities and of the seminars (the amenity of courses and seminars, clear explanations, adequate examples, the alternance o exposition and conversation)?*

	very good	good	satisfactory	**Total**
year I	6	32	3	**41**
year II	5	7	7	**19**
year III	8	26	6	**40**
Total	**19**	**65**	**16**	**100**

Referring to the capacity of the teachers to stimulate the learning motivation of the students, the majority (76%) considers that the teaching activities have this quality. A reduced percent (20%) of students evaluated it as "a little" and only 4% answered with "not at all" (Table no.2).
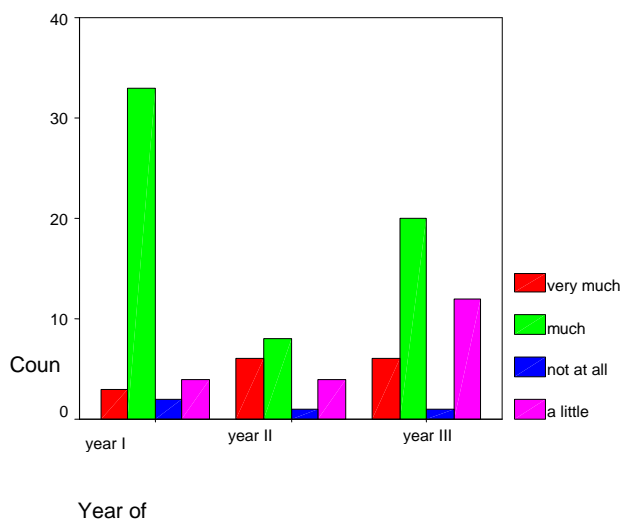
Year of

Figure no.1: The year of study * Which degree the teaching activities stimulates the learning motivation of the students?

Table no. 2: The year of study * Which degree the teaching activities stimulates the learning motivation of the students?

	very much	much	not at all	a little	**Total**
year I	3	33	2	4	**42**
year II	6	8	1	4	**19**
year III	6	20	1	12	**39**
Total	**15**	**61**	**4**	**20**	**100**

Referring to the educational methods used by the teachers during classes and seminars, the majority of the students (82%) appreciate the suitability to the discipline, the theme and their understanding capacity as "very good' and "good". A percentage of 18% considers that the methods are "satisfactory". There was no answer with "unsatisfactory" (Table no.3).

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Table no. 3: Year of study * How do you appreciate the suitability of the educational methods to the discipline and your understanding capacities?

	very good	good	satisfactory	**Total**
year I	7	27	8	**42**
year II	6	8	5	**19**
year III	5	29	5	**39**
Total	**18**	**64**	**18**	**100**
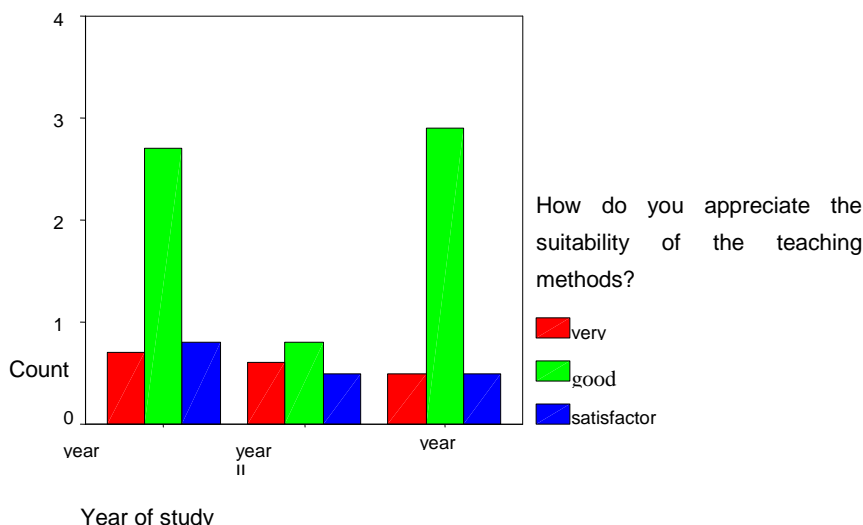
Figure no.2: Year of study * How do you appreciate the suitability of the educational methods to the discipline and your understanding capacities?

The communication and the relations between teachers and students is appreciated by the majority of the students (80%) as adequate, ensuring a positive and stimulating educational environment, only 20% of the students appreciate the behaviour of the teachers as "satisfactory" (Table no.4).

Table no. 4: Year of study * How do you appreciate the relational behaviour of the teachers in ensuring a positive and stimulating environment?

	very good	good	satisfactory	**Total**
year I	8	25	9	**42**
year II	3	12	4	**19**
year III	7	25	7	**39**
Total	**18**	**62**	**20**	**100**
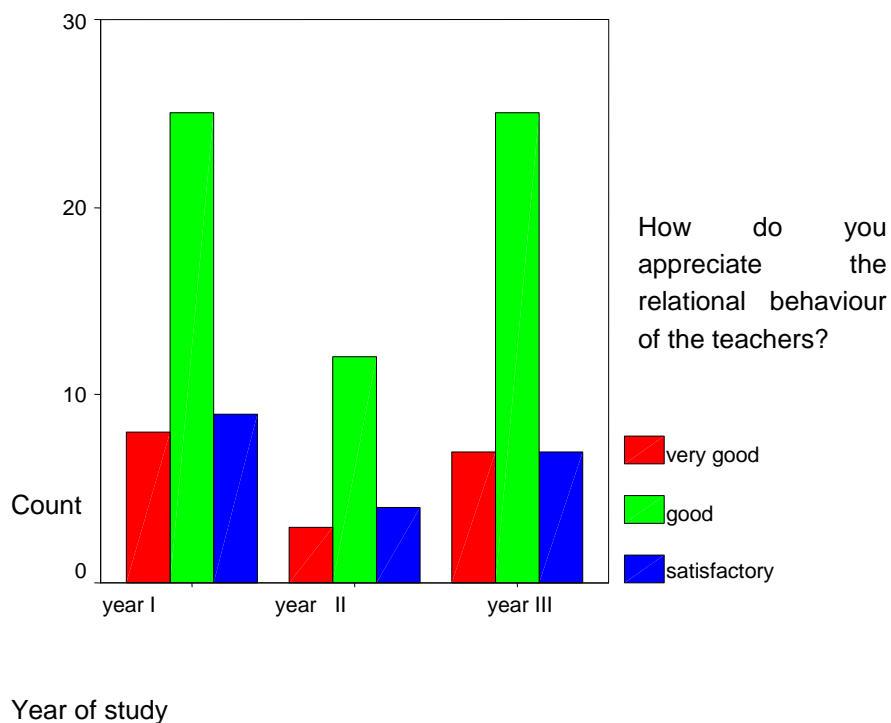
Figure no.3: Year of study * How do you appreciate the relational behaviour of the teachers in ensuring a positive and stimulating environment?

Referring to the endowment of the classes/laboratories with suitable educational materials, 78% of the students are satisfied, considering the endowment as adequate, 18% percent of them appreciate it as "satisfactory" and 4% as "unsatisfactory" (Table no.5, Table no.6).

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Table no. 5: Year of study * How do you appreciate the endowment of the classes/ laboratories?

	very good	good	satisfactory	unsatisfactory	**Total**
year I	10	22	8	2	**42**
year II	7	7	3	2	**19**
year III	12	20	7	0	**39**
Total	**29**	**49**	**18**	**4**	**100**

Table no. 6: Year of study * How do you appreciate the endowment with materials in the classes/ laboratories?

	very good	good	satisfactory	unsatisfactory	**Total**
year I	13	18	9	2	**42**
year II	7	4	5	3	**19**
year III	12	18	8	1	**39**
Total	**32**	**40**	**22**	**6**	**100**

5. Conclusions

We highlight that the main aspects satisfying the expectancies of the students refer to: the pedagogical quality of the teaching activities and also the adaptation of the teaching and learning activities to the specificity of the discipline; the theme presented to the student and the understanding capacities of the students. A lower degree of satisfaction presented the following aspects: the potential of the didactic activities in stimulating the motivational needs of the student for learning; the communication and the relations between the students and the teachers; the endowment of the educational spaces with adequate materials and equipment.

Starting from these observations, we consider that proposing an efficient solution for the educational process of the students must be based on strategies that are able to stimulate the learning motivation and also on strategies that are able to optimize and facilitate the communication between teachers and students.

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PSYCHO-EDUCATIONAL CONDITIONING OF LEARNING PROCESSES EFFECTIVENESS WITHIN THE GROUP OF STUDENTS

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Abstract:

The approach of collective learning processes is a key variable in effective management strategy, it is necessary to balance between the central area which characterizes the teacher and the peripheral area, which refers to adaptability. Learning strategies and styles are a permanent construct, desirable if it has positive effects in the long run, being adapted to the group and social conditions.

Key words: *learning processes, efficiency, effectiveness, strategies, management styles*

1. Theoretical and applicable premises

The complexity of learning processes management in educational groups determines their approach in order to determine efficiency and effectiveness, overcoming barriers of traditional division. Concern for optimizing learning processes occur in one form or another in all human groups, including those of education as a means of transforming their ability to deremine change at individual and organizational level by processing multiple formal and informal influences that occur and can be analyzed from multiple perspectives.

Efficiency is a major problem in the opinion of specialists in ensuring the success of learning in the school organization, group of pupils, being addressed by educational sciences. Management efficiency of learning processes requires the objectives set by optimal use of educational resources and *effectiveness* lies in efficiency and adaptability to rapidly changing external requirements. A school organization / educational group becomes more effective if they obtain high academic results, performance with constant or decreasing contributions and are still able to act in a certain manner demonstrated to be effective. The concepts of individual and group learning processes efficiency and effectiveness have been joined by the term managerial performance.

Due to the evolution of educational systems theorists and especially practitioners have been increasingly interested in key aspects of educational groups' learning processes management quality and efficiency.

Principles of management group learning processes efficiency consist of ideas, norms, values that underpin and guide school practice. They may be as follows (Table 1):

Table .1. The principles of efficiency (M. Zlate, 2004)

Principles	Characteristics
The principle of defining objectives	Academic results, performances that give meaning to educational activity involves learning experiences which have a pre-established meaning and are directed by management strategies and styles exercised by the educator.
The principle of prioritization	The problem is one of consistency and balance, quality and setting absolute educational priorities, medium and low. Hierarchy, ordering and assessing all objectives is achieved in relation with their importance and urgency, focusing on the essential. Emphasis is placed on the degree of priority (prioritizing priority).
The principle of setting deadlines	There is also the concept of optimal period in relation to individual learning experiences, mental and biological rhythms, in the sense that it depends on the way of life and education. Reaching educational goals before the deadline is the best measure of the efficiency of the teaching process and implicitly of learning styles thus avoiding the formula - urgent. Stimulatory term value is demonstrated by the completion of learning tasks, which are classified according to their degree: realistic, clear, positive, inevitable, self-imposed, long.
The principle of time management	It refers to organizing our activity in relation to time.
The principle of synergy	It entails acting together, as one, simultaneously to achieve set goals, involving several educational agents, even of different

natures.

The relationship between certain factors and characteristics distinctive to the personality of each teacher and external factors allowed the development of work-related paradigms regarding educator-manager's activity:

▪ ideographic: centred on the unique personal characteristics of the teacher;

▪ nomothetic: centred on pedagogical normative and the demands of the immediate institutional and remote social community context;

▪ ideothetic: mixed, inclusive.

2. The issues and objectives of the investigative process

Pedagogical research approaches have always been in accordance with the efficiency of individual and collective learning processes, to improve the problematic issues and their implications for organizational development. Field investigation was the state of knowledge and application by educators of approach strategies towards learning, towards their efficiency and effectiveness. Identification and critical, constructive analysis of the concrete ways of management approach of learning is a fundamental component of the study entitled: *Impact of management strategies of learning in personal and organizational development*.

The purpose of the investigation is to paint a true picture of the efficiency of the learning practices and processes involved in secondary and university educational institutions, selected in the sample. Therefore:

O.1. Highlighting educators' opinions regarding concrete mechanisms of intercommunication and interrelation involved in the effective management of learning processes in the group of students. O.2. Identification by educators of teaching styles and strategies used to prevent and improve learning difficulties at individual and group level.

O.3. Establishing correspondence between initial pedagogical training and needs, interests of continuous training in the field of learning processes management.

O.4. Identification of viable solutions for the development of transversal competences both among educators and students to facilitate learning.

3. Methodology of the report study

While conducting the report study methods and tools were used for collecting data, both qualitative (interviews and focus groups) and quantitative (questionnaires), enabling us to collect data and current

information, revealing educators' personal opinions, their educational needs, interests, motivations, desires and aspirations in relation to the quality of approach strategies addressed to individual and organizational learning.

Using a focus group during this investigative approach has led to a number of advantages:

▪ it facilitated understanding the differences in perspective between different categories of teachers or groups within some events that do not occur naturally;

▪ participants were given the opportunity to be involved in the decision-making process, working with the researcher, which is stimulating;

▪ each participant had the opportunity to respond, react to answer others, which led to the recording of data and information not relevant to the individual interview;

▪ open responses facilitated obtaining information and details expressed in their 'own words "by educators participating in the interview, thus identifying subtle nuances and complex meanings, determining significant correlations between data.

There fore we have organized several focus group interviews, involving the following subjects:

▪ teachers in secondary education in urban and rural areas, subjects with the same level of authority and power;

▪ university teachers.

The sample of subjects for the focus group consisted of practicing teachers in secondary schools and universities in Arad, Caras-Severin and Timis. The sample of subjects was established according to the principle of random selection (table 2):

▪ 53 teachers (with management / non-management positions) that are operating in secondary schools, secondary and high school level. Structurally we notice the presence of 36 females and 17 males, aged 25-56 years with (group I / III group);

▪ 47 university professors - with management (group II) and non-management (group IV) positions. Structurally, we selected 27 females and 20 males aged between 34-62 years;

▪ 45 primary and pre-school teachers, undergraduates 37 females and 8 males, aged 23-35 years.

Table 2. Subject pool for the focus group

Ca tegory	*Status*	*Level*	*Group structure*
Staff	*Teaching staff in a management position*	Secondary education	Group I: 29 persons (manager, assistant manger, educational advisers, quality control)
		University education	Group II: 25 persons (deans, heads of department)
	Teaching staff in a non-management position	Secondary education	Group III: 24 persons (professors with different specializations)
		University education	Group IV: 22 persons (professors, associate professors, lecturers)
			Total: 100 persons
Teaching staff postgraduates		Primary education and pre-school	Group : 45 persons (graduates)

Table 3. Subject pool structure based on staff category

Subject pool	*Staff category*		*Total*
	Teaching staff in a management position	*Teaching staff in a non-management position*	
Number of subjects	54	91	145
Percentage	37,24%	62,76%	100 %

Table nr.4. Subject pool structure based on the level of professional development

Subject pool	*Level of professional development*				
	Beginner	*Tenure*	*Second degree*	*First degree/PHD*	*Total*
Number of subjects	21	24	53	47	145
Percentage	14,48%	16,55 %	36,55%	32,42%	100 %

4. Qualitative analysis of educators' opinions regarding the efficiency of learning processes

Questions addressed to educators participating in focus groups in various schools have tried to capture their views in relation to the quality of approach strategies and styles commonly used in school regarding learning. The emphasis was placed on highlighting design, implementation and evaluation mechanisms of individual and collective learning processes, of the criteria on which subjects assessed the effectiveness of approaches to learning management.

Concerns and current guidelines for teachers to optimize the learning process are generated by various causes, of which we mention the following:
 ▪ development of complex criteria for evaluation and assuring the quality of learning processes at students group level;
 ▪ monitoring and ongoing assessment of the effectiveness of learning management and difficulty improvement strategies implicitly;
 ▪ the necessity to address design, management, coordination, monitoring and evaluation strategies of learning processes from a psycho - pedagogical perspective, from personal to organizational efficiency, from the singular to the systemic.

The management of learning processes in educational groups requires a specific approach, involving activities of a complex and complementary nature. Given the many pedagogical and methodological variables involved in these processes, therefore teachers participating in the focus groups have specified that certain requirements have to be met, having in mind the achievement of efficiency and effectiveness objectives:
 ▪ Reliance on scientific criteria of the whole approach of managing individual and collective learning processes.
 ▪ Knowledge of the profound pedagogical and methodological variables involved.
 ▪ Identification, selection and optimal use of human, material and methodological resources, by capitalizing on educational valences.
 ▪ Adaptation to a specific educational context and combining effectively approach strategies regarding learning.
 ▪ Permanent teacher-student-teacher interaction through the use of management styles, which assure their interactive involvement in their own training process.
 ▪ Adjusting educational process based on information obtained from formative monitoring and assessing of learning processes.

The issue of qualitative development of the learning environment and school performance in terms of effectiveness and efficiency is a constant concern for most teachers present, being correlated with how the teacher controls and manages his own resources, psychosocial and managerial skills, supporting the dynamics of interpersonal relationships. In this respect were analyzed the following types of efficiency:

- Personal;
- Interpersonal;
- Group;
- Organizational.

Five fundamental indicators are considered relevant when it comes to the efficiency of learning approach styles and strategies:

a. Cognitive – epistemological: the importance given by the educator to information, attitudes, the management process and learning assessment;

b. The characteristics of the communication process: clarity, organization, coherence, cognitive persuasion, nature of relationships;

c. The degree of control of the learning process: rigurously controlled or encouraging independence on different levels;

d. The nature of socio-affective, positive and negative behaviour: the capacity for social interaction, emotional proximity or distance, encouragement, approval or critical disapproval;

e. Organizational dimension: head-on, group, individual activities.

From the perspective of teacher effectiveness in the group learning process three important dimensions are highlighted in relation to both the personality of the teacher as well as in conjunction with the particular educational situation. These are: socio-affectivity, creativity and the strictness of his actions. Given the significance and complexity of management approach strategies and styles of collective learning processes at an educational level, the multitude of factors that influence their exercising, the diversity of school nowadays, it is estimated that their effectiveness is determined by a variety of psicho-educational requirements arising from educational reality.

a. Psychological requirements

- To respect the age and individual characteristics of students involved in the processes of collective learning.
- To adapt learning tasks to the level of intellectual development of those involved in the educational process, supporting transition to a higher level of educational and professional development.
- To grant the training and development of the educational actors' personality, of their ability to self-educate, by themselves and through themselves.

▪ To stimulate intrinsic motivation to engage in new learning experiences.

▪ To exploit optimally the psychological resources of the educational group and of the school organization.

▪ To match the components specific to classroom learning processes to those of the school organization.

b. Educational requirements

▪ To structure and model the learning situations involving students, teachers, parents.

▪ To ensure optimal correlation between objective-content- activities of educational learning-strategies.

▪ To relate to educational objectives as key milestones in the process of learning process management.

▪ To adjust strategies and learning styles to specific social and educational context.

▪ To respect the norms of the educational process in the development of in-depth strategies of learning.

▪ To follow the internal logic of formative approach by developing skills of self-management and self-leadership in learning.

▪ To apply creative methods, techniques and interactive processes that will facilitate learning efficiency at individual and organizational level.

▪ To select and use appropriate tools for monitoring and self-evaluation of learning processes and performance.

▪ To ensure unity among approach styles practiced by the students approach in the context of a coherent strategy.

5. Conclusions

Regarding the focus group interview, it was structured in the sense of collecting actual and useful information about the ways in which teachers relate to new educational contexts in which they are faced with learning difficulties. Based on information exchange between participants in this type of interview, we focused on recording the opinions of educators regarding the following issues:

▪ meanings given to efficiency and effectiveness of learning processes;

▪ the extent they are aware of their learning approach mechanisms in complex and varied situations;

▪ how educators apply pedagogical intervention strategies and styles for preventing and improving learning difficulties;

▪ whether they consider that initial and continuous training facilitates learning management skills development.

The approach of collective learning processes is a key variable in effective management strategy, it is necessary to balance between the central area which characterizes the teacher and the peripheral area, which refers to adaptability. Learning strategies and styles are a permanent construct, desirable if it has positive effects in the long run, being adapted to the group and social conditions.

It is estimated that the implementation of effective strategies to address the learning processes go through two phases:
- Analysis phase: identification and selection of human, materials and methodological resources.
- Synthesis / integration phase: making an action model by combining optimally the components of a strategy.

Starting from the general requirements that an effective management strategy complies with, we propose a graphic analysis of the two phases followed in its development (Figure 2) by analogy with graphical modeling of training and self-training strategies (M. Ionescu, 2003 , pag.155):
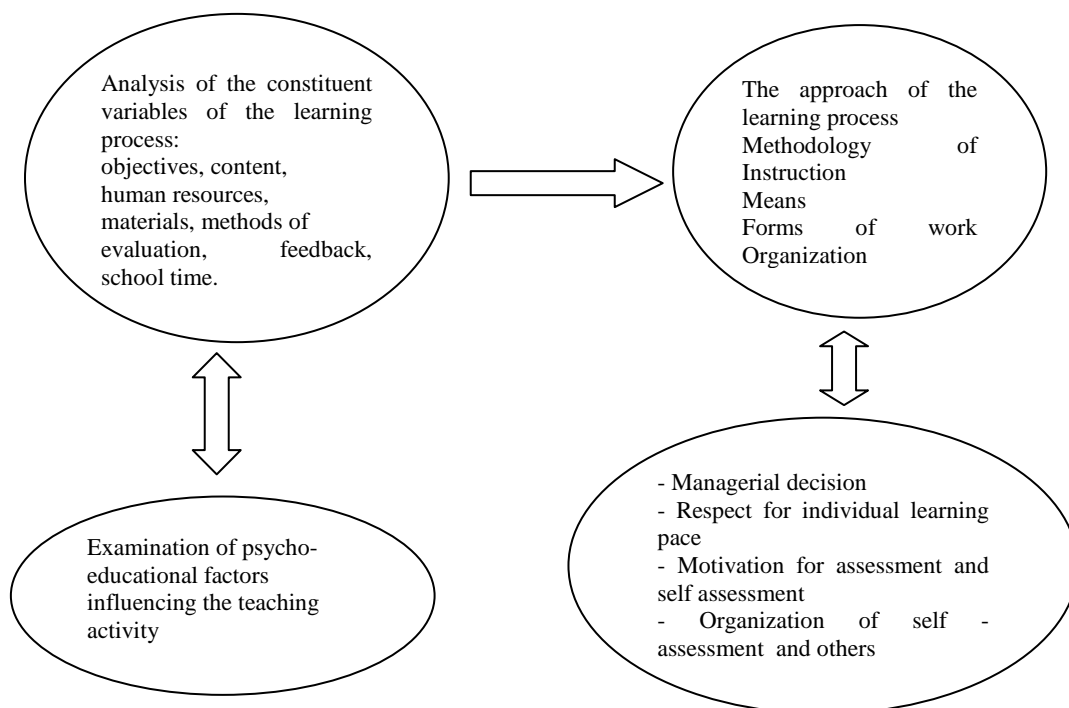
Figure 2. Graphical modelling of the two phases of design and implementation of learning approach strategies and styles.

So through personal and collective reflection, through argumentation and exchanging ideas about interplay between learning approach styles and strategies and the school organization climate, we aimed to stimulate the interest of educators to research their mechanisms of involvement and participation, training needs, the positive and negative aspects of management practices used in the process.

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TEACHERS' ATTITUDES TOWARDS ACADEMIC ACCOMMODATIONS AT UNIVERSITY LEVEL: CASE OF WEST University of Timisoara

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Abstract

The physical or curricular accommodations and adaptations are realities less known at the Romanian university level. Although, at the international level there is a constant interest for the study of various aspects of these accommodations, at individual and institutional level, in Romania these analyses are at the explorative stage level. The goal of the article was to describe the perception of the teachers from West University of Timişoara on different types of accommodations for students with disabilities. A cluster sample of university teacher was included in the research (n=248). The sample was defined considering the number of teachers from each faculty of the university. The results of the study were presented in a descriptive manner, specifying the obtained percents for each type of accommodation. The conclusion of the study was pointing that every accommodations which must be implemented at the university level were obtained similarly and a high level means. Relating to teachers' attitude on the type of accommodations which must be introduced in the educational process, the most frequently choose by the respondents was the allowing of using the computer in the classrooms.

Keywords: *perception, attitudes, disability, accommodation, university.*

When referring to the modalities through which disabled people have or must have access to education, the scientific discourse uses concepts like: academic accommodation, adaptation and modification. The usage of these terms is different from the conceptions which consider them as synonyms and designed them as totally opposite educational approaches. Also, the

misunderstanding of these concepts can be determinates incorrect interpretations. First of all, it must be differentiated between accommodation and modification. In the educational context, related to the persons with disabilities, the accommodations are changes which don't modify in a significant manner the curricular content. In other words, the level of difficulty regarding the transmitted information, the aimed educational objectives and competencies remain unchanged.

The accommodation refers to the modalities through which the student has access to the curricular content, without modifying the standards of the contents' delivery.

The concept of *instructional accommodations* defines, in a generic manner, the accommodations which sustain students with disabilities to participate and to have success in regular education environment (Vallecorsa, deBettencourt & Zigmond, 2000). Janney and Snell show that these accommodations modify the way in which a specific curricular content is taught and could include instructional stimulus and student response adaptations (Janney & Snell, 2004).

On the other hand, the concept of *modifications* proposes an intervention on the curricular content, within the meaning of facilitating the access of disability persons (Hallahan, Kauffman & Pullen, 2012:38). In the case of modifications, we can talk about profound transformations at the level of programmes for study, of the didactic strategy and also of the format and the educational tasks. In this respect, is very useful the definition of Comfort (1990) who considers that the modifications are adaptation or interpretations of formal curriculum by instructors into learning objective or learning activities that are more reasonable for students with different disabilities. The decrease of the learning requests (less educational objectives, less curricular contents) and the complexity of the tasks, the modification of the evaluation tests' dimensions or providing extra indications, the clues for task and tests solving are good examples for curricular modifications.

The specific literature shows the types of accommodations and groups them in different forms. In this context, could be discussed about four categories: presentation, response, setting and timing (Elliott et. al, 1997; Smith, Crockett & Griffin, 2012). The presentation accommodations include the accessibilities of the didactic materials which not reclaimed the visual decoding of the curricular content. For the persons with print-related disability, who don't read the standardized print formats (Wolfe & Lee, 2007) should be prepared alternative visual, audio or tactile materials. The accessibilities from this category are the following: large prints, sign

language, Braille, audio courses, human readers, and devices for sound amplification and text to speech applications. The response accommodations are these which allow to the students to tape the courses, to made the requested tasks and participate to the evaluation of the educational activities. The more frequently used accommodations in this case are the following: dictation to a scribe, using word processors or Brailler, speech to text devices, audio and video recorders. A special subcategory of the response accommodations is the assessment accommodation (Lovett, 2010) which refers to offering for students with disabilities the possibility to access standardized assessment formats, without modifying the proposed level of evaluation. Given the importance of the evaluation issue, these types of accessibilities were approached and have attract an increase interest from the part of many researchers (Thurlow, Lazarus, Thompson & Morse, 2005; Sireci, Scarpati & Li, 2005; Lovett, 2014).

The timing/scheduling accommodation reveals the time issue in the educational activities. The growing of time for different tasks, the programming of more breaks for students with disabilities or staging the testing process on more days are the most frequent types of accommodations from this category. In this category are included also the modifications in the time table of the educational activities, relating to the students' with disabilities needs (specific hours or time intervals).

The last category which we mention is the setting accommodations which refer to the change of the location for the educational activity, in order to facilitate the access of students with disabilities to it (for example, the change of the location from the upper floor to downstairs). Also, in this category should be included other facilities and physical adaptations which are useful for increasing the access of the students with disabilities to the educational activities: rooms for study, spaces for relaxation or learning spaces equipped with special equipment.

USA was considered a model for many educational policies for persons with disabilities. Starting with The Americans with Disabilities Act of 1990 (ADA), which opened the road for accessibilities of the public spaces for persons with disabilities and continuing with Individuals with Disabilities Education Act (IDEA 97) and its revision and the Individuals with Disabilities Education Improvement Act (2004), the American legislation was settled up on assurance for persons with disabilities the access to a high quality educational programmes. According to these acts, the educational institutions are forced to develop different types of accommodations for students with disabilities. Furthermore, we speak about the previously

accommodations which assure the access of the students with disabilities to the regular education curriculum and to the national evaluation forms.

Starting from the previous discussions, we could affirm that is a positive valorisation of the accommodation concept and a negative one for the concept of modifications. The accommodations treat the students as a special needs person and try to optimise his access to education.   The accommodation doesn't modify the educational objectives which the student must be attended, but facilitates, supports and guides. The modifications are linked to changing, lowering, and decrease of the expectations, in order to become accessible for students who didn't fit into a statistically defined normality. The modifications approach the students, being dependent by a help, to the educational system and, in these conditions, the attended standard are much lowest.

The teachers' attitude on accommodations/modifications or their general attitude regarding the inclusive education was frequently approached subjects from the social science field perspective. An article from the beginning of the teachers' attitude on integration analysis period (Harasymiw & Horne 1976) presented as conclusions that the opinions and attitudes of the teachers should be modified through training programmes which could offer detailed information about persons with disabilities and present work experiences for persons with special needs. In addition, the support staff from schools could modify the perception of teachers about the integration of the students with special needs in the regular classrooms. Avramidis and his collaborators (2000) demonstrated that are perception differences on the concept of disability between teachers who had experimented working with children with disabilities and teachers who had not. Moreover, the positive attitude is correlated with educating students with significant disabilities. The socio demographic variable like gender, age, and the experience of teaching did not induce modifications in the structure of attitude of the respondent.

A study from the scientific literature which analysed teachers' attitudes towards mainstreaming, integration and inclusion, Avramidis and Norwich (2002) points out that in 2000s, the research in this field is on an uptrend, given the fact that the positive perspective of the teachers on the issues of inclusion and disability could influence the success of the policies for integration of students with disabilities in regular educational environments. After the analysis, they have concluded that teachers' attitudes must be correlated with other educational variables like: the quality of the professional training, the training opportunities in the field of inclusion or the experience of work with persons with disabilities.

Reusen, Shoho and Barker (2000), in a quantitative research about teachers' attitude on inclusion of the students with disabilities in general education classrooms (with a sample of 125 teachers) concludes that is a significant bond between levels of special education training, knowledge, and experience in working with students with disabilities and the positive attitudes about including and teaching students with disabilities in the general education classrooms. The authors remarks that over half (54%) of the respondent teachers have negative attitudes about students with disabilities inclusion in the general education classrooms. The most negative attitudes have got the teachers with low level of competence in special education training, knowledge and experience in teaching students with disabilities.

Another study on teachers' from US and Haiti attitude about the students' with disabilities integration (Dupoux, Wolman & Estrada, 2005) shows that teachers from both countries have a similar attitudes on integration. The fact that are clear differences between the two countries (educational philosophy, policies, economic power) made the authors to confirm the existence of a culture of teaching, which is above of the national and local culture. The regression analysis identifies three variables which had predicted attitudes toward integration of students with disabilities: (1) the other teachers attitude – those who perceive the others' attitude being positive have also themselves a positive attitudes; (2) the level of education – the teachers with diploma of higher education shows un upper grade of the positive attitudes and (3) the range of accommodation – teachers from both countries had correlated the accommodations with the type of disability, choosing primarily the learning disability category.

The conclusions of a recent study which analysed the attitudes of the teachers about inclusion of the students with different disabilities in their classroom (Donohue & Bornman 2015) revealed similarities with the previously mentioned studies. Thus, was mentioned as one of the most important accommodation the existence of the specialised support. According to the authors, this is the principal issue which determine the teachers' attitude on inclusion of the students with disabilities in regular schools. Were mentioned also the adapted educational materials, computers with special software and special or the professional training.

Methodology

This study has as a goal to explore university teachers' attitudes towards people with disabilities and about accommodations for disabilities students. The study was made in The West University of Timişoara, Romania, between July-August 2014, on a sample of 248 teachers. This number resulted after

three consecutive sessions for sending invitation to the 706 teachers from the analysed university to participate at this study, through the institutional email (surname.name@e-uvt.ro). The teachers were invited to respond to an online questionnaire about the persons with disabilities and the accessibilities which The West University of Timișoara should implement in order to assure the participation and success of students with disabilities. The sample was selected following the rules of cluster sampling, taking into account the number of teachers from each faculty of the university, assuming a confidence interval of 95% and a margin of error of +/-0.05.

The final sample of the study consisted in 98 (39.5%) women and 150 (60.5%) men. Also, 51 (20.6%) were teaching assistants, 95 (38.3%) were lecturers, 65 (26.2%) associate professors and 37 (14.9%) were professors. The distribution at the level of each faculty of the university was the following: Faculty of Chemistry, Biology, Geography-18 teachers (7.3%), Teacher Training Department-10 (4%), Faculty of Arts and Design-18 (7.3%), Faculty of Law and Administrative Sciences-15 (6%), Faculty of Economy and Business Administration-51 (20.6%), Faculty of Physical Education and Sports-11 (4.4%), Faculty of Physics-9 (3.6%), Faculty of Letters, History and Theology -1 (16.5%), Faculty of Mathematics and Informatics-20 (8.1%), Faculty of Music-14 (5.6%), Faculty of Sociology and Psychology-26 (10.5%) and Faculty of Political Sciences, Philosophy and Communication Sciences-15 (6%). Regarding the didactical experience of the respondents, 105 (42.3%) are teaching for over 15 years, 60 (24.3%) have a didactic experience between 11-15 years, 57 (23%) are teaching for over 6-10 years and 26 (10.5%) have a didactic experience less than five years.

The questionnaire was built on the following aspects: (I) Attitudes toward people with disabilities –was developed a number of 9 statements which represent attitudes on persons with disabilities (for example: persons who need a special attention, normal person who must be treated in the same way in which are treated the other ones, persons who have the right for education like any other persons or persons who must be supported). Each of this affirmations was evaluated by the respondents on a scale from 1 to 5, where 1 represents a strongly disagree accordance with the affirmation and 5 represents a strongly agree accordance with the affirmation. (II) Educational experiences with disability students- a number of four questions focused on teachers' didactic experience with the disability students (for example: You believe that a person disability is an obstacle for the educational process? You had work in your career with persons with disabilities?) (III) Barriers in participating of students with disabilities at academic activities-was identified, in accordance with the Romanian educational realities, with 12

items which reflect the possible barriers on accessing the university programmes by the students with disabilities (for example The teaching strategy for courses and seminaries, The modalities for evaluation of the academic performance of Teachers' knowledge lack about disabilities). (IV) Support services for teachers –on a Likert scale (1 represents a strongly disagree and 5 represents a strongly agree) was evaluated by the respondents a number of six services (for example Training Courses in disability issue, Counselling offered by a specialised persons and Guides for practice in this field) which the university can offer to the teachers who works with disability students. (V) Accommodations and adaptations – assumes two sets of accommodations/ adaptations, one more generally, at the university level and one related to the curricular content (for example Tactile surfaces (for blinds), Announcements at large scale (big letters), Elevators for access, Supplementary time for evaluation, Evaluation tests in Braille, Corse/ seminary materials in alternative formats).

Results

For attending the goal of the study, we present, in a descriptive manner, the most important results, obtained on dimension V. A detailed description on dimension I-IV, a correlation analysis, a comparing of the means for independent of the groups (T Tests, ANOVAs) will be developed in a future study.

As we previously mention in Methodology Section, the V dimension has two sets of indicators which' utility was appreciated by the respondent to the questionnaire on a Likert scale (1 represents a strongly disagree and 5 represents a strongly agree). In addition, the scale which evaluates the accommodations at university level (which must be implemented at university level) has one more level, namely, "already exist".

Table 1. Results for the accommodations that should be implemented in the university

	Strongly disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**	**Already exist**
Access ramps	1.6%	1.6%	4.4%	3.6%	44.4%	44.4%
Access lifts	1.6%	1.2%	4.8%	9.3%	39.5%	43.5%

Grab bars	1.6%	1.2%	4.8%	15.3%	54.0%	23.0%
Modified/accessible toilets for persons with disabilities	1.6%	0.8%	4.8%	12.9%	57.7%	22.2%
Large-format printings	4.0%	7.3%	20.2%	18.1%	44.4%	6.0%
Braille printings	5.2%	4.0%	17.3%	18.1%	47.6%	7.7%
Providing advice in resolving administrative issues	1.6%	4.8%	19.0%	15.3%	48.4%	10.9%
Orientation in physical space by devices of light and sound	5.6%	4.0%	17.3%	19.0%	47.6%	6.5%
Training courses for teachers about working with people with disabilities	5.2%	8.5%	15.7%	19.8%	44.0%	6.9%
Counselling services and technical support on working with people with disabilities	1.6%	6.0%	10.1%	16.9%	52.4%	12.9%
Tactile surfaces (for blind people)	4.0%	4.4%	6.5%	21.4%	56.5%	7.3%
Large-format notices	3.6%	7.3%	16.1%	18.5%	44.4%	10.1%
Braille notices	5.2%	3.6%	14.9%	23.0%	47.2%	6.0%
Resting rooms	6.5%	8.5%	22.6%	16.1%	35.5%	10.9%

The access ramps, as a university adaptation measure to the needs of persons with disabilities, were considered necessary by the respondents (strongly agree - 44.4%). The same percent of teachers known about the existence of the access ramps in the university and choose the "already

exists" response. Disagree and strongly disagree measure were mentioned by 1.6% respondents for each option.

The access lifts are existent in the university and 43.5% respondents known this fact, choosing the response option already exists". A percent of 39.5% respondents considered the access lifts necessary (strongly agree). The other options were identified in the teachers' responses with 10% percents.

As physical environment accessibilities for persons with disabilities in university, the grab bars are existent from the point of view of 23% of respondents. The respondents were "strongly agree" (54%),"agree" (15%),"neither agree nor disagree" (4.8%) with the necessity of the grab bars. The sum of the percents of the respondents which not consider this issue a necessity was only 2.8%.

22.2% of respondents known the fact that in the university exist modified/accessible toilets for persons with disabilities. 57.7% of respondents considered that the toilets should be necessary, affirming "a strongly agreement" with this issues, 12.9% with an attitude of "agree". The percent of respondents who didn't consider it useful is approximate to 2%.

The large-format printings were considered useful in the university as following: 44.4% of the respondents was "strongly agree", 18.1% of the respondents was "agree", 20.2% of the respondents was "neither agree nor disagree", 7.3% of the respondents was "disagree" and 4% of the respondents was "strongly disagree". A percent of 6% of teachers mention that such printing formats "already exists".

The Braille printings are considered by teachers as a useful accessibility modality with an attitude of "strongly agree" (47.6% of the respondent teachers). The negative options on the evaluation scale ("disagree" or" strongly disagree") were obtained a percent of approximately 10%. 7.7% of teachers mentioned the existence of the Braille printings.

10.9% of teachers consider that the students with disabilities have received a professional advice in resolving administrative issues. A large number of teachers (63.7%) mentioned that such an initiative is "useful" and "very useful" for students with disabilities. The options for "disagree" and "strongly disagree" obtained a percent of 4.8% and 1.6%.

Another support for persons with disabilities is the orientation in physical space by devices of light and sound. Thus, almost a half of the respondents mentioned this accessibility useful in a percent of 47.6% with a

strongly agreement" and 19% with "agreement". For the negative options of the scale, the responses are: 4% -"disagree" and 5.6%-"strongly disagree".

The teachers considered that training courses for teachers about working with people with disabilities are useful, expressing a "hard agreement" (44%) and an "agreement" (19.8%) in this sense. 15.7% are oriented on the option "neither agree nor disagree". A percent of 13.7% were disagreeing or strongly disagree with the idea of utility of these courses.

In the West University of Timișoara the existence of the counselling services and technical support on working with disability people was a certainty for 12.9% of respondents. These services necessity were perceived by 52.4% of respondents with a "strongly agreement" and by 16.9% of respondents with an "agreement". A little percent of the respondents, about 7.6%, didn't consider these services useful for university teachers.

The tactile surfaces (for blind people), as part of a series of accessibilities for the physical environment, were considered by 56.5% of the respondent teachers very useful ("strongly agree"). 8.8% of teachers didn't see the utility of these surfaces and have oriented their responses on the negative area of the scale ("disagree" and "strongly disagree").

The large-format notices (big letters) were considered by 44.4% of the respondent teachers very useful ("strongly agree") and by 18.5% useful ("agree") for facilitate the access of students with disabilities to the university.

The Braille notices are one of the services mentioned by respondents as very useful by 47.2% ("strongly agreement") and useful (23% of respondents being "agree"). The option for "neither agree nor disagree" was preferred by a percent of 14.9% respondents. The negative options on the evaluation scale ("disagree" or "strongly disagree") obtained a percent of approximately 8.6%.

The resting rooms for students with disabilities are considered necessary for them, with a "hard agree" attitude by 35.5% of the respondents and an "agree" attitude by 16.1% of them. The "neither agrees nor disagrees" attitude was assumed by a number of 56 respondents (22.6%).

The "disagree" attitude was preferred by 8.5% of the respondents and 6.5% of the respondents choose the option "strongly disagree".

Table 2. Results for the accommodations needed to be implemented in educational activities (courses and seminars) –first part

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Priority places in classrooms	10.1%	6.9%	15.7%	19.0%	48.4%
Changing the place for doing the course	26.6%	12.9%	23.8%	18.5%	18.1%
Allowing the use of the computer in the classrooms	9.7%	3.2%	10.9%	15.3%	60.9%
Audio reception devices (audio system for people with hearing loss)	6.5%	4.4%	12.1%	30.2%	46.8%
Software for accessibility	7.7%	6.0%	25.4%	16.9%	44.0%
Differentiated evaluation depending on the specifics of the disability	7.3%	5.2%	19.0%	23.0%	45.6%
Extra time for evaluation	6.0%	4.8%	21.4%	22.6%	45.2%
Alternative assessment tasks	11.7%	8.9%	21.0%	21.8%	36.7%
Person who read the assessment tasks	25.4%	16.9%	18.1%	13.3%	26.2%
Person to record evaluation (scribe)	19.8%	16.9%	27.0%	15.3%	21.0%
Evaluation tests printed in large format	10.5%	6.0%	16.1%	29.0%	38.3%

We observe that 48.4% (strongly agree) of the respondents' opinion was that the curricular adaptation regarding the priority places in classrooms are very appropriate for their course and seminary activities. 19% of teachers were agree, 15.7% of teachers were neither agree nor disagree, 6.9% of

teachers were disagree and 10.1 % of teachers were strongly disagree with the previously mentioned issue.

From the total of respondents 26.6% were strongly disagree with changing the place for doing the course/seminary. Also in the area of disagreement, were placed 12.9% of respondents who choose the option "disagree". The respondents' teacher who choose the option "strongly agree" with the changing the place for doing the course/seminary obtained 18.1% and who choose "agree" 18.5 %. The remaining 23.8 % of the respondent selected "neither agree nor disagree".

At the level of curricular adaptation, allowing the use of the computer in the classrooms obtained the highest percent (60,9%) for the option "strongly agree", followed by "agree" with a percent of 15,3%. 10,9% of respondents were selected "neither agree nor disagree". At the last two places, were classified the options for "disagree" (3.2%) and for "strongly disagree" (9.7%).

The audio reception devices (audio system for people with hearing loss) were matched for usage in course/seminary at the university level for 46.8 % of respondents (strongly agree) and for 30.2% (agree). Those who were not placed in a positive area with their responses are the 12.1% respond "neither agree nor disagree". At the opposite pole, were situated the teachers who not consider that the audio reception devices are appropriate for their course/ seminary (10.9%).

We observe that 44% of respondents were have the opinion that a software for accessibility is appropriate for course/seminary (strongly agree) and 16.9% were agree with this affirmation. The negative area of the scale obtained an approximately 13% of responses.

From the total of 45.6% respondents, a percent of 23% were strongly disagreeing with differentiated evaluation depending on the specifics of the disability and23% are agreeing. In the area of disagreement, was placed a percent of 5.2% of respondents who choose the option "disagree" and 7.3% of respondents who choose the option "disagree". 19% of respondents select "neither agree nor disagree", without expressing their opinion on differentiated evaluation of students with disabilities.

For the affirmation regarding the "extra time for evaluation", as we previously mentioned in Table 2, the share of the answers were on a downward slope from the agreement to disagreement, as: "strongly agree" (45,2%), "agree (22,6%), "neither agree nor disagree" (24,4%), "disagree" (4,8%) and "strongly disagree " (6%). The highest percent of the answers had the positive options, so the teachers were considered this curricular accessibility being useful and applicable in the educational context.

For the affirmation regarding the "alternative assessment tasks", the highest percent was obtained for "strongly agree" opinion (36,7%), followed by "agree" opinion (21,8%). 21% of the respondents chose "neither agree nor disagree". The last ones were the somewhat agree with the alternative assessment. The last two places on a hierarchy of responses are the answers:"disagree" and "strongly disagree" with 8,9% and 11,7%.

As an optimisation method for working with persons with disabilities, a presence of a person who read the assessment tasks determined 26.2% of teachers to be "strongly agree" and 13.3% to be "agree". 25.4% of teachers choose the option "strongly disagree" and 16.9% of teachers "disagree. The option for "neither agree nor disagree" was choose by a percent of 18.1% respondents.

21% teachers considered that the utility of a person to record evaluation (scribe) of the students with disabilities are very important (strongly agree) and 15.3% important (agree). In the area of disagreement, were situated 16.9% of teachers who choose the option "disagree" and 19.8% who choose the option "strongly disagree". The option for "neither agree nor disagree" was choose by a percent of 36.7% respondents. Can be pointed out the positive percent of 36.3% respondents which were very close to the negative one (36.7%).

Up to 67% of respondents was strongly agree with the using of the evaluation tests printed in large formats in evaluation activities and 29% are agree. A percent of 16.1% was sceptic, choosing the option for "neither agree nor disagree". The sum of the options on "strongly disagree" and "disagree" options was a percent of 16.5% respondents.

Table 3. Results for the accommodations needed to be implemented in educational activities (courses and seminars) –second part

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Evaluation tests printed in Braille	10.1%	6.9%	15.7%	23.8%	43.5%
Permission to take the exam in extra-session	26.2%	13.3%	21.4%	15.3%	23.8%

Allow registration of educational activities	**14.9%**	**3.2%**	**17.3%**	**28.2 %**	**36.3%**
Didactic materials in alternative formats	**4.8%**	**4.4%**	**18.1%**	**29.0 %**	**43.5%**
Course/seminar materials in advance	**11.7%**	**4.0%**	**24.6%**	**22.2 %**	**37.5%**
Diagrams with written explanations	**16.1%**	**9.7%**	**23.8%**	**19.0 %**	**31.5%**
Handouts of Power Point presentations with written explanations	**11.3%**	**2.4%**	**26.6%**	**22.2 %**	**37.5%**
Participation in courses/seminars with a preferential student	**14.1%**	**3.6%**	**26.2%**	**19.0 %**	**37.1%**
Person who takes notes	**21.4%**	**5.2%**	**22.2%**	**25.4 %**	**25.8%**
Modified attendance requirements	**19.0%**	**12.5%**	**27.0%**	**14.9 %**	**26.6%**
Permission to take more frequently breaks	**7.7%**	**10.5%**	**27.4%**	**23.0 %**	**31.5%**
Sign interpreter	**17.7%**	**14.5%**	**25.0%**	**16.9 %**	**25.8%**

From the total of the respondents, about 43.5% choose the option "strongly agree" and 23.8% choose the option "agree" considering the evaluation tests printed in Braille being useful for the course/seminary activities. In the area of disagreement was placed 6.9% who declare that "disagree" the previously idea and 10.1% being "totally disagree".

Approximately 40% of teachers who answered to the questionnaire not considered opportune the permission to take the exam in extra-session. An nearly similar percent for the teachers' responses (39.1%) can be identified to the opposite side of the scale, the respondents being agree with the idea of implementation of this type of accessibility for students with disabilities in their activities.

For the indicator "Allow registration of educational activities", the highest percent was obtained for the option " strongly agree" (36.3%), followed by the option "agree" with a percent of 28.2%. 17,3% of respondents were manifest their impartial attitude, choosing "neither agree nor disagree". The negative options ("disagree" and "strongly disagree") were identified on the last two places of the top with 3.2%, respectively 14.9%.

We observe that 43.5% of teachers choose the opinion that the didactic materials in alternative formats could be useful for courses/seminaries in a very high manner (strongly agree). 29% of teachers considered their utility in a high manner (agree), 18.1% were impartial, choosing the option "neither agree nor disagree", 4.4% choosing the option "disagree" and the rest of 4.8 % choosing "strongly disagree". Therefore, 70% of teachers who participated to our study were agreeing with the idea that the didactic materials in alternative formats could determine the growing of the accessibility of the students with disabilities at university level.

37.5% of the respondents considered that the course/seminar materials in advance could help the students with disabilities, being a useful curricular accessibility. Also, a positive appreciation for this affirmation was made by 22.2% of teachers who choose the option "agree". Approximately

15% of respondents not considered useful this accessibility for students with disabilities.
From the total of respondents, 31.5% were "strongly agree", foreseeing the utility and applicability of diagrams with written explanations. 19% were manifested their agreement with this idea, in a much moderating manner, choosing the option "agree". In the area of disagreement were situated they who choose the options "strongly disagree" (16.1%) and "disagree" (9.7%).

23.8% of teachers didn't specify clearly their agreement or disagreement and were place in the neutral area of the scale.

37.5% of respondents were in accordance with the idea that the handouts of Power Point presentations with written explanations could be a curricular accessibility for students with disabilities, choosing the option "strongly agree". 22.2% were oriented on the option "agree".

24% of respondents were disagreeing that the handouts of Power Point presentations with written explanations are useful and 1.3% of respondents strongly disagree this idea.

Analysing the information from Table 2, we observe that 37.1% of respondents choose the opinion that the participation in courses/seminars with a preferential student is appropriate for their courses and seminaries. The next right away percent, in the pound of responses was of the undecided respondents (26.2%- "neither agrees nor disagree"). The group of sceptical was best represented by those of 14.1% respondents who not considered that the participation in courses/seminars with a preferential student is a curricular adaptation appropriate for their activities.

Over 51% of respondents are in accordance with the curricular adaptation that supposes a person who takes notes in courses/seminars (29%-"agree", 38.3%-"strongly agree"). A percent of 22.2% sceptics preferred the option "neither agrees nor disagree". The variants "strongly disagree" and "disagree" totalise a percent of 26.6%.

From the total of respondents, 26.6% were "strongly agree" with the modified attendance requirements at course/seminaries and 14.9% were "agree". In the area of disagreement, were situated they who choose the option "strongly disagree" (19%), respectively "agree" (12.5%). The rest of 27% respondents choose "neither agrees nor disagree", placed in the neutral area of the scale.

From the total of respondents, 31.5% were "strongly agree" with the permission to take more frequently breaks and 23% were "agree" with that idea. In the area of disagreement were situated they who choose the option "strongly disagree" (7.7%), respectively "agree" (10.5%). The rest of 27.4% respondents choose "neither agrees nor disagree", placed in the neutral area of the scale.

Over 42% teachers were in accordance with a sign interpreter, 16.9% choosing the option "agree" and 25.8% "strongly agree". A 25% percent of the respondents were undecided regarding the sign interpreter. The sum of the options for "strongly disagree" and "disagree" totalised 32.2%.

Conclusions

The physical or curricular accommodations and adaptations are realities that determine the universities to take contact if it is wanted to grow the participation and the academic success of the persons with disabilities. Our study is a part of an extensive research on the attitudes that the science of education experts and teachers from West University of Timisoara and Lucian Blaga University of Sibiu (Romania) have manifested on the accommodations and adaptations for disability students and their utility in the actual educational context.

Analysing the obtained results regarding the evaluation on the accommodation and adaptation that should be implemented in the university, revealed the fact that all the physical or curricular adaptations and accommodation, which were proposed in order to be evaluated (from the perspective of their utility at the university level) by the respondent teachers, were obtained means at the superior part of the evaluation scale (1-5). These results proved that the respondents didn't distinguish between the evaluated elements and were positively appreciate the necessity of the mentioned accessibilities.   Prioritizing the options of the respondents, could be contoured two categories: the physical adaptations or accommodations, which were obtained the highest means, M=4.5 (for example the access ramps, the grab bars, the access elevators or toilets for disability persons were obtained the highest means) and the curricular accommodations, which were obtained close means, but slightly lower than that form the first category.

For the accommodations and adaptations that should be implemented in courses or seminars we could say that: "Allowing the use of the computer in the classrooms" (M=4.15, SD=1.30), "Audio reception devices (audio system for people with hearing loss)" (M=4.06, SD=1.16) and "Didactic materials in alternative formats" (M=4.02, SD=1.11) were obtained the first places in the teachers' responses hierarchy. It is interesting to mention that the lowest means were obtained by those accessibilities which suppose an effort form the part of teachers or that which implicate other external persons to the educational process, meaning "Changing the place for doing the course/seminary" (M=2.89, SD=1.44), "Person who read the assessment tasks" (M=2.98, SD=1.54) and "Permission to take the exam in extra-session" (M=2.97, SD=1.51).

Even if there is a declared opening for the physical and curricular accommodations and adaptations, from the teachers' responses, it seems that they are not able to make clear hierarchies regarding its utility. This situation could be explained by the lack of information about disabilities and integration modalities of the students with disabilities in regular classrooms, the lack of the educational experience with disability students or, because of the sensitive aspect of this theme, by a strong feeling of compassion for disability persons.

Acknowledgement

developing and implementing a support programme based on ICT technologies, to increase access to higher education for persons with disabilities.

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TEACHERS'` PROFESSIONAL COMPETENCIES. PROFESSIONAL DEVELOPMENT

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Abstract

Knowing what the mandatory competencies that the teacher must hold in all areas presented in the standards, they will be able to reflect on their pedagogical training, both theoretical and practical, and will be able to assess his job performance. Each field of expertise is as important and in close cross-correlation and interdependence with the others. Following their self-assessment, the teacher can make a professional development plan and seek formal or informal ways enrichment and improvement of their skills. Reflection on their own practice and the obtained results represent an important milestone in professional development. Adapting to new contexts, new change is fundamental for the educator. Professional standards offer support to teachers in this process of reflection and adaptation.Professional standards for teachers are an important milestone in the assessment and self-assessment of teachers. Each teacher assesses the acquirement of competencies according to the indicators proposed by the national professional standards. Following this evaluation the teacher may assess critically and reflexively which are the areas of competencies where better training is required, being able to conceive, along with other teachers, institutional plans for professional development which would come with ways to improve educators (exchanges, methodical work in methodical committees, training courses with specific themes etc.) aimed at improving the competencies in those areas where they registered lesser preparation. The research targets the standard of professional development containing the following professional skills: consultation of specialized materials; participation in continuous education courses; reflection on their work to improve outcomes; teamwork with teachers and other professionals in order to improve teaching activity.

Keywords: *professional competencies/skills, professional development, early childhood education, self-evaluation.*

I.Introduction

The development of educational standards envisages important principles based on the experience gained during the early education programs everywhere, as well as on the new acquisitions in the fields of child psychology and pedagogy in the last decades. These principles establish the place and role of the adult, especially of the educator, in the child's development. In order to support child development and learning , the adult has to alternate various roles:

- development stimulator by exposing the child to sensory and cognitive stimuli and their involvement in physical activities;
- facilitator of the child's learning through interaction,
- communication,
- organizing the physical and social environment,
- offering learning contexts (various tasks and materials);
- by encouraging curiosity and exploration,
- by causing problematic situations for finding solutions etc.;
- they mediate social relations,
- negotiations and conflicts between children and other children, and between children and adults;
- they mediate the relationship between family and nursery/ kindergarten;
- partner of the child the process of building their own learning, playing partner,
- partner of the family in ensuring optimal conditions for the child's development and learning. Also, an important role is the training and further training of teachers in early education institutions, a process of lifelong learning.

Literature Review

The quality of teaching staff materialized, in essence, through student performance, is a major problem of contemporary education. It is widely accepted that the pivot of a quality education is the level of competence and involvement of teachers (Şerbănescu, L., 2011, p. 165).

The same author points out that more and more often is circulated the idea that the effectiveness of the teaching career can be determined, mainly in the context of developing basic skills and competency standards. In this sense, we illustrate several important contributions to the definition and development of professional standards:

Quality standards for the teaching profession are promoted in programmatic documents developed at each institution, based on information provided by RAQHE (Romanian Agency for Quality in Higher Education) or RAQSE (Romanian Agency for Quality in School Education).

It is also useful to specify that in the Catalogue of Occupations in Romania there is a description of the teaching profession. The objectives of this profession cover the training and development of the pupils': personality, self-awareness and social awareness, communication and effective collaboration with the educational system factors (family, school, society) and continuous personal and professional development. Achievement of these general objectives shapes the design and conduct of training programs for teachers.

Standards for the teaching profession are defined as " explicitly formulated expectations and requirements relating to knowledge, skills and attitudes that a teacher must probe a in their work with students in order to believe that they fulfill their professional duties at a level accepted by society". Therefore, the standards should specify in a clear manner what we mean by "very good teachers ", "excellent teachers" who can offer pupils and students a quality education. (Lucia Gliga, 2002).

From the perspective of early education we analyze in this paper a component of the professional standards for teachers, respectively the standard on professional development. It targets skills of self-reflection, self-assessment and career management.

The standards on this field focus on the teacher's ability to use and manage the available resources (materials and literature, training courses, expertise of other specialists, the results of their own activities) to continuously improve their professional performance.

II. Research Methodology

Professional standards for teachers are an important milestone in the assessment and self-assessment of teachers. Each teacher assesses the acquirement of competencies according to the indicators proposed by the national professional standards. Following this evaluation the teacher may assess critically and reflexively which are the areas of competencies where better training is required, being able to conceive, along with other teachers, institutional plans for professional development which would come with ways to improve educators (exchanges, methodical work in methodical committees, training courses with specific themes etc.) aimed at improving

the competencies in those areas where they registered lesser preparation. With this premise, we proposed the application of a standardized assessment tool of professional skills of teachers in early education .The questionnaire targets the standard of professional development containing the following professional skills: consultation of specialized materials; participation in continuous education courses; reflection on their work to improve outcomes; teamwork with teachers and other professionals in order to improve teaching activity. This questionnaire was applied to a total of 76 teachers in the town of Alba-Iulia.

III.Results and Interpretation

III.1. Standards on this area focus on the teacher's ability to use and it manage available resources, materials and literature, training courses, the expertise of other specialists, the results of their own activities to continuously improve their own professional performance Thus, consultation of specialized materials is a frequent concern (65%) of educators, as well as participation in continuous education courses (65%); a lower score is registered in their own reflection on activities in order to improve outcomes (often only 19 %).

Figure 1. Professional development

III.2. The teacher's self-assessment component highlights the following skills: appreciating the strengths and areas needing improvement, we find a realistic attitude of the teachers (52%), in expressing their opinions they used Swat analysis after a lesson , proposing threats and opportunities arising from the strengths and weaknesses; they experience learning and development methods and strategies as appropriate as possible (36%), the slightly conservative attitude towards the introduction of new practices in

early childhood education; 38 % consult with specialists in design activities, only occasionally   the majority considering as priority the national curriculum design and planning documents.
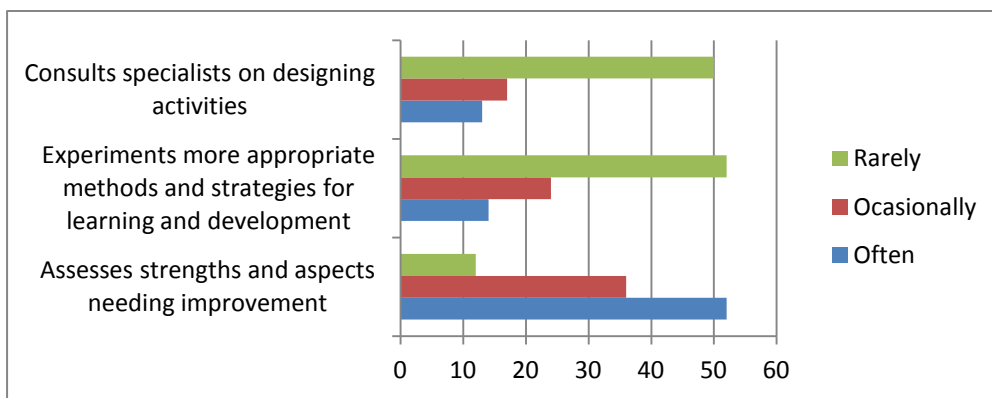
Figure 2.Teacher's self-assessment

IV. CONCLUSIONS

To conclude, providers of initial and continuous teacher training may use standards for: developing an offer for initial training to meet and fulfill the mandatory requirements specified in the standards for early education teachers; the development of various continuous training offers to meet the various necessities of teachers in the system, focusing on mandatory skills formulated in the professional standards for teachers in early education; empowering teachers in the use of professional standards as an instrument of improving the quality of their own theoretical and practical professional training.

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TALKING ABOUT COMPETENCIES IN EDUCATION

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Abstract

The last decades have taken into discussion the issue of competence as a central one in education. Nobody denies that this concept is an appropriate one and the focus on the development of competencies is a proper approach in education. The confusion appears in the moment when the concept of competence is to be defined. It seems that nowadays it is a kind of fashion to use the world competence if necessary or not. Thus, term competence is used both in scientific context and in everyday language, but with a variety of meanings in each of these contexts. The everyday language uses the word competence as an attribute of a person or within an institutionalized context the term is used for defining an area of right of decision according to a status: competence of decision. Thus "competence is usually an attribute used for individuals, social groups or institutions, when they possess distinctive qualities, or demonstrate their capacity to accomplish appropriate results, according to important and specific demands.

Keywords: *competence, education, curriculum*

1. The opportunity of the topic

The last decades have taken into discussion the issue of *competence* as a central one in education. Nobody denies that this concept is an appropriate one and the focus on the development of competencies is a proper approach in education. The confusion appears in the moment when the concept of competence is to be defined.

A significant number of professionals, especially those anchored within vocational fields, consider competence as a mirror of the verb"*to do*". Thus, according to them, a competent person knows to do something in a proper manner. But it is difficult to think that something can be properly done if the person doesn't have at least the basic knowledge about what it is supposed to be done. Thus the verb „to know" is involved explicitly or implicitly.

On the other part, there are a lot of humans who know and are able to do things but the results of their actions are, if not dangerous, at least not on a high qualitative level. What is the root of this situation if not the humans' specific involvement in the action, their motivation, and their attitudes against the work? Here one can find the involvement of another verb „*to b*e".

Other times, the same human, with the same knowledge, capacities of action, and good attitudes does not obtain the same qualitative results in case of a new context because of a simple reason, the human cannot adapt his or her answer to the new context.

It happens so because the human is not able „to become" as the new reality asks.

Only when a human being is able to connect into a functional synergy the four verbs: to know, to do/make, to be and to become one can say that it is about a genuine competence.

Talking only about *knowledge* means to highlight the contents without seeing that outside of action (mental or physical), knowledge have negligible value. Talking only about *action* means to forget that nothing is possible without content (knowledge). But talking only about both of them, *knowledge and action*, means to forget the essence: the quality given by the direction and the aim of the action based on knowledge, the genuine competence.

Unfortunately, a lot of official European educational documents define competence only having as anchors the content and the action; they totally forget about the engine of quality: human being's features of personality, the attitudes and the proper involvement based on positive values. More than unfortunately, the education itself seems to forget that the students are not only *minds* to be developed, *bodies* to be strengthened but *souls* to be enriched and fortified.

It is interesting to notice that the attitudes, the motivation, the degree of involvement are blamed when the students are criticized. But the real question is *what the educators do in order to properly develop their students' soul, their attitudes, and their personality as a whole?*

In my opinion, only the proper focus on all these means to have an education centered on competence.

There are some aspects to be considered when it is about competence: (1). the used term (especially when it is about of translation from English to languages with Latin roots); (2) the structure of competence; (3) the competence evolution along ontogenesis.

2. Some considerations on the used terms

As there are a lot of definitions of the competence concept, one can find a multitude of terms used in connection with it (Lawson, C., 1999).

It seems that nowadays it is a kind of fashion to use the world competence if necessary or not. Thus, term competence is used both in scientific context and in everyday language, but with a variety of meanings in each of these contexts.

The everyday language uses the word competence as an attribute of a person or within an institutionalized context the term is used for defining an area of right of decision according to a status: competence of decision. Thus "competence is usually an attribute used for individuals, social groups or institutions, when they possess distinctive qualities, or demonstrate their capacity to accomplish appropriate results, according to important and specific demands" (Niculescu, R. 2010: 95).

For the reasons of this paper, in which the role of education in developing competence is the core issue, the focus will be fixed on the meaning of the *competence* concept connected to individuals, attempting to highlight the role of education in developing competence-competences and competency-competencies. This approach has two main reasons: (1) education is the most important factor of developing competence; (2) this term in education of nowadays is so fashionable that it almost became empty of content while it has generated an impressive number of sterile contradictions.

The *competence* word is used in different scientific works but with a remarkable wide area of meanings, connected to a significant number of words that are usually translated into Latin languages with an even wider number of words: (Portuguese: *competência, habilidade, suficiência,* alcance; French: *compétence, capacité*; Italian: *competenza, capacità*: Spanish: *aptitud, capacidad habilidad posibilidad oportunidad capacidad física*). On the other side, the term *skill* means usually competence in other languages, and a significant tendency of synonymy between *capacity* and *competence* can be found when translating.

The old pedagogy have usually used the term skill as the specific word for the automatized capacities, ability as a qualitative side of capacity, but the contemporaneous literature realizes a genuine mix of all these terms. In Fact, everybody is free to use what word is preferred but a condition has to be

accepted and implemented: the prior definition of the meaning when a term is used, in order to facilitate the process of decoding of the used concept.

English literature uses two words involving two distinct concepts: *competence* and *competency*, without a real consistency of their meaning; sometime they are used exactly in opposite or even contradictory ways. This paper will use the term competence (singular form) as an attribute of a mature personality, an aim of the educational process itself. This on-going process is structured into four direction of the educational action: (1) the development of a flexible and functional knowledge thesaurus (based on understood/ decoded and internalized information); (2) development of an enough wide set of capacities/ abilities ready to help the personality to do/make what it is asked to be done/ made in different moments of the existence); (3) development of a set of attitudes based on positive values, energized by an intrinsic or, at least, a positive motivation and by positive feelings, capable to follow the way of changes in life, without losing the quality of their essence.

The plural of competence as competences is used to refer to a multitude of manifestations of a human personality, already defined with this attribute of competence, within different social and professional contexts in which a wide spectrum of requests appears.

The dyad competency- competencies is considered as defining the concrete aspects of the manifestation of competence –competences; this dyad is connected to specific areas of action.

3. The structure of a competence or competency

For both of the previously mentioned dyads the structure of the concepts keeps the same idea of the synergy of knowledge, capacities and attitudes based on values as it is highlighted in the second edition of the action *Definition and Selection of Competencies: Theoretical and Conceptual Foundations* (DeSeCo) that has brought about the issue of the *key competencies* for a successful life and a well-functioning society (Rychen, D. S., Salganik L. H, 2005: 4). This source defines competency as being: "*more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating*".

A long and quite fierce debate was produced by the adequacy or not of using these terms from the beginning of ontogenesis. It is not my aim in this context to describe or comment this debate, but a brief opinion may be worded.

The dyad *competence - competences* is connected to a mature, already crystallized, personality with its manifestation within socio-professional contexts; thus, these concepts cannot be appropriately used for the early stages of the ontogenesis. But, the dyad *competency – competencies,* as it was previously defined, may express different levels of development of human behavior with adequate degrees of performance on each stage of human being's developmental stages.

4. Competence – competency evolution along ontogenesis

Two types of competencies may be highlighted: (1) evolving competencies along the first developmental stages leading toward the mature personality crowned with a degree of competence, depending on heredity, the quality of education and environmental influences; they are concrete and in an obvious evolution; (2) concrete competencies involved in social- cultural-professional practice; they are the results of crystallized competences put into concrete contexts but also flexible in terms of to be nuanced.

If we imagine human development as a mountain ascent and descent, on the climb side the evolving competencies are placed and constantly developed; on the descent side the concrete practical competencies act, but their presence and action are not possible without touching the top of the mountain: the competence as attribute of the mature personality. The descent part means learning as well, but under the wisdom of the competent personality that is able to decode the subtle life' s demands and to build nuanced behavioral answers.

competence/ competences as atribut of the mature personality

evolving competencies

concrete competencies involved in social- cultural- professional practice

Fig. 1. The metaphor of the mountain

5. Why a curriculum focused on competencies?

I
t is not here the context to develop a debate about curriculum term, this being another thorny topic, but to talk about curriculum centered on competencies may be an issue to discuss about. The necessity comes from other fields of debate concerning the necessary focuses of curriculum according to different theoretical approaches.

The Figures nr. 2 includes eight perspectives upon curriculum: (1)curriculum as an ideal (2)curriculum as a product (3) curriculum focused on competencies; (4)curriculum focused on objectives; (5)curriculum as praxis; (6)curriculum in context; (7)curriculum focused on content; (8)curriculum as an on – going process.(Smith, M. K. ,1996, 2000)
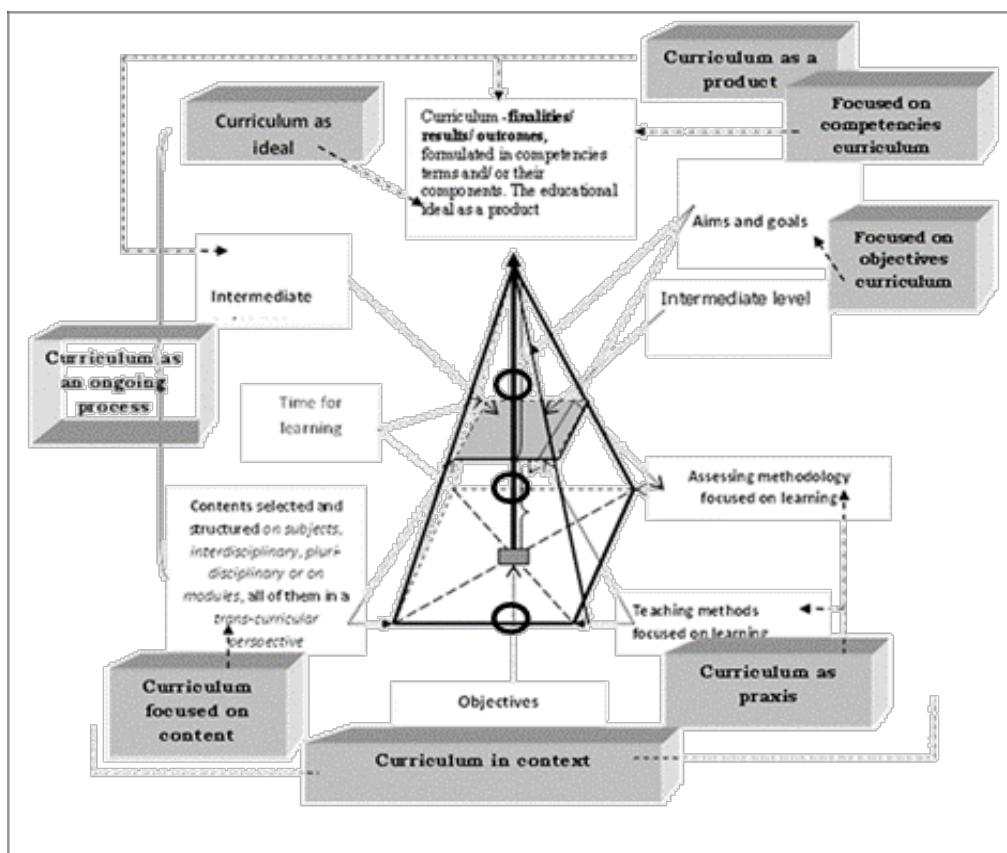

Fig. 2 *Different theoretical approaches around the same core issue: curriculum essence and the structure of a learning situation.*

Trying to understand in a manner breakaway these approaches is almost impossible at the moment for the development of curriculum theory and practice. The separation is not possible, even if the history of the field tried at different times to highlight a certain perspective.

Education is an ongoing process carried out in field formal, non-formal and informal. Partial products are registered throughout this process, products that do not belong to only one of the forms of education, but they represent the synergistic effect of the action of all those forms, with different emphasis at different times.Both formal and non-formal forms of education benefit from designed expected outcomes.

The design of the products, an ideal expression of the results, is expressed by objectives, with different levels of generality (*curriculum focused on product or on objectives)*. They are milestones and supports of the trajectory towards the educational ideal and are formulated in terms of competencies to be developed on the students' level*(curriculum focused on competencies*). These objectives cannot be realized, in terms of achieving the designed competencies, outside of the educational practice (*curriculum as praxis*). The taught contents are involved as means, but not as sterile aims of the educational process (*curriculum as content*). This content is dependent by the context of the educational praxis (*curriculum in context*), and often suffers hidden influences (*hidden curriculum*). An all these are involved within a long term process (*curriculum as an ongoing process*).

Competencies' development, as expected outcomes/ products of the educational process on the students' level, are encapsulated along the educational process in aims, goals, and objectives. They are trained along an on-going process that uses contents, taught and assessed in an adequate methodological manner, within practical contexts. The process follows the path towards an educational ideal with a perpetual dynamic. Here's how all these seemingly separate approaches are connected by an intrinsic logic of this extraordinary phenomenon called education, this phenomenon that transforms the candidacy for becoming a human being in a genuine human, crowned with a unique personality.

Under these circumstances one can say that it is not a fashion to talk about a curriculum focused on competencies but an integrative vision, strictly necessary for an education for the future.

It is not a fashionable expression to talk about curriculum centred on student or on the action because the main actor is the student in action, an action for the student's self-development, for developing of his or her own competencies, being assisted and supported by the team of educators aware

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about their new role (Bennetts, C., 2004). They really have a new role but not an easier one, nor more difficult, but different. Times are different and being competent means, inter alia, to be aware about this genuine truth.

The graduate of the future must have an adequate competence profile not for today or for tomorrow but for many days after tomorrow, for an extremely dynamic future. The graduate must be competent in terms of the synergetic effect of the four mentioned verbs: to know, do/make, be, and become/ develop.

Without a clear vision about this necessity any educator cannot effectively honor the educational career, not only in the future but even in the present.

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INTERNET AND EDUCATION

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Abstract

This paper deals with the examination of the impact of the Internet on education. The Internet has enabled access to knowledge to anyone who wants to learn, regardless of age. However, due to the presence of an increasing number of interesting content, people spend hours and hours on the internet for fun and entertainment. Interviewed students have confirmed these findings.

Keywords: *Computer, Education, Internet, Questionnarire, Teaching.*

1. Introduction

Today, the Internet plays an important role in the lives of young people, especially for pupils and students, who are still forming. Many studies show the advantages and disadvantages of using the Internet in education. Capabilities of the Internet and its use in education is increasing daily. From its original base, which included military and research institutions spread to universities, primary and secondary schools. Internet is not a school in the usual sense, but it takes on a major part of the business, which has so far dealt only education. Enabling access to knowledge to anyone who wants to learn, regardless of age. Internet learning occurs without Borders, which is due to development of new technologies and media (Radovanovic, Savic, 2011). Internet is easy to use and relatively inexpensive access to an unlimited source of information and materials for teaching.

We live in a time of the Internet and social networks, which have become part of everyday life of each individual. The Internet is increasingly common in the world of communication and represents all acceptable way to communicate around the world (Miljkovic, Iskrenovic-Momcilovic, Rastovac, 2013). This method significantly reduces the communication by letter, phone and fax numbers, and even personal communication between people. Every day, computers are increasingly used for communication and many people could not imagine a day without the Internet. There are about two billion people who use the Internet, both in the domestic as well as commercial purposes. One of the biggest advantages of the Internet is a fast

and easy access to information and rapid communication with the people around you and those who are thousands of miles away.

2. Internet inEducation

Education is an important part of every person. With years of knowledge has turned into something much more than the possession of different information. Knowledge of each individual in a personal way, is also its capital, its investment in yourself that will result in success. Each generation is believed to participate in the changes and create a new one. But never like today are the changes were so fast and in all areas of human endeavor. Viewed today, the education in the information times, does not depend on and can not depend on the will of one man or a small group, which would have the task of deciding, but it is realized and planned activities of many participants, teachers, students and pupils.

There are many ways that students can use the Internet (Martono & Nurhayah, 2014). They can communicate with both classmates and with international students, but they can also gain knowledge and experience of others, to participate in chat rooms, share ideas and solutions and learn about many different cultures. Also, students can interact with professors and teaching assistants, which has become increasingly popular and efficient form of communication, especially if they are students and professors travelers who need to go thousands of miles to be held lecture. In this way, a more organized mentoring.

The Internet is a global library with students, teachers and researchers from all over the world and it highlights information throughout the day (Mitrasinovic, Dimitrijevic, 2014),. New information is available for the study of the students, as well as the lessons that teachers are now posted on the sites. Students can learn about new discoveries in different areas on the same day and to investigate and supplement their knowledge instead of obsolete material in textbooks. There are so called. online classrooms that include students and teachers from around the world who share the same study materials, although their locations and time zones is absolutely different. Students can also work with students and teachers from around the world.

Online curriculum can be designed to suit the individual needs of students. The professor can design an online course and include the necessary topics that correspond to each of the students. If a student needs more practice, then the teacher can provide more tools and information to the individual. Each student can perform all assignments and examinations

according to the schedule that suits him. Class or object can be dynamically designed by assembling various learning modules, which are made by a professor. Student can also view important parts of the lecture again, no matter how many times it is necessary. Online education can be a much more affordable option for most students.

Distance learning is defined as a method of learning that requires students to be physically present at a particular place during a lecture (Bogdanovic, 2012). This method opens up opportunities for lifelong learning to students from all countries and of all ages and gives them a chance to get diplomas and certificates from almost any online universities in the world.

Distance learning began with generations of adults who want to improve their education from home, from the army or from work. Today, distance learning has developed to take advantage of modern technology (Kozlova, 2013). It takes place on the Internet, students can obtain a degree, and never set foot in a conventional classroom. Benefits of distance learning have led to a revolution in the field of advanced education:

- lectures can be maintained through the transmission of multimedia content, which requires that you first download the full content nastavnohg items, and then watch him, but you can do while transferring data,
- lectures can be made available in the form of printed materials. which are stored as files on the server educational workers,
- students can communicate among themselves and with the teacher via forums, email and chat,
- tests and exams can be automated and can be taken online,
- materials for the course are still available and can be updated,
- online content formats provide flexibility so that students themselves to determine the speed and progress.

3. Impact of Internet onEducation

The research problem is reduced to the influence of the Internet in modern education, including the manner in which the very emergence of the Internet affects teaching and learning in a positive and negative sense. This research will seek to determine whether the Internet is an effective way of learning in students.

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research will seek to determine whether the Internet is an effective way of learning in students.

The task of research is to determine whether the Internet should be used more or less in education, to analyze students' opinions and to make appropriate conclusions. Research needs to answer whether is a good way of education allow students to surf the internet yourself and see if I can come up with instructive or harmful things to their education.

As the target group were tested students basic academic studies Faculty of Education in Sombor. The results are compared with other, previously performed research, in order to reach appropriate conclusions. The survey was anonymous, and the research results were used for statistical purposes. Respondents were selected on a voluntary basis. Pitanjaankete are spelled out so that all participants understand the questions and can answer them. The survey was completed by students in natural conditions, at a lecture in a classroom at the university.

As a sample of the selected 40 students, the second and fourth years of undergraduate study, different majors (teachers, educators, designers, media in education, school librarians), because for this study to compare the best reviews of subjects of different ages, namely the level of education and occupation.

5. Results and Discussion

Below are the questions of the survey and analysis of the results.
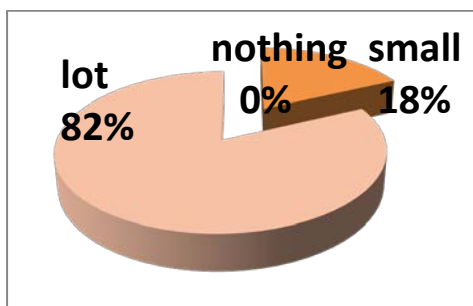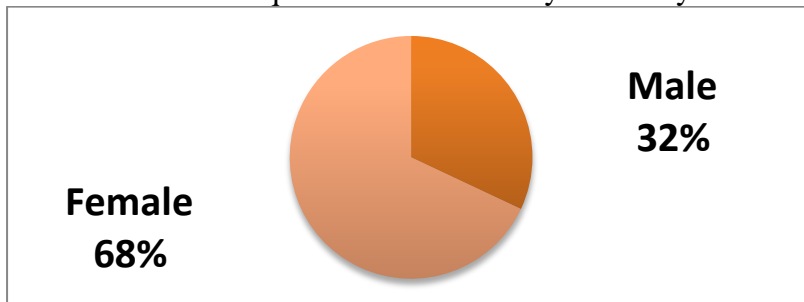
Fig. 1 Gender of respondent.
Fig. 2 Familiarity with the concept of the Internet.

➢*Gender (circle) Male Female*

On Fig.1 shows the gender differences of the respondents who participated in this study included 40 respondents of whom 13 were males (32%) and 27 females (68%). The results show that the Faculty of Education in Sombor, studies of female students. According to research by Traffic Engineering in Belgrade in 2013, in Serbia 50.44% women and 49.56% men use the Internet (Vučinić, Vukašinović, Živadinović, Vidojević, 2013). For years, men were more active than women to use the Internet and computers, but over time these differences have changed in favor of women.

➢*How familiar are you with the term Internet?*

82% of respondents think that it is very informed and to know what the Internet is and what are its advantages and disadvantages (Fig.2). Only 18% are not entirely sure what is the world's global network, and not one

respondent uninformed about what the Internet is. It is difficult to define the term Internet. Due to its complexity and extent, it must be viewed through three aspects which reflect its face (Vasić, 2010):

- technological aspect is closely for the development of computer technology,
- the social aspect of dealing with a wide society, affecting the development, improvement and popularization of technology,
- commercial aspect is based on marketing products and services using the Internet as a medium.
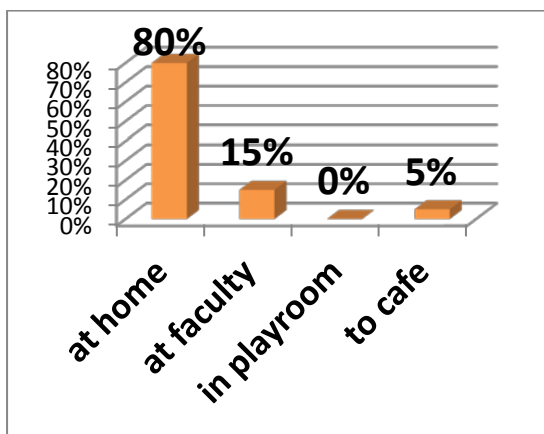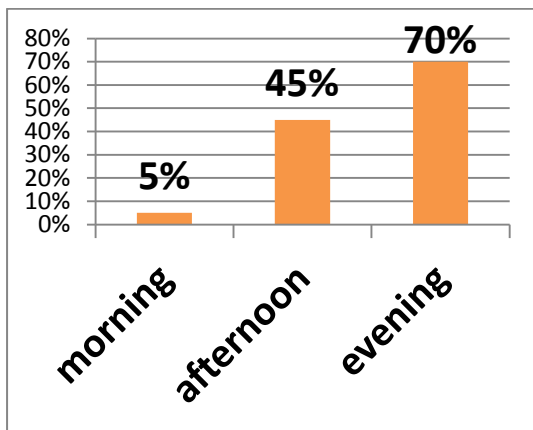
Fig. 3 Time of Internet use.
Fig. 4 Place of Internet use.

➢ ***When do you usually use Internet?***

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70% of the most commonly used Internet in the evening, in the afternoon, using 45%, and in the morning only 5% (Fig. 3). This question was provided by some of the respondents, and more than one answer, which is acceptable because some students may use the Internet frequently in the afternoon and early evening.

> ➤ *Where do they usually use Internet?*

In this study, we obtained data that the highest Internet use at home. That is as much as 98% of respondents confirmed (Fig. 4). Some respondents used the Internet and in many places, but almost everyone is most comfortable at home, indicating that a very large number of people have Internet at home. 15% of Internet use in college, and 5% of them use the Internet in cafes over Wi-Fi connections, mostly females. Research shows that the majority of Internet users have access at home (84.3% of users). With work on the internet connects you something 25% of users, and to the schools or universities accounted for only about 12% of users (Rankovic, Milosavljevic, (2008)
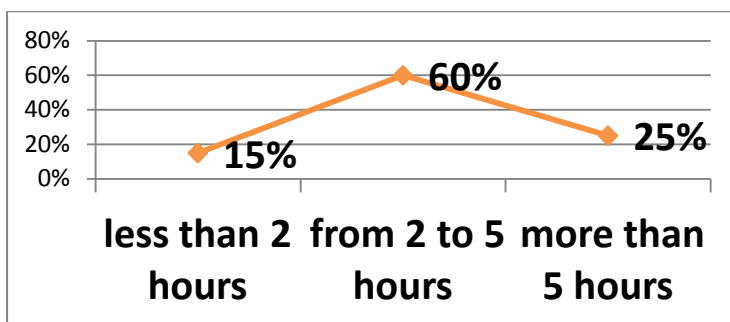
Fig. 5 Time spent on Internet.
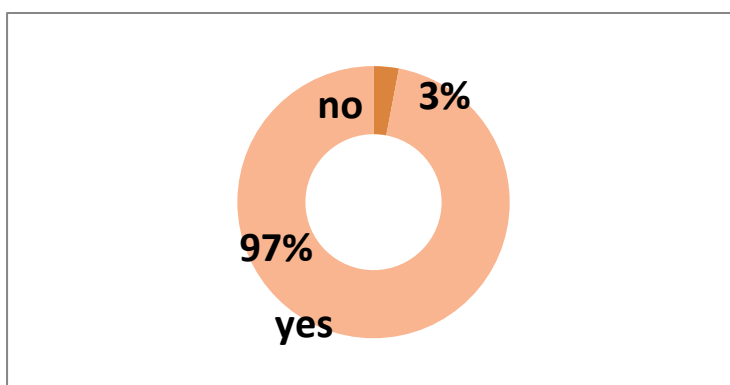
Fig. 6 Internet has changed the way of life.

> ➤*How much time do you spend on the Internet?*

When asked how much time they spend online, the students of Faculty of Education responded as follows (Fig. 5):

- 2 to 5 hours per day use the Internet as much as 60%, which is considered normal use of the Internet,
- less than 2 hours using 25% of them, which is the use of the Internet for some basic needs, for example. for college, work, etc.,
- more than 5 hours to 15%, which is considered to be an obsession with the Internet.

Studies show that more than 2 hours using the Internet even 48.93% (Golubovic, 2010) and more than one hour as much as 79% of users (Radojevic, Nikolić, Stojanović, 2010).

> ➤*Has the Internet has changed the way of life?*

Internethas not only changed the way and the meaning of life but a single day can not be imagined without it. With that in this study agree that 97% of respondents (Fig. 6). He became a sensation in the world, especially for young people. Since only 3% of respondents agree with this statement, we can conclude that the Internet has changed the way of life for some maybe for the better, and on some of the bad. Most authors agree that the Internet has changed life, namely the habits of each individual have become quite different (Cvetičanin, Milankov, 2011).
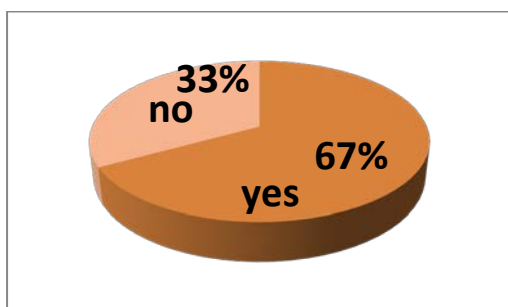
Fig. 7 Students and education

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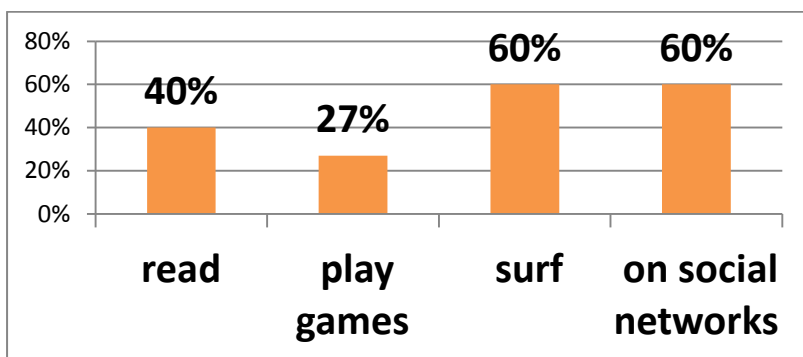
Fig. 8 Target of Internet use.

➢*Do students pay less attention to learningvia Internet?*

This issue was the biggest dilemma in patients. 67% of respondents agreed with the statement mentioned. Many authors wanted to know whether students are neglected learning via Internet. In the first years of the Internet phenomenon that was not current, as there were a lot of interesting content on the Internet, which would distract students from learning. Today, however, some authors believe that the emergence of applications such as: YouTube, Facebook, Twitter, MySpace and other Internet is being used more for entertainment than for education (Vaskovic, 2014), and the other to the Internet an ideal place to increase students' knowledge (Stevanovic, Mitovski, Zivkovic, Strbac, Zivkovic, Mladenovic, Vukasinovic, 2013)

➢*What do you like to do on the Internet?*

This question could be that more than one answer, and is obtained as many as 75 of the 40 subjects. 60% of respondents like to visit social networking and browsing the Internet, 40% use the Internet for education, and 27% like to play games over the Internet (Fig. 8). Internet is still used mostly for e-mail, followed by surfing, and e-commerce completely undeveloped (Rankovic, Milosavljevic, 2008).
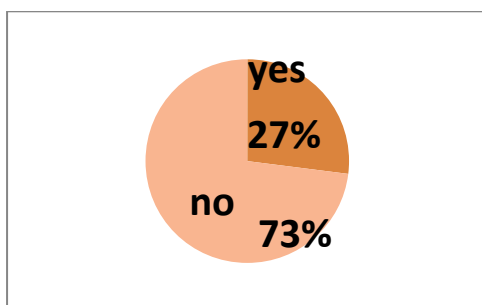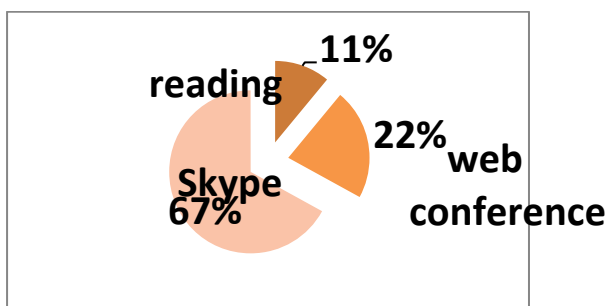
Fig.9 E-learning.

> ➢ *Have you ever participated in e-learning, and if so in what way?*

A large number of students of Faculty of Education in Sombor not participate in any form of e-learning, which is really worrying for our region (Fig. 9). Only 27% of respondents participated in an e-learning. Students who participated in this form of learning are usually done via Skype and 67%, through a web conference 22%, a reading of 11%. However, at other colleges Srbijeveći number of students using e-learning (Bulatovic, Stefanovic, Mirkovic, Culibrk, 2013). E-learning is the future of education, and the Faculty of Education should pay more attention to this form of learning.

5. Conclusions

The survey was conducted on a sample of students, the faculty where applicable and use the Internet, but the results can not be generalized to the whole population, because we examined only 40 students, and results may be used only for statistical purposes. The results give us an interesting insight into the interdependence of the various parameters that we followed in this study. Based on them, they can make different conclusions. The study surveyed students of different ages, sexes, and the direction that is most important, and the results obtained by students who learn and deal with Rayne things in life and education. The survey is representative, because the survey covered a random selection of respondents.

Changes that could be made in one of the following research is to increase the number of participants to be able to claim a higher probability that the testimony and to be able to apply the results to the entire population. A good idea would be to get the Pedagogical Fakultat interviewed students all study years, and even those of the master studies and to make comparison with some of the research carried out on some of the other faculties of the University of Novi Sad. You should be able to compare the data with the

students of secondary and primary schools, as they become daily users of Internet. This would completely failed to analyze the use of the Internet throughout Serbia.

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HOW DO MANAGEMENT STYLES INFLUENCE THE WORK BEHAVIOUR. A STUDY CASE OF TEACHERS FACING ECONOMIC CRISIS AND REFORM IN EDUCATION

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Abstract:

Since managers are considered to have a great influence over organizational productivity and also over employees' performance, in the present research we aim to identify how managers influence the work satisfaction and how they manage to helptheir workforce to reduce the resistance to change generated by both the education reform elements and economical crisis. We investigated a number of 51 teachers enrolled in pre-primary and primary education system, by using a survey based questionnaire of 72 items disposed on 5 dimensions. The results show that managers with simulative leading styles use more often the negotiation techniques when coming to change compared with autocratic managers, who are more likely to impose changes. Also participative leading style seems to have a positive influence over the employees work satisfaction and to lower the personal risk and effort perception.

Keywords: *work satisfaction, managementl style, strategies for reducing resistance to change, personal effort perception, personal risk perception*

Introduction

The present research arises from the need to identify how teachers from pre-primary education respond to continuous change process in the work field. Change is seen as a process highlighted in particular by the education reform started in 90's. We are talking about legislative improvements, about a new curriculum for pre-primary education and about system decentralization. Not once we asked ourselves what really motivates teachers to work in a system with so many flaws?! Another question mark leads to their preparation for change. How do they manage to adept so easy to novelty and to also obtain great results in work?!

1.   Literature Review

Our major concern was to analyse what really generates work satisfaction and to identify which leading styles are more often used by kindergarten managers and how they manage to implement change. Change is considered a highly abstract process that can't be stimulated nor modified (Jex, 2002) in laboratory conditions that allows transition from a present state to a desired one. W. Bridges and S Michel define organizational change as an extern and transparent process, which shapes into new politics and managerial practices (Nicolescu; Nicolescu, 2006). Lewin sees changeas having 3 distinct stages: *unfreezing* is the first stage characterised by equilibrium and alteration regarding the states and behaviours, now the organization is capable to recognise the need for a change and starts preparations for it; in the same time there can be identified mechanisms and persons opposing to change. Next follows *change* stage its' self; now there are found new information. The last step is *defrosting*, a moment where the changes are implemented and are developed strategies meant to reduce resistance to change.

In the following lines there will be described few factors that generated change in the educational system, especially in the pre-primary one like educational reform, legislation in Romania, system decentralization and demography.*Reform of educational system*started at the beginning of 90's. In 1997 there were created 3 directions of reform: reform through extension, reform through innovation and structural and system reform that resulted in new curriculum, new study plans, alternative student books; actually the most important outcomes were: the transition from the knowledge centred education to education based on competence or student centred education, new educational networks between educational institutions, partnerships development with both organization and local communities, relaunching research, reformation of educational management by implementation of decentralization through project writing and partnerships initiation, both on national and international level (Chiş, 2009).In 2011 Law of education 54/1995 was changed with Law of National Education 1/2011. Maybe the biggest problem of pre-primary and primary teachers is year 0, which became a mandatory educational grade, meaning that children will enrol into mandatory educational system from 6 years old, even from 5 years old (MECTS, 2011). The new regulation generated logistic and managerial problem intro schools. Some issues refer to insufficient space inside schools, inappropriate furniture and toilet spaces. 2008 was the year when a new curriculum for pre-primary education was introduced as a measure to reduce

cycle repeating, school dropouts and social inequities at early stages, with the help of early education (Mects, 2008).

To facilitate be complex changes teachers must feel prepared for change, meaning they should have a high level of satisfaction in work and also perceive a low personal risk and little personal effort involved. Some specialists define work satisfaction only as attitude towards professional satisfaction: a collection of positive attitudes when compared to individual work (Johns, 1996). Others see it as positive emotions resulted in work assessment (P.D.Tieger, B.Barron-Tiger,1998). Later the researches about professional satisfaction describe the satisfaction generation factors and their ranking, concluding that psycho-social factors along with economic and professional ones have high scores when compared with other aspects.

Each change program must include an indebt assessment of both individuals and organizations change capacities. State (1999) analysis 5 important sources of work satisfaction: facilities (technological, economical social and human ones), elementary physical conditions, work itself, human relations in working environment (management, leading styles, inter departmental relation and information flow). According to Popescu Neveanu (1978) satisfaction has major 2 sources of causal and determinates factors: proactively towards work and personal psychological and economic gains. If the employees are satisfied with the present situation and they perceive a high personal risk, then the preparation for change is relatively low. Another essential variable in the preparation for change is represented by employees' expectancy for the personal effort when coming to change implementation. If they expect minor changes no matter the real time spent, nor real personal effort involved, their believes can work as a "self fulfilling prophecy". On the other hand the employees' expectancies for change can be positive but objective.

When talking about change we mustn't neglect the resistance to change mechanism which is an act of maintaining a known behaviour undertaken by a person or a group seen as threatening, and generating fear and anxiety (Jex, 2002); it cannot be avoided and most of the times their effects affect productivity. Resistance to change determinants' have a both logical and emotional background: personal comfort, habits, fear of unknown, own interest, lack of tryst in change process or in its' implementers, involved risks, power losing or low popularity, incapacity to develop new relations, relational system perturbation, different perceptions over change, a conservatory personality, the insufficient force of change, lacking leadership, undeveloped organizational culture (Nicolescu, Nicolescu, 2006). No matter the sources generating resistance to change, all the time it slows the implementation process and involves a great consumption of organizational

and individual resources.To reduce the resistance to change managers implement 2 different strategies leading to work algorithms elimination, needed to be able to learn new elements: imposing change and negotiating it.

2. Purpose of study

Furthermore, to find out whether teachers from pre-primary education are ready or not for change we identify the level of satisfaction in work, personal risk perception and personal effort towards change.
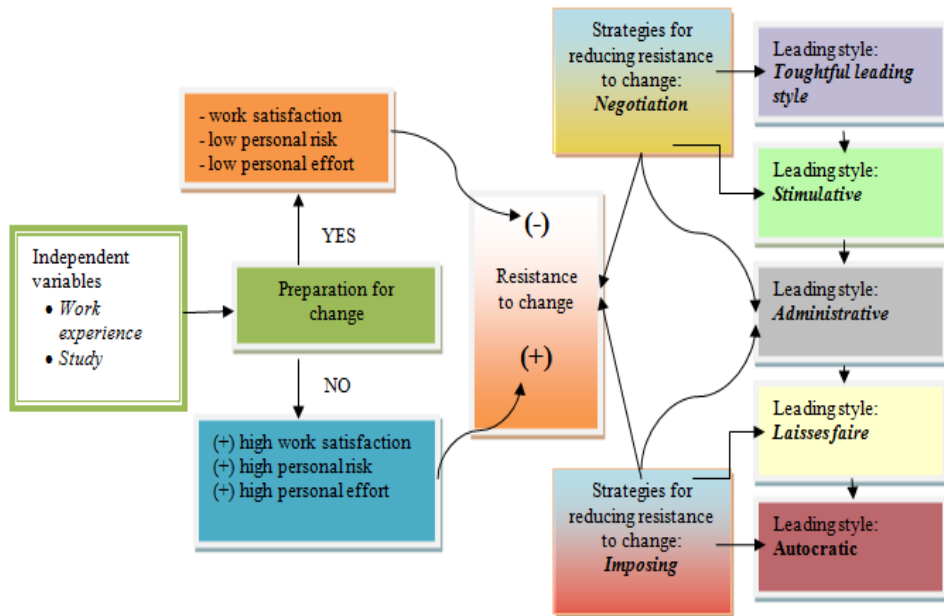
Fig.1. Explanatory model of research

We will also take into consideration the managerial styles which influence the resistance to change of teachers. In order to reduce resistance to change each manager, depending on his own style, implements strategies meant to reduce resistance to change by negotiation or by enforcement. It is interesting to analyze the correlation and its' significance between managerial styles (autocratic, laissez faire, administrative or simulative) and strategies for reducing resistance to change. Do employees perception over those factors depends on the study level or on they work experience?

3. Methods

When managers negotiate the change this means they encourage employees to be actively involved into change process, most of the time

managers debates with their colleagues and assigns clear roles to each by using negotiation techniques. On contrary managers who use *enforcement strategies* only inform the employees about his decisions, they monitor and assess drastically rules violation, make uses of force and of their personal influence to ensure the process success. Concerning the leading style we included 2 criteria: human centred managerial activity and work centred leaders which resulted into a classification with 5 managerial styles: *Autocratic style* is rigid, task centred, not involving other in decision process and don't listen to their subordinates. *Laissez – faire leaders:* aren't centred on human resource nor or tasks needed to be done, they postpone activities, and never do more than it is required. Their only major concern is to be well seen by their superiors.*Administrative managers:* they have a clear set of politics and respect them; they also enjoy routine and develop just official relations with others. *Thoughtful style:* is human orientated, despites tasks, and sometimes it manages to make employees less motivated to work. *Participatory style:* combine human and task orientation, managing to establish clear roles and objective, treating employees as equals, solving conflicts and creating a perfect environment for work.

We used the survey based questionnaire with Likert scales for dependent variables and an ordinal one for independent variables (age, education and work experience), split into 5 dimensions: *Firs section – A* has a number of 11 items where we asked the respondents for a series of factual data as: age, gender, experience, preparation and their didactic position.*In second – B* we introduced Works satisfaction inventory of Ticu, C. which has a number of 32 items and 4 factors: remuneration and promotion, leadership and interpersonal relations, organizing and communication and general satisfaction.*Third section – C* has 20 items and 2 factors: risk perception (alfa cronbach for all 10 items is 0,70); and personal effort with an alfa cronbach of 0,61. *Forth section – D* assesses the managerial strategies for reducing resistance to change. There are 5 items referring to negotiation (alfa cronbach 0,86) and 6 item for enforcement strategies (alfa cronbach 0,68). *Fifth section – E* was designed to evaluate 5 leading stiles and has a number of 40 items. The internal consistency for each managerial styles has values between 0,61 and 0,78. If in the first section we have both objective and subjective items, in the following four we have only objective items. The respondents had to tick the correct answer on a Likert scale with 5 classes: class 1- never, class 2 – very rare, and class 3 – sometimes, class 4 – often and class 5 – always.

4. Findings and results

The data analysis and interpretation was made in SPSS and in Excel. We begun with a descriptive analysis followed by elements of advanced

statics: correlations, regressions and independent t test. The research lot consists of 51 teachers in pre-primary education from Brasov area. Most of the interviewed persons are women, only one man, with ages between 23 and 49 years old. Our subjects have a variable work experience: 23,5% have only 5 years in the work field, 7,8% have a experience ranked from 5 to 10 years, 35,3% work in kindergartens from 10 to 15 years and 33,3% have more than 15 years of experience. The investigated teachers answered questions regarding their participation within national and international projects. The results show that all MA graduates in education (19,6%) have participated in national and international projects or at different trainings, when compared with college graduates of whom 84% participated in the national projects and 0 in international ones. Bachelor graduates seem to participate more in national projects. For a better understanding of the characteristics of researched population we realised 2 portraits: teachers' portraits in **Table 1** and managers' portrait in **Table 2.**

Portrait of pre-primary school teachers, as it results from collected data, has the following factors:

- ✓ Work satisfaction:
  - Remuneration and advancement
  - Coordination and interpersonal relation
  - Organization and communication
  - General satisfaction factor
- ✓ Personal risk perception towards change
- ✓ Personal effort perception when coming to change;

As seen in *Table 1*, the level of satisfaction of teachers has medium values. The smallest values are for remuneration and advancement, with an average of 2,67 and a standard deviation of 8.72. The highest values are for coordination and quality of interpersonal relations factor with an average of 3,93 and a standard deviation of 6,8. We can explain that low scores for satisfaction generated by salaries exist because Romanian teachers have among the smallest wages in Europe. In the same time the recession in Romania forced the government to cut off salaries from the budgetary system for a period of time and to grow up the TAV with 5%. Today the salaries are back to normal but the TAV is still higher with 5 %.

Low level	Clase					High level
	Never 1	*Rare* 2	*Sometimes* 3	*Often* 4	*Always* 5	
Remuneration and advancement		AVERAGE 2,67				Remuneration and advancement
Coordination and interpersonal relations			AVERAGE 3.92			Coordination and interpersonal relations
Organization and communication			AVERAGE 3,87			Organization and communication
Total satisfaction			AVERAGE 3,71			Total satisfaction
Personal effort			AVERAGE 3,28			Personal effort
Personal risk			AVERAGE 3,38			Personal risk
Legend: — *Teachers' work satisfaction*						

***Table 1**. Teachers' profile for work satisfaction and preparation for change*

The results for personal effort and risk perception when speaking about change have similar averages: 3,28 (with a 5,39 standard deviation) and 3,38 (and a standard deviation of 4,53).

Kindergarten managers' profile seen by teachers and from their own perspective is shaped according the next factors:

- ✓ Strategies for reducing resistance to change:
  - negotiation techniques
  - enforcement strategies
- ✓ Managerial styles:
  - Autocratic
  - Laissez faire – passive
  - Thoughtful
  - Administrative;

We consider the managers' profile is an objective construct since we took into consideration 2 perspectives: their own and their subalterns' point of view and we found similarities for all involved data. The only significant difference was found for negotiation strategies used to reduce resistance to change: teachers' average is 4.05, while managers have an average of 5; managers consider they always use this technique to approach new events. With all that not even a result is higher than 1 point, which allows us to rank the results in the same classes. According to *Table 2* the dominant leading style used in kindergartens is participative one with a average of 4,09 from teachers' perspective and 4,50 from kindergarten managers one. At less than one class distance we have the thoughtful leading style with averages of 3,20

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and 3,60. Last 2 places are occupied by the autocratic styles (with averages of 2,45 and 2,50) and passive style: 2,50 and 2,60 averages.

LOW LEVEL FACTOR	Clase					HIGH LEVEL FACTOR
	Never 1	Rare 2	Sometimes 3	Often 4	Always 5	
Negociation strategies				AVERAGE 4,03	AVERAGE 5	Negociation strategies
Enforcement strategies			AVERAGE 3,25 3,70			Enforcement strategies
Administrative style			AVERAGE 3,20 3,60			Administrative style
Autocractic style		AVERAGE 2,45 2,50				Autocractic style
Pasiv style		AVERAGE 2,50 2,60				Pasiv style
Taughtful style			AVERAGE 3,60 3,82			Taughtful style
Participative style				AVERAGE 4,09 4,50		Participative style
Legend:	— Managers' profile form teachers' perspective					
	— Managers' profile from their perspecitve					

Table 2 Kindergarden managers' profile from personal and teachers' perspective

The results show managers from kindergarten education most of the time use participative leading styles and adopt negotiation techniques when approaching change; they encourage teachers to become more receptive and to be actively involved in the accomplishment of professional tasks. After a comparative analyze we fund there are significant differences $p<0,05$, $F=4,728$ and $p<0,005$, $F=4,809$ for the coordination and interpersonal relations and organization and communication factors, when having age criteria included. We conclude that art of having good relation inside the organization is learned with time, as life experience occurs. There were found no other significant differences for age criteria. We also identified significant differences between employees with much work experiences and those with little work experience ($p<0,05$, $F=3,717$). From the comparative analyze of averages (Table 3) results show teachers ranked in the first 3 classes have a growing satisfaction, while in the 4th class we can see a significant drop when coming to seniority.

Seniority	under 1 year	1 to 3years	3 to 5 years	Over 5 years
Average for satisfaction	120,0	127,15	122,28	119,41

Table 3. Average of general satisfaction for work after seniority criteria

Study level doesn't seem to have significant influence when analyzed with dependent variables. Our researched teachers are enrolled as pre-primary and primary education teachers (bachelor graduates and MA graduates) or as educators (college graduates). We wanted to see if there are any differences found between those 2 groups but it appears to be only one:

the participation at international projects at the managers' suggestion compared with their own initiative ($p<0,05$, t (45,35) = 2.02). It seems teachers in pre-primary and primary education do participate more at those projects compared with educators. There are 2 possible explanations: whether they are more encouraged by management or they lack initiative. There were found significant difference for the participation in national project and events ($p<0.05$, t(49)=2,63); this time educators are more involved than teachers in pre-primary education. To identify the percent of managerial styles regarding the use of negotiation vs. enforcement strategies for reducing resistance to change we made 2 liner regression analyses. It is seen that 62% of negotiation strategies variation is owned to 5 managerial style (R^2=0,62 iar F = 14,83, $p < 0,01$). From the significance analyze of coefficients we found a very significant correlation for participative leading style, where $p<0,01$; from this we understand that a real positive correlation is only between participative leading style and participative managerial style. For the second regression aiming to identify the relation between the enforcement strategies and managerial styles we found no significant correlation for the variation of all 5 leading styles. But by recalculating it only with the autocratic managerial style we found R^2= 0,106, F=5,89, $p < 0,05$. Further on we identified B=0,340, Beta=0,326, t=2.41 and $p<0,05$. Still we can say there is a clear link between autocratic style and the use of enforcement strategies.

5.Conclusions

Specialists form pre-primary and primary education have a medium to high motivation for work; lower scores (medium to low) were registered only for the remuneration and advancement. Teachers' work satisfaction lowers with seniority, after accumulating more than 3 years in the same position. Pre-primary teachers are more likely to involve in international projects, even if they are stimulated by managers, while educators prefer to national trainings and project. We conclude that teachers with superior studies are opened to international experiences, better documented and probably have more courage to engage in international activities compared with educators. A possible explanation is represented by the present curriculum in undergraduate and postgraduate education, where we often find Project management as study subject. Students are educated to participate, to write and coordinate such projects. With all that autocratic style is not often used by kindergarten managers, we found a positive relation between it and enforcement strategies for reducing resistance to change. Teachers have a strong motivation for their work, are opened to new tasks, and enjoy communication no matter the hierarchy. The research has a series of limitations too. First one is represented by the impossibility to make general statements, because of the small number of subjects. A second limitation is

owned to the little number of change generating factors; we only used satisfaction, perception of personal risk and effort. A last limit put us in the impossibility to calculate student T test with the teachers visions compared to managers' one, because we had a small number of subjects with managerial role.

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GRADUATES' INSERTION ON PRE-SECONDARY EDUCATION LABOUR MARKET

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Abstract

Thehigh unemployment rate among young people and the poor absorption rate of them on the labour market are two of the main reasons that justify the concern for understanding the insertion of recent graduates on the labour market. Starting from this, the present research aims to investigate the way in which certain characteristics of Romanian graduates influence their insertion on the labour market. For this purpose all 1641 graduates from 2014 enrolled in the contest for obtaining a job in pre-secondary education with adequate training requirements for the job were taken into consideration.

Keywords*: insertion, labour market, evaluation*

1. Introduction

New graduates'insertion on the labour market is an important issue for all institutions concerned with the economical evolution of a country. Thehigh unemployment rate of young people and the low degree of absorption on the labour market are strong enough reasons that require both the right identification of the labour market's necessities as well as the observation of the peculiarities of the youths involved in the process. These two elements represent the supply and demand in the labour market.

The educational system is on of the domains where Romanian youths have direct access. The process of obtaining a teaching position in the educational system is carefully regulated and aims to offer equal opportunities for all social categories, including young people. All vacancies are advertised in advance and those who hold the necessary qualifications can access them through competition.

Most debutant teachers from current pre-secundar Romanian education have sustained a national competition in the previous year in order to occupy

a teaching position. After thereminded exam,each candidatecan be inone of the following three positions: is entitled to an an open-ended teaching position (limited places are available), is entitled to afixed-termteaching positionornot entitledto practice ineducation. The present research studies theinfluence of certainfeatures of the graduates on their performance and consequently ontheir placement in one of the three categories described above.

Information from the study of specialized literature was summarized and organized according to the main points of interest of the research: the insertion of graduates, type of employment, the comparison between private and state institutions, differences by gender, the main needs of the beginners and the challenges of rural environment.

The European Commission points out the need to attract more young people to the teaching positions (European Commission, EACEA, Eurydice, 2013). In many EU countries the number of teachers close to retirement age exceeds the number of young teachers. In Bulgaria, Germany, Italy, Austria and the Netherlands, 50% of teachers are over 50 years old and especially in Germany, Italy and Sweden there can rarely be found a very small number of teachers under 30 years old.

There are several types of practices related to hiring teachers throughout Europe. They may be employed by the school, the local education authority or a central authority. Countries such as Poland, Slovakia and the Czech Republic have an exclusively school based employment system. In other countries the teacher is hired by a local authority as in the case of Norway, Finland and Hungary. In most countries, the employment of teachers is monitored by a central authority. In Romania, Bulgaria, Italy, Sweden and the United Kingdom teachers are employed on a contract basis. In Hungary, Turkey and Finland teachers are considered civil servants. In Spain, France, Germany and Greece they even have a career as civil servants (European Commission, EACEA, Eurydice, 2013).

The conflict between the employer's expectations and the performance of the junior teacher has been emphasized by the study of McCormack and Thomas (2003). They called this period, a period of survival and from this point we have the concept "need to survive". On practices related to probation period within the European Union, Romania, Belgium, Lithuania and Turkey have no such period. There is a fixed term of probation in Hungary, the UK and Italy, while Denmark and Estonia have both a minimum and a maximum term. Lithuania has the longest such period and it lasts for about 3 years. Moreover, in Romania and France there is no contract

that can state when a certain task has been achieved, compared to the other states. Almost 70% of European teachers have permanent contracts (European Commission, EACEA, Eurydice, 2013)

The international discussion on private education vs. public education takes multiple views and ways of expression. There are studies in which private education is described in positive terms (Obrien & Piana, 2010) and studies in which apparently private education does not bring anything extra on education quality (Watt, 2003). Other studies simply describe neutrally, defining characteristics of both types of educational institutions (Henkel & Slate, 2013; Dills & Mulholland, 2009). Statistical data obtained between 1996 and 2012 in the United States show that teachers at primary, secondary and high school level earn less than their colleagues at higher levels, and teachers in public education have a higher salary than those in private education. Wages are higher for men than for women (Allegretto & Tojerow, 2014).

The degree of commitment of teachers to schools is considered by Dalgic (2014) one of the most important factor that leads to success in this area. Through meta analysis of 33 studies between 2000 and 2014 the relationship between teachers and the kind of devotion to the organization has been examined in three directions: affective, continuous and normative. Although overall averages are in favour of women, the results indicate that this variable is not significant in determining the differences in the level of involvement and commitment to the organization.

Some of the recent researchers in the field of education are focusing on gender differentiation in terms of mentality of young teachers compared to the mentality of those with experience. The results of a qualitative research conducted in Australia (Nye, 2014), reveals that young female teachers believe that in their profession gender equality is possible, while experienced female teachers are concerned that inequality is already rooted. This difference arises in the context of the young female teachers being more passionate about their work than the older ones.

There is a tendency for pupils to provide better evaluations for female teachers than students, and for boys to generally provide worse evaluation of female teachers than girls. Women have better results in areas like responsibility and teaching skills and poorer results in areas such as discipline where men have higher scores (Medel & Asun, 2014). Female teachers usually express their need for training in practical areas and the integration of science and mathematics in the teaching activities. At the same

time, they express the need of balancing personal and professional life (Esteppe, thoron, Roberts & Dyer, 2014).

Due to multiple requirements they need to face, many beginners can go through periods of mental exhaustion, explained by the fact that they must make a double effort than experienced teachers, because they haven't yet acquired sufficient resources to call upon when needed. Hultell and Gustavsson (2010) investigated 1290 junior teachers in Sweden, studying individual characteristics, educational and work context and also the phenomenon of burnout in the beginning period. Exhaustion was related to the work tasks and the passion for the profession with the abundance of resources.

Kang and Berliner (2012) examined the impact of the accommodation activities with the new profession upon the tendency of young teachers to leave the educational system. The authors have found that the seminars, the time spent with colleagues in planning and inspections at other classes have significantly reduced the rate of young teachers leaving the system. In addition to the three activities, the researchers have used different tools like shortening the program, reducing the time for lesson preparation, help at classes and an assistance network, considering three possible reactions of junior teachers: to leave, to stay or to move. As a recommendation, it was pointed out that more than induction activities listed above, there is a major requirement to understand the needs of the junior teacher.

The integration or induction program is a tool that helps young teachers in the self-development process in order to ensure qualitative teachers for all students. To be successful, during the first year of work they need a special attention and guidance. Algozzine, Gretes, Queen and Cowan-Hathcock (2007) studied several types of integration activities to discover which are the ones that junior teachers consider most valuable. Thus, there were identified several areas where teachers need help: working with parents, classroom discipline, approaching individual differences, developing a personal growth plan and non-didactic aspects of teaching. They highly appreciated the monthly meetings for junior teachers. In another similar study, it is emphasized the important role of the joint working space. The orderly room is where beginners understand the nature of their profession and it plays an important role in learning, supporting and the becoming of young teachers. The integration and interaction with colleagues, the satisfaction and the new experiences are all included in this space (Hunter et al., 2010).

The educational climate in Norway varies depending on the location of the school. The teachers in rural areas reported fewer students, a more

relaxed organizational climate and a better mood than in other environments. The teacher's personality is especially associated with the welfare of the employee and organizational climate is related to ethics and workplace stress. Schools in rural areas are smaller and have a positive work climate which will result in further outstanding results (Burns & Machin, 2013).

For junior teachers in the countryside, Fry and Anderson (2011) recommended special help to ease accommodation to the different culture they encounter in the community in which they teach, a special training to anticipate the resistance to change specific to these types of schools and the providing of quality mentoring and help to adapt to the classroom and school's expectations regarding teaching.

2. Methodology

The main goal of this research is to identify the differences between the graduates looking for a job in preschool and primary education, by the type of employment contract obtained through competition. The differences will be expressed in terms of features that will be used further to describe the specifics of the studied population groups.

The population of this study consists of recent graduates of programs that offer the specialization for preschool and primary teachers, enrolled in the national competition in 2014. All graduates aspiring to a pre-secundary teaching position in Romania, in number of 1641 people have been included in this research. This number does not include the people who abandoned the contest.

The study of the graduates' specificities will focus on data regarding the chosen teaching level, the candidate's gender, the type of education followed, the educational level, the candidate's background, and the region of domicile or residence. The results obtained by the candidates allowed their division into three main categories: qualified graduates for an open-ended teaching position (1); qualified graduates for a fixed-term teaching position (2) and graduates who have not qualified for obtaining a teaching position (3).

Initially, the research had a descriptive character. Thereby, the analysis of frequencies and percentages was begun in order to capture the main characteristics of the entire population and its categories. At this stage, the analysis was done especially on group and population categories.
The second phase implied verifying the hypotheses. For this step, the following variables were considered independent: gender (female, male),

origin (urban, rural), area of residence (county and region), educational level (medium, high level), the chosen teaching level (preschool, primary), graduated educational institution type (public, private).

The fixed variable was the mark obtained in the national contest, which divided the candidates into the three categories already announced. The analyses, the discussions and the conclusions were made taking into account these three groups, the references to the actual mark being left in the background. The candidates in the first category have obtained at least 7, the second category obtained a mark between 5 and 7, and those in the third category obtained a mark below 5.

The second stage of the research started from the main hypothesis that statistically, there are significant differences in terms of the scores obtained in the examination, between groups of graduates with the particularities given (gender, environment, area education level, teaching level, type your education and home area) both for the entire population and for the three categories. It is considered that issuing a hypothesis for each of the 28 specific situations (7 independent variables x 4 categories of population) contained by synthetic hypothesis would fragment and greatly hinder the research. Therefore, for this stage, it was preferable to be used only one general hypothesis, to decrease the risk of losing the bigger picture and the main idea of the paper due to the multitude of factors involved.

The number of graduates from each county was centralized based on the records of the official data provided by the official website of national exam. Subsequently, corresponding percentages were calculated and distributions on regions were made. The specific data for each candidate, such as the the chosen teaching level, gender, the license mark, Baccalaureate score, level of education, type of educational institution graduated, their background were taken from the same website. The data was processed in PSPP program, a program for statistical calculations, offered freely for Linux users.

3. The research results

Both for descriptive and statistical analysis the division of the researched population in categories was considered useful. Thus, each candidate has obtained a mark placed in one of three categories described above. A total number of 654 candidates obtained the right to have a a permanent teaching position, 594 candidates were entitled to a fixed-term teaching position and 392 candidates have not qualified for getting any job in education. Figure 1 illustrates the share of the three categories in which the

studied population was divided according to the criteria previously announced.

From the group of people taken into discussion, 1.65% were male and 98.35% were women; 62.58% opted for pre-secondary education, while 37.42% opted for primary education; 47.47% live in urban areas and 52.53% live in rural areas; 4.45% are graduates of private education, 95.55% have graduated from a public institution; 42.29% are graduates of secondary education and 57.51% are university graduates.
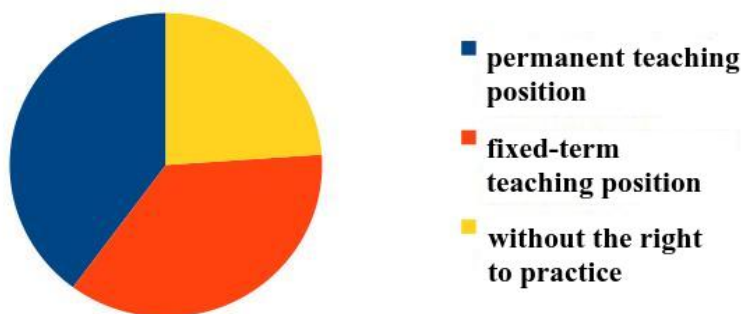
Figure 1. Share of the three categories of population

From the 1641 subjects, 10.79% are from the Bucharest-Ilfov area (BIF); 13.22% from the Central Region (C); 22.97% from the NW Region; 8.41% from the Western Region; 9.63% from the SW Region; 12% from the South; 14.99% from the NE Region and 7.98% from the SE Region. All these data and the exact sharing of the participants' number on regions can be followed in Annex I.

The distribution of the three categories related to the dependent variable is different for each group. Table 1 presents the differences between the way in which frequencies are distributed in the three groups. For example, the highest percentage of men (40.47%) are amongst those who failed to earn the right to practice in education, while women (23.60%) were assigned the lowest percentage for this category. The distribution of the candidates who have chosen to teach at primary level is very similar to that of the candidates who have chosen to teach in preschool, with percentages increasing proportionally with the mark. The situation remains almost identical for candidates from rural and urban areas too. Private education has a higher percentage of representatives in the category of limited duration contracts (38.35%) compared with representatives of public education (36.09%), but at the category permanent contracts, those in public education (40.11%) are in advantage over those from private education (34.24%).

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Table 1. Frequencies and percentages of population by employment

Variable	Group	Without the right to practice		Right to fixed-term contract		Right to open-ended contract		Total
		Frequencies	Percentages	Frequencies	Percentage	Frequencies	Percentage	
Gender	Men	11	**40,47**	6	**22,22**	10	**37,03**	27
	Women	381	**23,60**	588	**39,43**	644	**39,90**	1614
The chosen teaching level	Preschool	242	**23,63**	373	**36,42**	412	**40,23**	1024
	Primary	150	**24,44**	221	**35,99**	242	**39,41**	614
Origin	Urban	183	**23,49**	265	**34,01**	331	**42,49**	779
	Rural	209	**24,24**	329	**38,16**	323	**37,47**	862
Institution type	Public	372	**23,72**	566	**36,09**	629	**40,11**	1568
	Private	20	**27,39**	28	**38,35**	25	**34,24**	73
Educational level	Secondary education	212	**30,54**	279	**40,20**	203	**29,25**	694
	Higher education	180	**19,00**	315	**33,26**	451	**47,62**	947
Region	Bucharest-Ilfov	63	**35,59**	65	**36,72**	49	**27,68**	177
	Central Region	49	**22,58**	78	**35,94**	90	**41,47**	217
	NW Region	92	**24,40**	142	**37,66**	143	**37,93**	377
	W Region	34	**24,63**	53	**38,40**	51	**36,95**	138
	SW Regions	40	**25,30**	60	**37,97**	57	**36,07**	158
	South Region	40	**20,30**	58	**29,44**	99	**50,25**	197
	NE Region	43	**17,47**	94	**38,21**	109	**44,30**	246
	SE Region	31	**23,66**	44	**33,58**	56	**42,74**	131

The number of candidates with higher education increases proportionally with national competition marks (19.00%, 33.26%, 47.62%). It is worth mentioning the very high percentage of those with permanent contracts (47, 62%) and the very small percentage in the category of those without the right to practice education (19.00%). Candidates with secondary education have the highest percentage among those with fixed-term contracts (40.20%), while only 29.25% of the candidates with secondary education manage to achieve the right to open-ended term contracts.

Regarding the regional organization, South region is the first. Half (50.25%) of the graduates of this region is in the category of those entitled to an open-ended term contract. Other regions with high percentages in this

category are: Northeast (44.30%), Southeast (42.74%) and Central (42.47%). Another outstanding performance is registered by the North East. This region has the less represented (17.47%) in the category of graduates who have failed to obtain the right to practice in education. Other regions with low percentage in this category are: South (20,30), Center (22.58%) and Southeast (23.66%). Bucharest-Ilfov region seems to have the worst outcomes since it has the highest percentage of graduates in the category of those without the right to practice in education (35.59%) and the lowest percentages of graduates in the category entitled to a permanent contract (27.68%).

When applying the Student T test to verify the differences between groups regarding the mark obtained in national competition, checks were made both for the entire population and the three categories described above. Furthely, the results of tests comparing the averages for the entire population will be detailed.

The average marks for men ($M = 27$, $SD = 1.91$) did not differ significantly ($t = -1.36$, $DF = 1639$, $p = 0.17$) from the average marks for women ($M = 6.16$, $SD = 1.95$). In terms of average marks obtained by candidates who have opted for pre-secondary education ($M = 6.10$, $SD = 1.98$), they did not differ significantly ($t = 1.42$, $DF = 1639$, $p = 0.16$) from the average marks obtained by candidates who have opted for primary level education ($M = 6.24$, $SD = 1.90$). In contrast, the average marks obtained by candidates residing in urban areas ($M = 6.26$, $SD = 2$) differ significantly ($t = 2.11$, $DF = 1639$, $p = 0.04$) from the average marks obtained by candidates residing in rural areas ($M = 6.06$, $SD = 1.91$).

Regarding the average marks obtained by the candidates who have graduated public education ($M = 6.17$, $SD = 1.96$), we see that they do not differ significantly ($t = 1.58$, $DF = 1639$, $r = 0, 11$) from the average marks obtained by candidates who have graduated private education ($M = 5.80$, $SD = 1.89$). However, the average marks obtained by the candidates with secondary education ($M = 5.70$, $SD = 1.91$) differ significantly ($t = -8.20$, $DF = 1639$, $p = 0.00$) from the average marks obtained by candidates with higher education ($M = 6.49$, $SD = 1.91$).

To compare the averages between more than two groups of data the statistic One Way ANOVA test has been used. The influence of regions on the average marks obtained was significant ($F7,1633 = 5.76$, $r = 0.00$). The average mark from Bucharest and Ilfov ($M = 5.17$, $SD = 1.92$) was significantly lower than the one in the Central ($M = 6.31$, $SD = 1.97$), Northwest ($M = 6.01$, $SD = 1.94$), Western ($M = 6.10$, $SD = 1.92$), Southwest

(M = 6.04, SD = 2.05), South (M = 6.50 SD = 1.95), Northeast (M = 6.49, SD = 1.78) and Southeast counties (M = 6.26, SD = 2) compared to an overall average of 6, 15.

The candidates that after the national exam have obtained the right to choose a permanent teaching position represent approximately 40% of all candidates enrolled. Of these, 10 (1.53%) were males and 644 (98.47) were women. 412 (63%) opted for a preschool teaching position and 242 (37%) opted for a primary level teaching position.

Figure 2 shows the distribution of the number of candidates for each grading period. Note that if 130 candidates achieved grades in the range from 7.00 to 7.24, only 28 candidates were able to achieve scores in the range from 9.75 to 10.00.
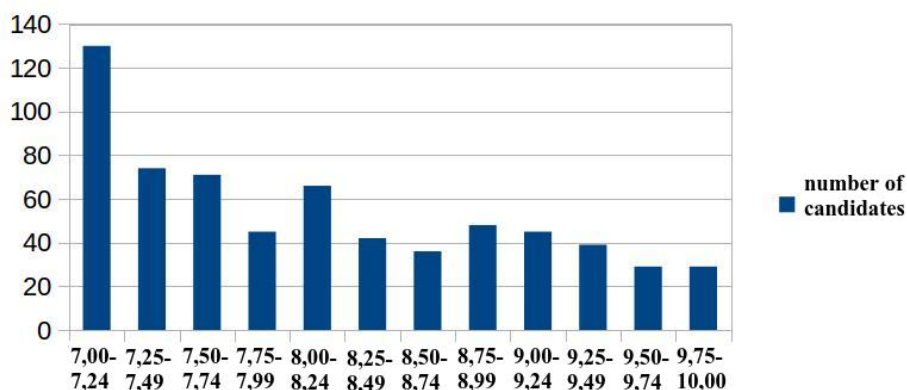
Figure 2. Distribution of subjects according to the marks obtained, range 7-10

The T tests were applied to the category of graduates who obtained the right to an open-ended term teaching position. Comparisons between the groups determined by independent variables had interesting results, which will be discussed in detail in the next section. In this place will only be displayed the results of the comparisons between the average marks obtained by the students who had scores in the range of 7 to 10.

Average marks for male graduates (M = 7.65, SD = 0.79) did not differ significantly (t = -1.72, DF = 652, p = 0.09) from the average marks of female graduates (M = 8.13, SD = 0.88). Regarding the average marks obtained by the students who chose to teach preschool level (M = 8.08, SD = 0.89) it can be observed that it was not significantly different (t = -1.75, DF = 652, p = 0.08) compared to the average marks obtained by the students who chose to teach at primary level (M = 8.21, SD = 0.85). Moreover, the average grade of graduates coming from urban areas (M = 8.18, SD = 0.89) was not

significantly different (t = 1.67, DF = 652, p = 0.10) from the average grade of graduates coming rural areas(M = 8.07, SD = 0.86).

As for the total population, average marks of public school graduates (M = 8.14, SD = 0.88) did not significantly differ (t-1.74, DF = 652, p = 0, 08) compared with the average marks of private school graduates (M = 7.83, SD = 0.69). The average mark for graduates with secondary education (M = 8.06, SD = 0.87) was not significantly different (t = -1.28, DF = 652, p = 0.20) from the average mark of university graduates (M = 8.16, SD = 0.88).

The influence of the regions on the average mark obtained by graduates in this category was not significant (F7,647 = 1.82, r = 0.08). The average marks in Bucharest and Ilfov (M = 7.80, SD = 1.81) was lower but not statistically significant than in the Central counties (M = 8.23, SD = 0.89) , Northwest (M = 8.04, SD = 0.85), Western (M = 8.17, SD = 0.83), Southwest (M = 8.33, SD = 0.91), South (M = 8.17, SD = 0.90), Northeast (M = 8.14, SD = 0.87) and Southeast counties (M = 8.13, SD = 0.94), compared to an overall average of 8.13 for this category.

The candidates in the category of those entitled to a fixed-term teaching position are assigned approximately identically as the previous category in terms of marks. In this category, the percentage of candidates who have scored between 5 and 5.50 is 42.95%, while the percentage of candidates who have scored between 6.50 and 6.99 is 10.95%. Figure 3 shows the distribution of grades between 5 and 6.99.
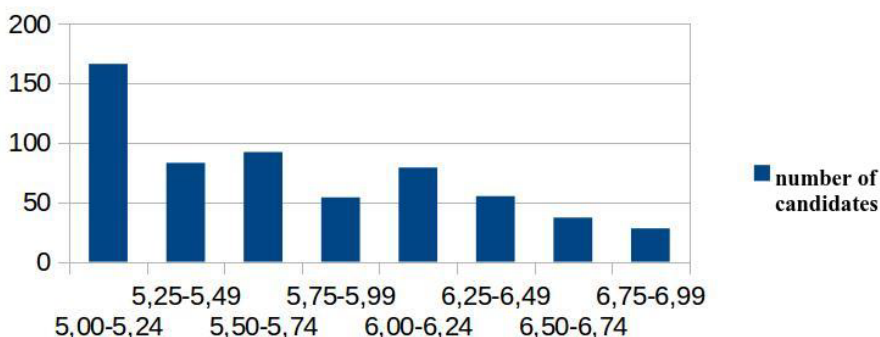
Figure 3. Distribution of subjects according to the marks obtained, range 5-7

In the same category, the average marks for male candidates (M = 5.75, SD = 0.59) did not differ significantly (t = 0.24, DF = 592, p = 0.81) from the the average marks for female candidates (M = 5.70, SD = 0.55). However, the average marks students who have opted for teaching preschool (M = 5.65, SD = 0.52) was significantly different (t = -2.44, DF = 417.12, p = 0.02)

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from the average marks of graduates who have opted for teaching at primary level (M = 5.77, SD = 0.59). In this situation, the condition of equal variances was not met, and consequently, the values of *t*, *DF* and *p* offered by the PSPP program were chosen.

Regarding the average marks obtained by the candidates in urban areas (M = 5.72, SD = 0.56) it can be said that these were not significantly different (t = 1.10, DF = 592, p = 0.27) from the average marks obtained by the candidates in rural areas (M = 5.67, SD = 0.53). Neither the average marks obtained by graduates of public education (M = 5.69, SD = 0.55) differed significantly (t = -0.44, DF = 592, p = 0.66) compared to the average marks obtained by private education graduates (M = 5.74, SD = 0.58). Furthermore, the average marks obtained by graduates of secondary education (M = 5.64, SD = 0.55) was significantly different statistically (t = -2.32, DF = 592, p = 0.02) from the average marks obtained by the students with higher education (M = 5.75, SD = 0.54).

Figure 3 shows the distribution of grades in the category of candidates who failed to win the right to practice in education. It is notable that up to the interval 2.50 - 2.74 the range of frequencies is very low; they recorded a peak in the range from 4.00 to 4.24 and are reduced to a minimum frequency in the last interval. These records will be discussed in detail in the section for discussions.

Fig. 3. Distribution of candidates based on the marks obtained, range 1-4
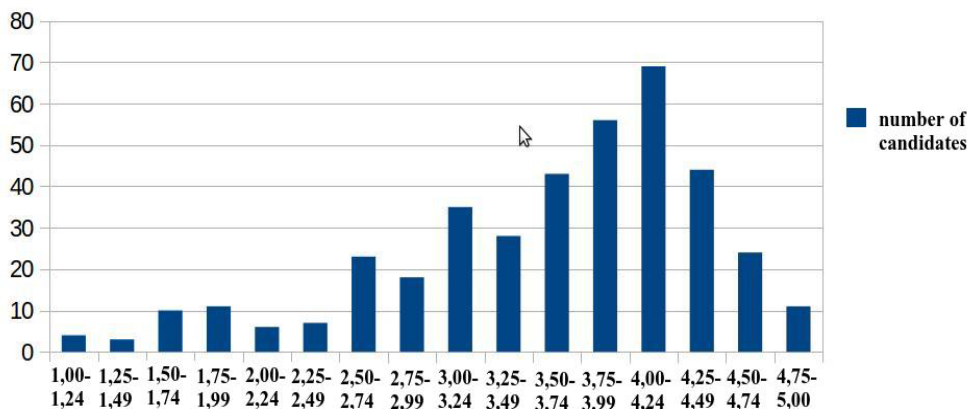
For the category of those who failed to get a job, the average marks obtained by male candidates (M = 3.76, SD = 0.89) did not differ significantly (t = 0.84, DF = 390, p = 0.40) from the average marks obtained by female candidates (M = 3.55, SD = 0.82). Nevertheless, the average marks obtained by candidates who have opted for teaching pre-secondary (M = 3.42) is

significantly lower (t = -4.30, DF = 360.32, p = 0.00) than the average marks obtained by candidates who have opted for teaching the primary level (M = 3.78, SD = 0.71). However, the average grade for candidates coming from urban areas (M = 3.56, SD = 0.85) is not significantly different (t = 0.07, DF = 390, p = 0.94) from the average marks obtained by the candidates in rural rural areas (M = 3.56, SD = 0.81). Moreover, neither the average mark of public education graduates (M = 3.57, SD = 0.82) is significantly different (t = 1.15, DF = 390, p = 0.25) from the average mark of private education graduates (M = 3.35, SD = 0.86), nor the average mark of candidates with secondary education (M = 3.52, SD = 0.8) is significantly different (t = -0.99, DF = 390, p = 0.32), from the average mark of candidates with higher education (M = 3.60, SD = 0.84).

4.Discussions

The traditional image of the old teacher was commonly associated with male gender. In the village or in town, his status was well established, with important implications in public life. Over time there has been a sharp decrease in the number of men in presecundar education. At present, the profession of teacher is associated more with women and it is believed and considered that they are more delicate and patient in relation to children, due to their physical structure, but also because of the experience of motherhood. Current mentality thus, explains the small number of male teachers in primary education. The boys of current civilization arrived at the age when choosing future profession, believe that presecundar education is not suitable for them, contrary to the beliefs that existed half a century ago.

Another observed feature is the graduates' tendency to choose preschool level to start their careers, although they possess double degree. It is wrongly believed that working with younger children require less responsibility and it is less difficult. Things are different. The younger the child is, the greater the need for attention and the bigger the efforts.

This trend can be explained by the fact that many exam candidates deem that the national competition has fewer requirements for preschool education and preparing for teaching grades is easier at this level. This may be true in some respects, but it is worrying that in all regions, except Bucharest and Ilfov, the teaching positions offered for pre-school level are noticeably fewer than the ones provided for primary level, as it can be seen in Annex II. This table shows the number of positions filled in each area and in each county, and the totals by area, by the two categories pre-scondary and primary and the final totals.

Future teachers will need counselling on career planning area due to the fact that many of them are unaware of the information listed above. There is a high risk that many of the persons entitled to a permanent teaching position accept a fix-term job, because they did not know what the real needs of the labour market in education were. Note that the overall percentage of candidates who opted for the two teaching levels remain approximately identical in all the three categories, but the averages, at least for the middle category, registry significant differences in statistical terms. Candidates who had the courage to opt for primary education seem to be better prepared than the candidates who have opted for preschool education.

An interesting phenomenon to be noticed is the sudden drop in the frequency of grades that are below 5 or 7 (the boundary grades) and the sudden increase in frequency of candidates who score grades just above 5 or 7. Moreover, this phenomenon is found in a smaller scale even for the grades that do not contain fractions. This phenomenon deserves to be analysed and researched on other samples and populations to see in which proportion can be related to errors in scoring.

The subject of competition between public and private education is also present in this study. For this research, the variable of the type of education does not have a special influence on the dependent variable, therefore, the overall percentages remain with very small differences even at the level of the three categories of graduates. However, it is worth mentioning that private education institutions attract 4.45% of the people who want to prepare to teach in primary schools and preschools. The percentage is very high if we compare it with a statistic conducted in 2011 by the OECD. The document reported the fact that in Romania less than 1% of pupils and students were enrolled in private education (OECD, 2011). The difference between OECD percentage and the results of this research may have at least two explanations. It might be assumed that during 2011-2014 private education has experienced a great development, but easier to accept would be the explanation that the share of private institutions is much higher in the preparation of graduates for teaching area. Although logic calls for acceptance of the second option, making judgements should be postponed until the number of research on this topic will increase and more data and information will be available.

The environment variable is one of the variables that have a significant influence on the dependent variable. Although candidates from rural areas exceed by five percent the candidates from rural areas, the share is not kept in the same margin within the three categories. In the category of graduates entitled to a permanent teaching position, candidates equalize urban and rural

areas even exceed candidates. For the other two categories rural percentage rule wins again, but these two categories are disadvantaged.

The issue of the right to equal opportunities for pupils and students in rural areas is not new. At least in this study, they are disadvantaged. Romanian education has long been struggling to find solutions to this problem. Graduates in rural areas should be supported in their desire to acquire teaching jobs, given the fact that a very high percentage of teaching jobs are in rural areas and that often they are not serviced by qualified personnel.

If the first hot spot of the research is the problem of the disadvantaged candidates in rural area, the second hot spot is given by the imbalance between secondary education graduates and higher education graduates. It is largely believed that Pedagogical High School graduates are better prepared than university graduates in the speciality of teacher. This conception is based on the idea that Pedagogical High School offers a longer period of training and more learning opportunities and specific activities compared to other programs.

It is possible that this view may have been valid for the previous years and to have emerged on the basis of concrete facts or events, but at least for 2014, this theory is not supported by statistical data. The percentage secondary education - higher education for the entire population is not maintained constant in all three categories of analysis. It climbs more than 10 percent for candidates with higher education and decreases over ten percent for candidates with secondary education among those entitled to an open-ended term teaching position. For the second category, the candidates entitled to a fixed-term teaching position, the proportion of candidates with secondary education increased by about fifteen percent, and the proportion of those with higher education decreases with the same number of percentage points. In the category of those without the right to practice in education, the tendency
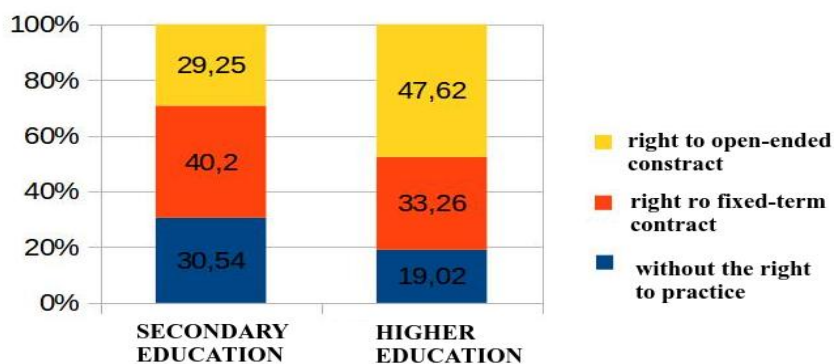
described above is strengthened by an additional eight percent. The distribution of candidates with higher education increases with the marks in the exam, the number of candidates with secondary education is distributed in inverse proportion to the marks. All these trends can be traced in Figure 4.

Figure 4. Distribution in percentage of candidates according to level of education

After analysis, it is clear that, at least for 2014, candidates with secondary education have not had the same opportunities as candidates with higher education. Not only the theoretical acquisitions, but also the psychological, emotional maturity and decision-making power should be discussed here. Apparently it is commendable that for the same teaching position people with different levels of intellectual training are allowed to compete but the figures point to a reality in which equal opportunities are not ensured.
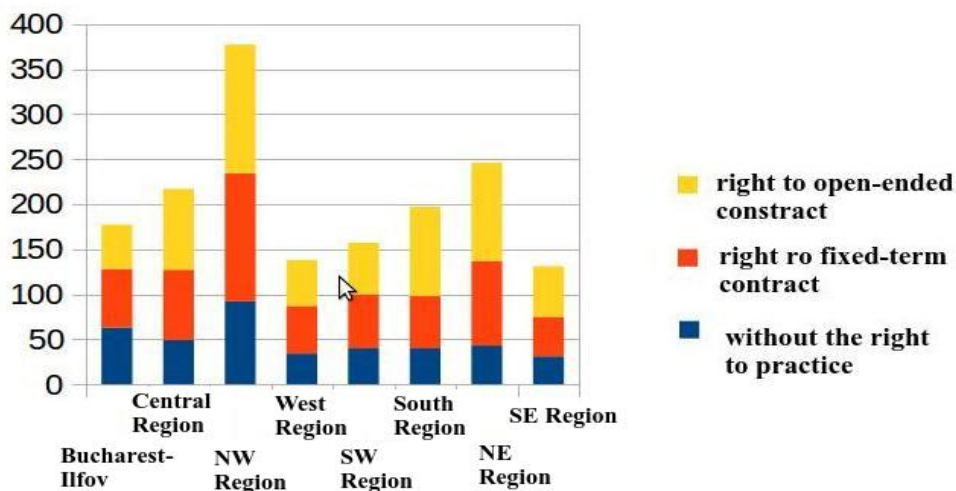
Figure5. Numberof candidatesby Region

The influence of the region on the marks obtained by the graduates is another issue to be discussed. As seen from the data presented in the previous section, there are regions that have a very efficient distribution of human resources with maximum in the category of those entitled to a permanent teaching position and minimum in the area of those not entitled to practice in education. The South is the best example for this situation, with nearly half of the candidates in the most desirable area and having small percentage of those without the right to practice. The South-East region enregisters a recorded trough the fact that has the lowest score for the candidates without a teaching position, as can be seen in Figure 5.

The other regions enregister a trend with an increase in the number of candidates proportional to the increase of the marks obtained in the competition. The exceptions are Bucharest and Ilfov, who display a strong tendency of decreasing in the number of candidates with the increase of the grades obtained in the competition. This region also has a very high percentage of candidates left without jobs, while the region offers most jobs in education, related to the entire country. It might be thought that owning a larger number of candidates, it is normal that the number of unemployed people is higher. However, this argument does not stand up, because there are regions that have nearly double the number of graduates enrolled in the contest, as in the case of the North-West. However, looking at the percentages, we see that the later has 10% fewer candidates in this category. Therefore, it remains to be verified whether the quality of education in this area needs serious improvements in the area of training teachers in pre-secundar education.

5. Conclusions

After analysing the data several conclusions were synthesized. The majority of candidates were women. They opted, in most cases, to teach preschool level. Regarding the candidates' background, there was a slight prevalence of rural areas. Public education was preferred by almost all candidates in the contest. About two-thirds of the candidates had higher education. North-west of the country was the region with most graduates enrolled. This area includes the following counties: Bihor, Bistrița-Năsăud, Cluj, Maramureș, Sălaj and Satu Mare.

The category of graduates who have earned the right to a permanent term contract form around half of the total of all university graduates and about a quarter of the candidates with secondary education. Regarding information by regions, it is found that half of the candidates enrolled in the South have failed to qualify for this category.

In the category of graduates who are entitled to a fixed-term teaching position, it is important to note that the percentage of candidates from rural areas is higher and slightly increases the percentage of candidates with secondary education, but remains lower than the candidates with higher education. Also in this category, candidates who chose to practice at primary level were better prepared than candidates who chose to teach preschool. For the category of graduates who failed to obtain the right to practice in education, as defining characteristics the preponderance of candidates from rural areas, and candidates with secondary education must be retained.

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These findings clearly show that the environment and level of education have a significant effect on the results of candidates for this type of national competition, influencing the marks obtained by the candidates and thus the type of employment obtained in the job market.

As for future research directions, it is considered necessary to include elements of longitudinal and comparative type, for further analysis. If this first research in the field had a mainlydiagnostic role, for future research, adding the longitudinal character will add weight to the results, providing solid foundations for reforms and major projects. At the same time, the necessary measures to support disadvantaged graduates looking for a fixed-term position in presecundar education should not be neglected.

Furthermore, future studies should exceed the limits of quantitative methods probing practical experiences of those involved in the search for a job in education, in order to properly assess the needs of the system and the human resource's capacity to adapt to these needs.

ACKNOWLEDGMENT

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Annex I. Geographical distribution of the population participating in the research

Region	Counties	No. of participants	Percent county-regions	Percent county-country	Total Region	Percent per Region	Percent participants - county population
Bucharest -Ilfov	B	156	88,13	9,50	177	10,79	0,009
	IF	20	11,29	1,21			0,005
Central Region	AB	39	17,97	2,37	217	13,22	0,011
	BV	31	14,28	1,88			0,006
	CV	12	5,53	0,73			0,005
	HR	31	14,28	1,88			0,010
	MS	42	19,35	2,55			0,007
	SB	61	28,11	3,71			0,016
NW Region	BH	113	29,97	6,88	377	22,97	0,020
	BN	74	19,62	4,50			0,026
	CJ	85	22,54	5,17			0,012
	MM	41	10,87	2,49			0,008
	SJ	25	6,63	1,52			0,011
	SM	38	10,07	2,31			0,011
West Region	AR	46	33,33	2,80	138	8,41	0,011
	CS	16	11,59	0,97			0,004
	HD	17	12,31	1,03			0,004
	TM	59	42,75	3,59			0,009
SW Region	DJ	63	39,87	3,83	158	9,63	0,010
	GJ	11	6,96	0,67			0,003
	OT	41	25,94	2,49			0,008
	MH	22	13,92	1,34			0,008
	VL	21	13,29	1,27			0,005
South Region	AG	26	13,19	1,58	197	12,00	0,004
	CL	14	7,10	0,85			0,004
	DB	42	21,31	2,55			0,007
	IL	12	6,09	0,73			0,004
	PH	74	37,56	4,50			0,010
	TR	14	7,10	0,85			0,003
	GR	16	8,12	0,97			0,006
NE Region	BC	39	15,85	2,37	246	14,99	0,006
	BT	35	14,22	2,13			0,008
	IS	80	32,52	4,87			0,011
	NT	20	8,13	1,21			0,004
	SV	56	22,76	3,41			0,009
	VS	28	11,38	1,70			0,007
SE Region	BR	26	19,84	1,58	131	7,98	0,008
	BZ	35	26,71	2,13			0,008
	CT	12	9,16	0,73			0,001
	GL	31	23,66	1,88			0,006
	TL	6	4,58	0,35			0,002
	VN	23	17,55	1,40			0,007

Annex II. The positions occupied in 2014 in preschool and primary education

Region	County	Preschool education	Primary Education	Total
Bucharest-Ilfov	B	1171	766	**1937**
	IF	210	245	**455**
Total		**1381**	**1011**	**2392**
Central Region	AB	108	162	**270**
	BV	245	318	**563**
	CV	74	102	**176**
	HR	88	96	**184**
	MS	169	241	**410**
	SB	237	292	**529**
Total		**921**	**1211**	**2132**
NW Region	BH	193	250	**443**
	BN	65	111	**176**
	CJ	333	338	**671**
	MM	145	176	**321**
	SJ	86	127	**213**
	SM	141	164	**305**
Total		**963**	**1166**	**2129**
West Region	AR	110	156	**266**
	CS	95	125	**220**
	HD	77	112	**189**
	TM	288	263	**551**
Total		**570**	**656**	**1226**
SW Region	DJ	117	187	**304**
	GJ	81	109	**190**
	OT	94	148	**242**
	MH	104	138	**242**
	VL	79	146	**225**
Total		**475**	**728**	**1203**
South Region	AG	96	179	**275**
	CL	83	92	**175**
	DB	119	226	**345**
	IL	120	143	**263**
	PH	132	292	**442**
	TR	88	93	**181**
	GR	51	122	**173**
Total		**689**	**1147**	**1836**
NE Region	BC	242	289	**531**
	BT	126	189	**315**
	IS	148	277	**425**
	NT	67	202	**269**
	SV	66	137	**203**
	VS	161	253	**414**
Total		**810**	**1347**	**2157**
SE Region	BR	42	104	**146**
	BZ	60	118	**178**
	CT	221	331	**552**
	GL	98	216	**314**
	TL	67	88	**155**
	VN	83	120	**203**
Total		**571**	**977**	**1548**

LANGUAGE DEVELOPMENT, EMOTIONAL AND BEHAVIORAL SELF-CONTROL OF PRESCHOOL CHILDREN THROUGH STORIES: CASE STUDIES

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Abstract:

This article continues a previous debated issue in an anterior number of the journal - story impact on the language development, emotional and behavioral self-control of preschoolers. There are three case studies that follow the formative role of stories / tales in language development, emotional and behavioral self-control of preschoolers, presented in a methodical and scientific works to obtain the first didactic grade.

Keywords: *preschool, language, communication, emotional self-control, behavioral self-control, case study.*

1. Introduction

Preschool period is the age development in all areas: physical, cognitive and socio-emotional, it is the age of game, imagination and externalization, through language, impressions, fantasy and involvement in the game. It is the period in which the child externalizes two forms of language: emotional language - nonverbal communication - and verbal language - with the distinctive role of communication and socialization.

Through emotions, the child receives information about himself and others, begins to store them in memory, and as the life experience increases, he learns to anticipate and interpret the emotional language produced or identified at others, becomes more careful at the way they communicate through this language therefore gain self-regulation.

Mihaela Roco attaches great importance to the role of parents in developing the child's emotional and social potential. This role must be assumed also by the teacher.

Children will learn:
- „to identify and differentiate personal feelings;
- to learn more about how and where they can express their feelings;
- to develop empathy - the ability to share the feelings of another;

- to read body language and other nonverbal aspects, to understand communication;
- learn to listen;
- learn to be constructive (affirmative)" (Roco, 2004, p. 155).

In the previous article, we described the *formative role of stories / tales in language and communication development, emotional and behavioral self-control of preschoolers*, based on the research started under our coordination, by Oana Miron, preschool teacher in Breţcu kindergarten, Covasna County, made to achieve the scientific methodological study to obtain the first didactic grade. We focused on revealing the educational experiment results on verbal language and emotional developments in children's group (Norel, M., & Popa, D., 2014).

To highlight the stories formative effect on children's language in the preschool period, were conducted three case studies, selecting subjects aged between 4 and 6 years old, different genders, the tiebreaker criteria being the emotional behavior development.

2. Presentation of case studies

During middle preschool period, the language development intensifies. „Along with language development starts the development of the most important functions, that is: communication function, retaining the cognitive experience and the activity's organization" (Şchiopu, cited in Sion, 2003, p. 110).

This period is full of activities that aim to exploit the life's experience, observations, emotions, actions and behaviors that surround the preschool environment. Middle preschooler (4-5 years old) is more sensitive to events around him and is able to make judgments, fair enough, on the other's behavior. He passes this period by widening his behavior with social and cultural environment in which assimilates life models determining a more active integration in the human condition.

„Attracting the children's attention to particular aspects of human behavior makes possible the development of the sensitivity to various emotional expressions, the knowledge of the causes and consequences of emotional behavior being richer. Therefore, the attention to the emotional side can contribute greatly to the harmonious development of the child, thus favoring the achievement of a better social adjustment" (Vernon, 2006, p.142).

The research has the following assumptions:

1. If the story is adapted in presentation, in an accessible language to children may influence the reception of the dominant formulas that the story highlighted;

2. If the story is deepened by different teaching methods (drawing, coloring, dramatization), its impact on the child's behavior will be increased;

These considerations led to the selection of the three subjects presented below.

2.1. Case study 1

Subject N. I., male, grew up in a mixed family from an ethnical point of view, having a Hungarian mother and a Romanian father. The growth medium is a stable environment, with the father beeing employed in a relatively stable job with a contract for an indefinite period of time, and the mother curently taking care of 3 children, the subject being the second born in the family. The family's financial situation is good, the living conditions and financial support being enough for a family with 5 members.

The state of health of the subject is good, his development beeing consistent with his chronological age, as there is nothing in the subject's history or family's history to suggest extreme situations of deterioration of health. From the mental development point of view the subject does not show obvious atentional or memory developmental dissorders (only slight inaccuracies in compliance with the graphic space).

In terms of language, the language spoken at home is the paternal language respectively Romanian, the subject has developed a vocabulary dominated by commonly words specific to the shared growth environment, without important acquisitions of cultural language, or scientific language. As we can notice in Table 1. Changes at language and communication level of the N. I. subject, in the experiment were identified significant changes in verbal and language capabilities:

Table 1. Changes at language and communication level of the N.I.subject

Evaluation period	low level of capacity development	level of expression with verbal support of abilities	good level of capacity development
preexperimental	33%	56%	11%
postexperimental	**11%**	**33%**	**56%**

Relations between expressions of communication skills were reversed. But it is interesting to see where they recorded the most significant changes and where there have been setbacks, to see if the relations change is due to aging or implementation of the tale experiment.

The most significant changes were recorded at the level of the ability to expressively reproduce poems, roles and the ability to use appropriate

nonverbal communication (gestures, attitudes, drawings). These transitions from a low level of acquisition to a good acquisition level can be considered to be due to tale topics because it involved the dramatization based on lyrics (thus involving expressive reproduction and use of gestures in role play), but also coloring drawings related to the tale (expressing emotivity through color).

Also, there was some stagnation at the same level, these being at the capacity to explain, analyze sounds from words, from the expression of opinion and use of greeting and request formulas. These stagnations indicate that the changes recorded are not dominantly due to aging, because they ought to alter at the transition towards the age of 5, therefore the changes recorded dominantly due to fairytale content.

The chromatic expression of emotions stimulated by the tale is highlighted particularly by the drawings that represent the dog from the fairytale. In the phase in which the character was suffering, the subject also manifested aches, sadness, fear (black and gray), but also an expectation, even receptivity to aid, respectevly to relations (blue). Thus there has been a maximum degree of empathy from the subject. When the situation of the character changed, beeing happy, healthy and grateful, the representative colours designed for emotions has changed to orange and red (thanks, goodwill), yellow (joy) and blue (openness to relationships). Once again unconscious expression of emotion indicated a high degree of empathy with the new state of the character, occuring an intense gratitude for being saved.

The most obvious changes are recorded in terms of seeking help from others when needed, especially the ability to take responsibility, eg "old man's girl". Also the spontaneous outpouring of emotion increased to maximum, this being also observed from the role play of the dramatization of the tale.

Socio-emotional changes, recorded during the experiment, are reported in Table 2. Changes at the socio-emotional abilities level of N.I. subject:

Table 2. Changes at the socio-emotional abilities level of N.I. subject

Evaluation period	low level of abilities development	level of expression **with verbal support** of abilities	good level of abilities development
preexperimental	25%	40%	35%
postexperimental	**10%**	**15%**	**75%**

Like language and verbal communication, it can be observed that the relation was reversed, which indicates a strong emotional impact on the subject from the course of events contained by fairy tale. In the case of **N. I.**, improvement of the concerned issues indicates a general behavioral change, a qualitative leap in personal development, which normally occurs at the age of 4 ½ years. This indicates that cognitive stimulation is dominantly related to language and namely to communicational skills of the child. Thus, involvement in educational activities generated by stories and tales messages can generate an internalization of operational relations of thought, thus making the transition from practical action with objects, to operations and intellectual activities. This is enhancing correct integration in the educational environment.

2.2. Case study 2

Subject **T. R.**, female, is the only child of the family, but grows only with the mother, bowth living with the grandparents after the parents divorce. Supervision and education of the subject falls to 3 adults. The mother is employed, family income is provided by the mother's salary, alimony and child allowance, to which is added the pensions of the grandparents, making financial situation not a problem.

Physical and mental health are developed within the normal limits, according to chronological age, exhibiting an increased caution in relationships, being considered to quiet and withdrawn when compared with other colleagues in the group. From the point of view of psychological development, the subject manifests a development consistent with age, with slight inaccuracies in compliance with spaces in which to color, which is naturally at the age 4 ½ years in terms of focusing attention. Memory capacity is at level of support on suggestive movements and intuitive support, and reactualization needs initial language support.

Language development is also consistent the age, with the vocabulary beeing dominated by words from the family's area, with regional accents on words. From the Table 3. Changes at language and communication level of the T. R. subject can be seen that in the experiment were identified significant changes in the verbal and language capabilities:

Table 3. Changes at language and communication level of the T. R. subject

Evaluation period	low level of capacity levelopment	level of expression with verbal support of abilities	good level of capacity levelopment
preexperimental	5%	61%	34%
postexperimental	**5%**	**11%**	**84%**

The moderate temperament from an actional point of view, allowed language development to be more radical, concentration being more focused on verbal communication than actions. The differences presented above, observed when it is compared to peers, indicate two major differences:

- every month in the preschoolers life enriches acquisitions in terms of language (the difference between the two subjects being 4 months);

- preschool found within the grace period of personalism development tends to value it's ego and receive approval from the adult (here being about the teacher which must be the one impressed, whereas in the family has no competence).

The development of affectivity and its expressions, materialized in emotional language, can be observed in the color analysis, primarily, but also in the Evaluation Grid of socio-emotional skills. For the color analysis there were selected drawings from two opposite situations of the tale, in which one of the secondary characters is initially suffering, then presented in total integrity.

Chromatic expression of emotions stimulated by the fairytale is highlighted by the drawing file representing the well, which in the first phase indicates uncomfortable emotions, lack of security, fear (purple, brown and black), while in the second phase indicates joy, complacency and safety (yellow, red, blue). Unconscious expression of emotion indicates a high degree of empathy with the character, with an intense joy for his salvation.

Analyzing socio-emotional skills and changes recorded during the experiment, all can be related to the following ratios:

Table 4. Changes at the socio-emotional abilities level of T.R. subject

Evaluation period	low level of abilities development	level of expression with verbal support of abilities	good level of abilities development
preexperimental	15%	65%	20%
postexperimental	**5%**	**30%**	**65%**

It can be seen that the relations have a pronounced move toward a good level of socio-emotional capacity development. The fact that in the initial phase of the evaluation the subject needed a more pronounced verbal support to manifest one of the skills, therefore it was urged and encouraged to manifest itself, creates the impression that the socialization skills of the child remains at medium level, which makes any person to believe that the child is "a withdrawn child" or "a shy child", or "a child who does not want to stand out". These assessments are supported also by the fact that self-confidence,

feelings and responsibilities are still in the sphere of verbal support in manifestation. The decisive step in other socio-affective behaviours indicates that the subject identify herself with "the old man's girl" who accepts fate and act as her father says, which is influenced by the old woman. This indicates a high degree of awareness to the content of the tale.

In the case of T. R. the improvement of the linguistic aspects is more obvious compared to the socio-affective skills, which indicates a behavioral change at a communicational level, a qualitative leap in personal development in this regard. These findings do not exclude subject from related to age particularities, while the inclusion within the grace period primary feature is the desire to be "seductive for surrounding adults and for its own satisfaction". This indicates that involvement in educational activities of stories and fairy tales messages can generate behavior that develops the child in one of the personality areas, reaching a balance only at the end of preschool period.

2.3. Case study 3

Subject **F. A.**, female, grew up in a mixed family from an ethnical point of view, having a Hungarian mother and a Romanian father. The family financial situation is very good, the subject growing in an environment full of harmony and understanding. Physical and mental health are developed within the normal limits, according to chronological age, exhibiting an increased sensitivity to everything from outside generally being perceived as "sensitive" to any induces emotions in the preschool environment.

In terms of mental development, the subject exhibits an age consistent development from the operational perspective, recording only a slight emotional lability. Attention is normally developed for the chronological age, such as for focus or concentration, as well as distribution. Memory capacity is very good, improving even during the experimental period, having a great contribution the tendency to assume the specific roles of the age over 5 years.

Language development is also consistent with the chronological age, being more developed than colleagues usual vocabulary, accordingly the language used in the family is much more developed than other subjects' development environments (Table 5. Changes at language and communication level of the F.A. subject). The Evaluation Grid of language assessment shows that following the experiment there were identified important changes of language and communication skills covering in the total acquisition area (33%) or partial (67%), hence a 100% good level.

Table 5. Changes at language and communication level of the F.A. subject

Evaluation period	ow level of capacity development	level of expression with verbal support	good level of capacity development

		of abilities	
preexperimental	0%	44%	56%
postexperimental	**0%**	**0%**	**100%**

The development of affectivity and its expression is embodied in emotional language. We use the chromatic analysis and the Evaluation Grid of socio-emotional skills as evaluation instruments for these areas. Regarding chromatic analysis there were selected drawings that illustrate a secondary character in different situations during the development of the story.

Chromatic expressions are rooted in the surrounding reality while preserving natural environment colors. Differences observed arise in the implementation of colors, which in the difficulty phase of the character is blander compared to the end, when the character is healthy and strong. The joy of success and gratification of the character is represented through strong colors, yellow being very well defined (joy) and the used green (strength, balance) is intense. Following the experiment we observed that the uniformity to the socio-emotional skills occurs, in the skills and abilities acquired in part area, this indicating that it is manifested a good behavioral and emotional selfcontrol, thus a withdrawal from small childhood dominated by instability. Compared with other female subjects aged 4 years the balance of socio-emotional behaviors is clearly seen.

The analysis of socio-emotional skills and changes recorded after the first half, in which the experiment was conducted indicates the following (Table 6. Changes at the socio-emotional abilities level of F.A subject):

Table 6. Changes at the socio-emotional abilities level of F.A subject.

Evaluation period	**ow level** of abilities development	**level of expression with verbal support** of abilities	**good level** of abilities development
preexperimental	5%	44%	51%
postexperimental	**0%**	**16%**	**84%**

It can be seen that relations have a pronounced move toward a good level of socio-emotional capacity development, although it can be seen that this level had higher values even before the experiment. This development, or balance toward behaviours already or partially acquired highlights primarily controlled behavior, according to an adult model. Imitation is in the height of its fullness at this age, signaling the close relationship between the situations she lived in, language and verbal behavior.

It can be appreciated that the subject **F. A.**, aged 5 years, has made obvious progress in language development, 33.3% of the assessed indicators became fully acquired while at the socio-affective behavior level they are

acquired at only 25% at a total level and constantly exhibited. This indicates that only a good acquisition of language and communication skill leads to good and effective relationship making which indicates the key role of language in the personality development. In terms of content of the tale, presented and processed at different levels for awareness, we can say that there has been an important contribution to language development, but also desirable behaviors.

3. Conclusions

The analysis made in the three case studies can highlight the following conclusions:

- Around the age of 5 years old there is a passing from partial to the total acquisition of language, without the need for verbal or intuitive support;

- The tale with the course of events can influence language, as long as the words used within have correspondent in everyday life;

- The tale "The old man girl and the old woman girl", which contains elements from rural areas, is a message well received by children aged 4-5 years, leading to accelerated development of usuall language and vocabulary in excess of 60% of children. This conclusion partly confirms the first hypothesis.

- Language development based on the fairy tale was supported by related activities, which foster awareness to tale content, stimulating emotional expression of the message, which favored the assumption of linguistic expressions and formulas of fairy tale. This finding supports and confirms the second hypothesis: if the tale is presented and enhanced as content, it can determine the development of an emotional language that results in an expressive communication.

- The tale can have an increased influence on language development in preschool children only if acknowledged and valued through at least three teaching methods, which on the one hand triggers the emotional experiences, and on the other hand also they externalize them (graphic representation and chromatic, dramatization, retelling). And also this finding supports and confirms the second hypothesis.

- The tale may influence both verbal and nonverbal language, but especially the conduct of preschool age within group, which means that the choice of tales should be made depending on the environment in which the kindergarten is placed and also the children's age from the group. This finding supports and confirms the second hypothesis which assumed that if the tale is enhanced by different teaching methods (narrative, drawing, coloring, and dramatization), its impact on child behavior will be increased.

- The tale and how it is valued within the preschoolers' group can lead to socio-emotional skills development in excess of 45%, which largely supports the hypothesis no. 2.

- Both in language development and communication skills, as well as socio-emotional skills development the fairy tale has different influences depending on the sex of preschoolers, but especially on psihoindividual particularities of children.

- By confirming hypotheses, the entire investigative approach has led to the realization of the research objectives proposed at the start of this study. But to introduce the fairy tale as a themed child activity there must be a judiciously examine about what fairy tale has a value as close as possible to reality, especially the reality of behavioral and social values, but also which fairy tale brings those social values accessible to the living environment of children.

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VARIOUS DIDACTIC STRATEGIES USED IN THE ACTIVITY OF EDUCATING LANGUAGE AT PRESCHOOL AGED CHILDREN

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Abstract

The didactic strategies represent a group of two or more methods and procedures integrated in an operational structure, involved in the teaching – practicing - assessing activity level in order to accomplish the general, specific and practical pedagogical objectives of the activity at high quality parameters.The didactic strategy usually takes the name of the method on which it is based pursuing an active communication, an heuristic knowledge of the studied phenomena, stimulating the child`s capacity to observe, to solve, to create problems, the reactive and proactive creativity of the educator, but also, with his/her help, of the learner.Identifying the suitable didactic strategies continues to be an open question at the level of pedagogical research involved in the context of innovative educational policies. From a curricular point of view their integration represents the premises for an efficient pedagogical projection in the teaching-practising- assessing process.

Key words: *learning skills, various strategies, education, language, preschooler*

1. The Theoretical and Practical Documentation
2.

Educational sciences and psychology made during the last decades important steps in deciphering the cognitive mechanisms, in decrypting the way the child learns, especially at preschool age. J. Piaget, Vîgotski and other predecessors of cognitive psychology have opened the way for fruitful research in this field, followed by contemporary psychologists and educationists such as J.S. Bruner, Shuell T.J, Rosch Eleanor.

My didactical experience entails me to state that the preschool period is one of rapid intellectual acquisitions, of development of the child`s thinking. He/she touches, combines, expresses- at the same time acts, thinks before acting and utters it. The preschool child is in full evolution of his/her thinking processes. He/she is an explorer investigating the world and its characteristics. At young ages, the experiments lead to actions and reactions

immediately noticeable. Only if the child experiments on his/her own having a stimulating material support will he/she manage to a superior understanding level of a concept. In other words, being required to discover on his/her own the answers to the questions and the problem situations, the child is given the chance to reinforce thus the knowledge acquired through his/her own experience and to possess the learning algorithm.

3. *Presentation of the Researched Topic*

The activities held in a kindergarten are a practice of the cognitive learning skills to the extent to which they are adapted to the traits and learning skills specific to a certain age. Only by knowing the child`s psychological characteristics and the personality of each child in particular, the kindergarten teacher can organise his/her learning experience so that the teacher facilitates the access to knowledge and intensifies his/her ability to learn new information, to form some essential skills for the intellectual work in his/her future school activity.

Starting with the premises that the promotion of a development strategy, centered on the child, on his/her individual particularities and potential, is determined by the active involvement of the kindergarten teacher in creating a climate which improves divergent thinking and develops the children`s creative attitude, therefore fulfilling the essential condition for the unfolding of a complex educational program which would prepare them for the social life, more and more demanding, in which they will have to integrate. For an adequate projection, the availability of the kindergarten teacher to try a new approach of the didactic process is necessary, as well as adapting and applying modern techniques, methods and means which lead to the targeted aim on condition that the specific working steps are respected, and the objectives proposed by the kindergarten teacher to be in accordance with the possibilities and the interest of the children.

I opted for this topic for its undeniable actuality. The varied strategies used in the activity of educating language have a high efficiency in stimulating the superior thinking operations of the children.

4. *Presentation of the General Hypothesis*

General Hypothesis
If we use traditional and modern methods and procedures as an educational strategy in the active cognitive learning processes of the children, this will have significant formative and practical effects on their language development.

5. Objectives of the Research

6.

Knowing the fact that during the preschool period, the child passes in steps from a situational, concrete thinking to the use of cognitive structures, which are more complex and more nuanced, I planned to ensure adequate instructive-educational activities which will increase their difficulty as children finish them, as they advance, in the understanding and the formation of new knowledge.

Because children learn best by actively exploring and interacting with the ones around them (either adults or children) and with different materials, I planned activities during which the children should be active participants, modifying and transforming the activity by themselves according to the stimulus and interests that are developed during the game, especially at a cognitive level. Knowing the fact that all children need to experiment with object and real cases before being able to understand abstract symbols, I will provide concrete, real and relevant materials for the child, ensuring thus many possibilities for investigation in the immediate environment, into the phenomena and events, with the purpose of forming and reinforcing the thinking processes.

In what concerns the experimental research, I have established the following objectives:

➢ Stimulating the active learning of the preschoolers by developing the thinking processes, especially aiming at the clarity of the acquired empirical concepts;

➢ A complex approach of the learning contents around a topic or a set of topics, during the activities which are meant to educate language;

➢ Close monitoring of the children`s reactions during the activities meant to educate language by using varied methods and procedures, with the aim of objectively determining the process of improving and making perfect the teaching activity.

7. Research Design

By seeing the child as a developing human being, the child will be treated respecting his/her age particularities, but also each child`s individuality, observing his evolution changes under the influence of the institutional environment of the kindergarten, but also outside it.

During the first semester (15 September 2014 – 31 January 2015) of the 2014-2015 school year, I organised and unfolded the following research stages:

1. The Pre-Experimental Stage (pre-test) (15 September- 31 January 2015) which consisted of:

a) Forming the samples: experimental and witness;

b) Documenting and summarising the information concerning psychological development of the children, from the two samples, at the end of the previous kindergarten class, respectively the "Little Group";

c) Deciding upon the research methods and means;

d) Devising and applying an initial test, which will determine the cognitive development level of the 4 year-old children (the starting point of the research)

e) Gathering the data after applying the initial evaluation.

2. The Stage of Experimental Intervention (1 October- 19 December 2014) which consisted of:

a) Devising an intervention program which exclusively includes activities having an integrative character and will target reaching the envisaged objective, proposed in the research;

b) Fixing some reference/behaviour objectives, which will be followed during the unfolding of the intervention plan;

c) Organising and unfolding the activities meant to educate language by using traditional and modern methods and means.

d) The Post-Test Stage (5-31 January 2015) consisted of:

e) Devising and applying a final test, which will determine the changes suffered by the two samples (experimental and witness samples);

f) Comparatively monitoring the evolution of the preschoolers involved in the research;

g) Analysing the data and interpreting the results, with the aim of confirming the research hypotheses.

8. Research Sampling

In forming the research samples I opted for independent samples, respectively two groups of children, the experimental and the witness one from the "Middle Group" A at the "Little Ant" kindergarten (full-time, 8 hours per day) in Arad.

After previously studying some specialised literature, in what concerns the appreciation of the psychological development of the preschool child (Chiriac I., Chiţu A., 1982) specific for the age gap I (3-5 years), I selected and adapted a psycho-diagnosis test of the thinking development level, which I applied during the first weeks of the school year.

The psycho-diagnosis test applied mostly verbally, was individually applied, in a stimulating psycho-affective climate, and in a limited time gap

(between 3-5 minutes for the development of each task) writing the children`s answers to analyse them afterwards.

The test consisted of a set of oral evaluation activities, applied to the two groups: experimental (10 children) and witness (10 children), aged 4. The activities aimed at the language development field, following especially the thinking development level.

In this sense I have established the following representative items:

I1: - to pronounce correctly the onomatopoeia: meow, woof, mu, baa, honk, quack, cock-a-doodle-doo, and cluck;

I2: - to recite clearly, fluently a short poem (4-8 lines) that they know;

I3: - to demonstrate the understanding of the text by using different ways to retell the story (recounting, acting);

I4: - to express themselves in sentences, having a logical succession in presenting the actions shown by the images.

The answer for each item is assessed as follows:

➢ He/she answers correctly: 2 points
➢ He/she answers with help: 1 point
➢ He/she gives a wrong answer or does not answer: 0 points.

The data gathered has been recorded in the next tables:

Table 1.*Initial evaluation – results*

The experimental group

Nr. crt.	Children`s Names	1	2	3	4	Total points
1.	Ionescu A					*4*
2	Ionescu B					*4*
3	Ionescu C					*3*
4	Ionescu D					*4*
5	Ionescu E				(	*2*
6	Ionescu F	(				*3*
7	Ionescu G					*4*
8	Ionescu H					*4*
9	Ionescu I					*4*
10	Ionescu J					*4*

The witness group

Nr. crt.	Children`s Names	1	2	3	4	Total points
1	Popescu A					4
2	Popescu B					3

3	Popescu C	(			(	2
4	Popescu D					4
5	Popescu E					3
6	Popescu F				(	3
7	Popescu G					4
8	Popescu H	(			(	2
9	Popescu I					4
1 0	Popescu J					3

7. Dependent variables and independent variables

The pedagogical research has intended to determine the clarity of the empirical concepts acquired during the unfolded activities for educating the language, which aim at stimulating the children towards an active learning. In this respect, I have introduced the independent variables which are the researcher`s responsibility, for studying the results which their action produces, results which represent the dependent variables and are specific to the subjects.

The independent variables consisted of:

➢ Informing the experiment group about the educational contents which will be studied;

➢ Using modern methods and means, during the activities for educating the language in order to stimulate an active cognitive learning of the children, but also in order to determine the clarity of the acquired concepts;

➢ The quantitative and qualitative control of the accumulated empirical concepts;

The dependent variables are:

➢ Enriching the informational volume of the children with different knowledge and notions;

➢ The capacity to transform information in knowledge;

➢ The development of the knowledge concerning the fundamental concepts by stimulating the interest towards what they want to learn;

➢ Improving their willingness to learn.

Knowing the fact that the variety of the models and means used determine the dynamism and the complexity of research, it gives us varied information and thus, closer to the reality of the manifestation of the targeted phenomena. I have used in my research the direct observation, the test and the analysis of the products provided by the children`s activities.

8. Unfolding the actual experiment

After establishing the preliminary data, the objectives, the experimental and witness groups, the hypothesis and the research objectives, the application of the research experiment followed. Having as a basis the results obtained, which determined the level of cognitive development of the groups: experimental and witness (as it results from the table 2 a. and b. below), I proceeded to the pedagogical intervention on the experimental group, the other one continuing its activity in a natural way.

Table 2a.*The initial level of cognitive development*

Experimental Group	I1	I2	I3	I4	The initial level of cognitive development (total points)
10	9 45%	8 40%	10 50%	9 45%	36 45%

Table 2b.*The initial level of cognitive development*

Witness Group	I1	I2	I3	I4	The initial level of cognitive development (total points)
10	8 40%	7 35%	10 50%	7 35%	32 40%

The application of the initial test had the target of assessing the relation between the experimental and the witness group, of establishing the existing level at the time of the initiation of the pedagogical experiment. The level of the experimental and witness groups had relatively close results and in this case I could objectively observe the improving effects of the independent variable.

In devising and unfolding the intervention programme proposed as part of the experiment, I had in view the introduction of the independent variables, at the experimental group, respectively of some changes expected, by using modern and interactive methods and by controlling the situation in an analytical, strict and precise manner; therefore the projection, realization, evaluation and adaptation of the didactical activity during the experimental

group had as a target the principles and the demands of the new Curriculum for Preschool Educational System (2008) which targeted only the field of Language and Communication. Meanwhile, I applied traditional methods to the witness group used in educating the language.

During the intervention program I have organised activities meant for educating the language using modern methods. The activities meant to educate the language were held after daily scenarios with distinct themes, respecting the topic and the subtopic of the week. The diversity and variety of the materials encouraged the children to act, to observe, to think, to express their ideas, to analyse data, to make predictions. Out of the methods I have used frontally, with micro-groups and well as individually with the two groups experimental and witness, I have to mention the following: story with a given beginning, learning by heart, didactic games, retelling, examining a story, brainstorming, Venn diagram, the cube etc.

In the final stage of experimenting research, after the children have joyfully completed the intervention program I have proposed, at the end of the first semester I have devised and given a post-test, which included a set of tasks whose items comprise:

1. Describe the images, mention all the characters from the recognised stories and characterise them in a few words.

2. Choose three words connected to the given images and make up sentences with them.

3. Do you remember the phrases with which stories begin and end? Use them, together with the given images and expressions in order to create a story: "king/queen", "enchanted castle", "witch", "good fairy", "a king`s wedding" etc.

4. Give the correct answer to at least 5 riddles.

I will continue with the presentation of the results obtained after giving the individual test, to the witness and the experimental group.

Table 3. Final evaluation (post-test) – results

Tasks	Cognitive competences	Witness group (10)		Experimental group (10)	
		No. of subjects who solved the task correctly	No. of subjects who did not solve the task	No. of subjects who solved the task correctly	No. of subjects who did not solve the task

	Describe the images, mention all the characters from the recognised stories and characterise them in a few words.	Punguţa cu doi bani	6	4	9	1
.		Scufiţa Roşie	7	3	10	0
		Cei trei purceluşi	7	3	9	1
		Albă ca Zapada	4	6	7	3
		Capra cu trei iezi	6	4	10	0
		Fata babei şi fata moşului	3	7	7	3
I.	*Choose three words connected to the given images and make up sentences with them.*		6	4	8	2
II.	*Create a short story using the expressions with which stories usually begin and end, together with the images and expressions given.*		4	6	7	3
V.	*Give the correct answer to at least 5 riddles.*		5	5	8	2

This test applied in the intermediary stage offered me data which analysed and interpreted helped me to form a real image about the influence of developing the thinking processes on the cognitive learning of the child, in the way he/she acquires and uses new concepts.

**9. Analysis and the Interpretation of Results**

By evaluating the children`s results from the two groups, on the correctness of the tasks solved, we can categorise them in a table as follows:

Table 4. Final test results – task correctly solved

Tasks	I.	II.	III.	IV.
Experimental sample	52	8	7	8
Witness sample	33	6	4	5

The solved tasks were considered to be those solved correctly and promptly, the hesitation and insecurity moments were considered to be partially solved, and therefore they are in the category of those who did not solve the task.

By using the statistic method I have represented the results in a graph.
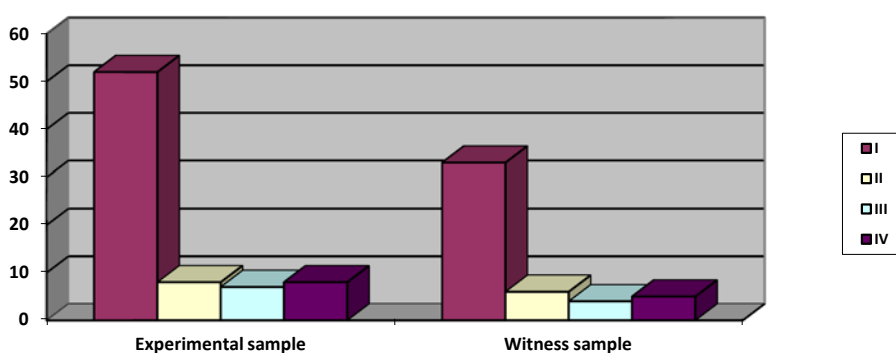
The group of children to whom the independent variables were applied have shown positive changes, by the clarity of the acquired concepts during an active learning, and the results of the above test have reinforced the conviction that modern, interactive methods and means used with preschoolers lead to changes of the cognitive and meta-cognitive abilities in the competences and performances of the learners. We present the distribution curves obtained after applying the test with the four items.

Table 5. Cognitive behaviour level – after the final testing

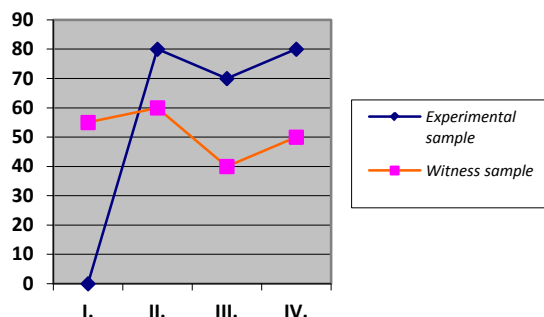| Percentage / tasks	I.	II.	III.	IV.
Experimental sample	86,6%	80%	70%	80%
Witness sample	55 %	60%	40%	50%

Fig. II The Final Level of Cognitive Development

Observing the two distribution curves of the results of the tasks, we realise that they are almost parallel, but the difference in percentage which varies between them shows the progress made by the experimental sample, but also the fact that the preschoolers from the witness sample have the information taught using traditional methods and means.

After applying the final test, we can observe that, by being stimulated by the new approach to the activities meant to educate language, by directly implying the children in their cognitive learning, children who at the initial test had poor results, at the final one, they had good results, better than our expectations. This proves that if you help the children with the adequate procedures for the teaching-learning process, the children make visible progress.

Based on the results gathered after the experimental research and after introducing modern, interactive methods and means as a learning strategy through research and discovery, after reconsidering the role of the kindergarten teacher and the child`s responsibility at preschool age as a very good organisational, unfolding and evaluation strategy in the educational process which takes place in the kindergarten.

9. Conclusions

Through the activities aimed at educating the language held with the children we bring a plus of easiness and more coherence to the teaching-learning process by using modern and traditional methods and means, named didactic strategies.

By organising such activities I have stimulated the cognitive development of the preschoolers offering them the possibility to complete answers, to make analogies, to discover by experimenting on their own, to

anticipate and positively react to new ideas, to correlate their new learning experiences with the ones they previously had, ensuring thus the strong acquisition of knowledge and therefore a better clarity of the learned concepts.

The active accomplishment of the didactic activity in order to reach the aims which the educational subjects intended to reach, imply the combined use of some methodological sets with teaching methods, seen as their auxiliaries.

It is important to mention in this case that the learning depends greatly on the methods used which become responsible mainly for the obtained results, for their level and for the efficiency of the learning process. The research concerning the application of the different methods, have revealed the attainment of the essential differences in the field of results, differences which confirm the superiority of some methods to the others.

Another necessity in making the teaching process more efficient is the frequent use of some methodological sets favouring the methodological dominant. No teaching situation can coincide with another one because each child lives in his unique way the act of learning and because there are various forms of representing reality, according to the intellectual and affective evolution of those involved in the process. This range of situations involves a pluralism of methods and varied means of organising the activity meant to educate language.

By creating a universe of pedagogical diversity, the effect is guaranteed because it dismissed monotony, it makes the group work more attractive, it diversifies the teacher-learner relationships, it enriches the kindergarten teacher`s experience offering him/her the possibility to make the right choice for a certain learning situation or another.

At the moment, maybe more than ever, there is an emphasis on the promotion of some self-teaching, self-learning methods with the aim of reaching a permanent education, which easies the discovery of the targeted individual perspective, at the same time making necessary the existence of the formative-educative tendency and not just of the instructive one.

As a kindergarten teacher I wish to mention that the learning during the activities meant to educate language had a playful trait. The children were supported in their attempts favouring the active involvement in the formation and reinforcement of their own knowledge, which had a cognitive nature, developing as much as possible their own thinking processes. The children are also encouraged to believe in their own strengths, to become aware of

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their utility. Thus they try to show how responsible and competent they can be.

It has become even more obvious that by using various methods, the children work independently and the kindergarten teacher is like a guide, it is the one who offers advice or help, when it is necessary, but most of the time, the children decide how to deal with a certain problem. They learn to use the skills previously learned and develop connections between these competences and the way they can be used in the world and outside the kindergarten group. In addition, the children have the tendency to become more and more interested in the topic, when they feel they are actively involved in the learning process.

In conclusion, by using interactive methods while educating the language, I had the child search, summarise, associate, compare and last but not least to take out of the drawers of their mind the cognitive knowledge, no matter the field of activity in which the knowledge was acquired

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INTER AND INTRA-INSTITUTIONAL NETWORK OF COOPERATION BETWEEN CHILD CARE INSTITUTIONS AND PSYCHIATRIC SERVICES

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Abstract: *The child and adolescent psychiatric[24] services in Romania have a "strange" and a long history. The psychiatric services (especially the psychiatric hospital for children) were a long time regarded with a certain suspicion and considered a sort of "the last solution" for the institutionalised children.*
This paper aimed to scrutinize and evaluate the attitudes for an improved cooperation between child and adolescent psychiatryand the specific child care services and to describe a possible model of creating and improving a network of cooperation between the psychiatric and social services for children, respectively to develop services at tertiary level for children in residential care.

Key words: *medical network, psychiatric network, psychiatric counselling services, intra and inter-institutional cooperation, socio-psychological care, psychiatric assistance of the institutionalised children.*

Premises

Despite the fact that the medical network altogether and the psychiatric network new a strong development in the last decades and despite the positive evolution of the child care system, the cooperation between psychiatry and the child care system remains challenging. The development of a good functioning network of psychiatric and social services for children still need time.

On one side, identifying and diagnosing mental health conditions in children and adolescents is one of the toughest jobs in health care[i]. Sometimes symptoms overlap with other conditions.

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[24] *Child and Adolescent Psychiatry*,- http://www.stonybrookchildrens.org/specialties-services/pediatric-specialties/psychiatry

On the other side, the cooperation between the existing psychiatric services and the child care centres (institutions, units) is still influenced by some specific factors and circumstances:

a) The psycho-social problem is mostly reduced to a social problem, that has to be solved immediately. In such cases, after a rapid initial social assessment, a placement decision is taken (for residential care or a foster family). This decision, together with some welfare measures is an almost automatic reflex for the social services.

b) Various forms of services such as contact and counselling centres, additional earnings opportunities, day care centres and other forms of care, are frequently located in the urban areas and the access to the psychiatric services is restricted (sometimes simply because of a poor transportation infrastructure).

c) Research data showed that responsibilities of different professionals (doctors psychiatrists, psychologists and social workers) are clearly understood and separated. Bur lack of communication, organizational restrictions, imperfection of health care system and personal factors were identified as the main obstacles for a good practice.[25]

d) Mental health services and social services seemed not to be well informed about the implications of the social context of a situation and insufficiently prepared to understand whatever appears as social distress. At the same time they appeared to ignore each other's work and thus reproduce rejections and splitting.

e) Some reports indicate, that there is
- no real psychological assessment of the child or the family,
- no real evaluation of the needs of the child (pedagogical diagnosis),
- less follow up of the future development of the child (social assessment)[26].

f) The staff working in the care institutions has often the tendency to underestimate the behavioural dominant characteristics of some children and

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[25] Petrauskienė, A., Pivorienė, J., Misiukaitė,M., - Mental Health Services at tertiary level for children from residential care: profesionals' pint of view, ISSN 1648-4789 (print), ISSN 2029-2775 (online), http://social-work.mruni.eu

[26] G. Abatzoglou, E. Eleftheriou, E. Athanassopoulou, S. Kamalakidou & N. Zilikis - *A Network of Psychiatric and Social Services for Children* – in Social Work in Europe, Volume 7 Number 3, p. 52 - 55

to try to "solve the occurred problems" with thetraditional "pedagogical (care) methods". The psychological components, eventually the psychiatric aspects are ignored or underestimated. The institutions present themselves to child psychiatric services mostly in crisis situations, in urgent need of help. Very often the situation has developed to an authentic psychiatric emergency.

g) There is a serious need for a screening, a complete child psychiatric assessment in most of the care institutions in Romania.. Some studies show the more than 50% of the institutionalised children present a mental health problem or were abused.

h) The institutionalised children could often be considered to be living in theirfamilies of origin in high-risk situations for their mental health.

i) Considering the quality of parental care, in many cases the parental care is considered to be insufficient. The original families are confronted with serious problems:
- mental health problems of the parents (in most of the cases unknown and not treated)
- important social problems, sometimes unsolvable
- the absence of a larger supportive family
- There are also indications of child abuse. In many cases the children were neglected or abandoned.

Institutionalising the children without supporting the families and without implementing a adequate setting of pedagogical and medical (psychiatric) measures is nor a solution

j) The interventions of various services (social services, child protection services, mental health services) are not sufficiently coordinated and seem to reinforce the splitting between different institutions, official bodies and NGOs working in the field of child welfare.

Creating and maintaining a functioning network of cooperation is an indispensable component of each modernising process of the child care system.

Children visiting paediatric institutions may have psychosocial problems.[27] A consultation and liaison work between the child psychiatric department and the pedagogical and paediatric disciplines and the care practices could be a help for these children and their parents.

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[27] M. Nisell, PA Rydelius - *Cooperation between Pediatrics and Child and Adolescent Psychiatry* in Nordic Journal of Nurisng Research, December 2007 vol. 27 no. 4 44-4 p. 44

Structures of cooperation.A network of cooperation between the psychiatric and social services for children.

The psychiatric care can take place in different forms:

a) Child and Adolescent Psychiatric Service, usually counselling centres assigned to the Health or Youth Department within the district government offices.

b) Social-psychiatric services, usually departments for social-psychiatric services, in some cases even at several locations in each district to make them easier to reach. The social psychiatric service workers (physicians, social workers, psychologists and administrative staff) offer mostly assistance and support to children with a mental illness, a substance abuse disorder or a mental disability.

c) Counselling centres (for instance for alcohol and substance abuse)

d) Contact and counselling centres. They are open to all interested persons who are affected by a mental disorder. Their services range from recreational activities, for participation in group activities, to individual counselling sessions.

e) Child and adolescent clinical care or hospital order treatment (in that case thehospitalisation is ordered by the court and it is not part of the regional psychiatric care system)

f) Registered child and adolescent physicians and therapists, which includes a large range of specialists, mostly paediatricians, adolescent psychiatric specialists and therapists (psychological psychotherapists, child and adolescent psychotherapists)[28]

The child psychiatric service presented in the paperwas implemented under the name *"Konsiliarische Psychiatrische Beratung – KPB"* (Psychiatric Counselling Service) in four of the child care units of the SchottenerSozialeDienstegGmbH in Schotten – Germany as a pluri-disciplinary project, headed by a psychiatrist.

The main idea was to create a psychiatry service "inside" the institutions and to facilitate the medical treatment directly in the care centre. The construction of such a targeted project regarding any "psycho-social" case is based not on the visits of different care services located in the area or in hospital (e.g. an abused child hospitalized in a paediatric or psychiatric service), but to bring the services directly to the child.

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[28]*Psychiatry in Berlin*, The State Representative for Mental Health Senate Administration of Health, Environment and Consumer Protection, 2 th edition 2008, p. 5 – 8

The service was designed for children with complex needs, respectively for children with multiple psychological problems (deficits), which were supposed to benefit of a multi-dimensional care setting. These involve the correlate interventions of different categories of specialists coming from different professional fields (psychologists, psychiatrists, pedagogues, social workers, child care takers, educators). The coherence of the pedagogical individualised settings depends on the capacity of the multi-professional team to coordinate and to focus their specific interventions.

The goal was to provide counselling, psychiatric treatment and care in crisis for children with complex needs not by using services outside the institution, but by using the existing human resources "inside" the institutions and to create an ad-hoc network of cooperation between different services, mainly between psychiatric and social care services provided "intra-muros".

The system is based on the long-time cooperation with apsychiatrist, which visits the institutions one or twice a month. The activity has the following components:

- New cases are presented,
- The cases already in treatment are examined
- The basis of further intervention is planned.
- Usually a decision is also taken about the services to be implementedin the future and the nature of the involvement educators and other care staff.
- Regular meetings with the team of educators and care-takers working in the institution, the head of the institution and some other categories of specialists and staff and other services are held to discuss the progress and follow up of cases.
- The counselling of the staff was also an important part of the project. In addition, there was a specific "training on the job" program of pedagogical staff developed.
- The structure also offered preventive care to children.
- The psychiatrist assured also support and assistance in crisis interventions.

The perspectives of the network.

The creating of a network of psychiatric and social services for children in care and the systematic functioning of this kind of cooperative network within the care institutions, coordinated by a child psychiatric service, has proved to be efficient in attaining a better quality of the provided child care services.

It has achieved a satisfactory level of coordination among social services provided by theinstitutions in the handling of cases from a multi-disciplinary perspective. The provided child psychiatry service was, in most of the cases, considered as a 'neutral' service with scientific authority, it was not directly implicated in conflicts between the children living in each unit, and has been seen as promoting cooperation and even as an arbitrator.

It has put in place a system for the assessment and dynamic evaluation of the quality of the caretakers-child relationship, of the potential of pedagogical staff involved in the care measures initiated at the level of the institution (or the lack of them), and of the supportive role of the staff.

It played an important roleinsolving the doubts or the hesitating decisions of social services concerning the 'easy' solutions of placement of the child in a full or part-time care institution or in a foster family.

It has offered a specialised consultation to pedagogical staff on a long term basis, facilitating a work on the basis of the psychological needs of the child, a perspective that social services cannot always fulfil.

It has had direct or indirect effects on the admissions, the internal functioning and the 'views' of child care and protection institutions. Especially the institutions that have established a permanent collaboration with the psychiatric service had the opportunity to take the decisions concerning the admission and the pedagogical setting for the children based also on a competent clinical assessment of the child.

The process of working together with a psychiatrist directly in the child care centre (institution) gave the possibility to confront the ideas of different actors, their beliefs and developing new possibility of optimising the care interventions, of sharing of common projects and responsibilities. It was also relevant for the transfer of professional experience and information and for understanding of theory through practice and vice versa.

The network between child mental health (psychiatrists) and social services (child care institutions) allows the gain of a more professional experience. The inter-institutional cooperation is helpful for both parties, because they learn from each other and they have to rely on each other for the success of their projects.

In the condition of a still unsatisfactory network of psychiatric hospitals and a rather poor developed network of psychiatric services (especially in the rural areas) the model of direct cooperation between psychiatrists and the

care institutions can contribute basically to a better care setting for the institutionalised children, to an effective prevention work and to an adequate intervention at the level of the dynamic family – child, respectively to preventing early institutionalisation.

Apendix
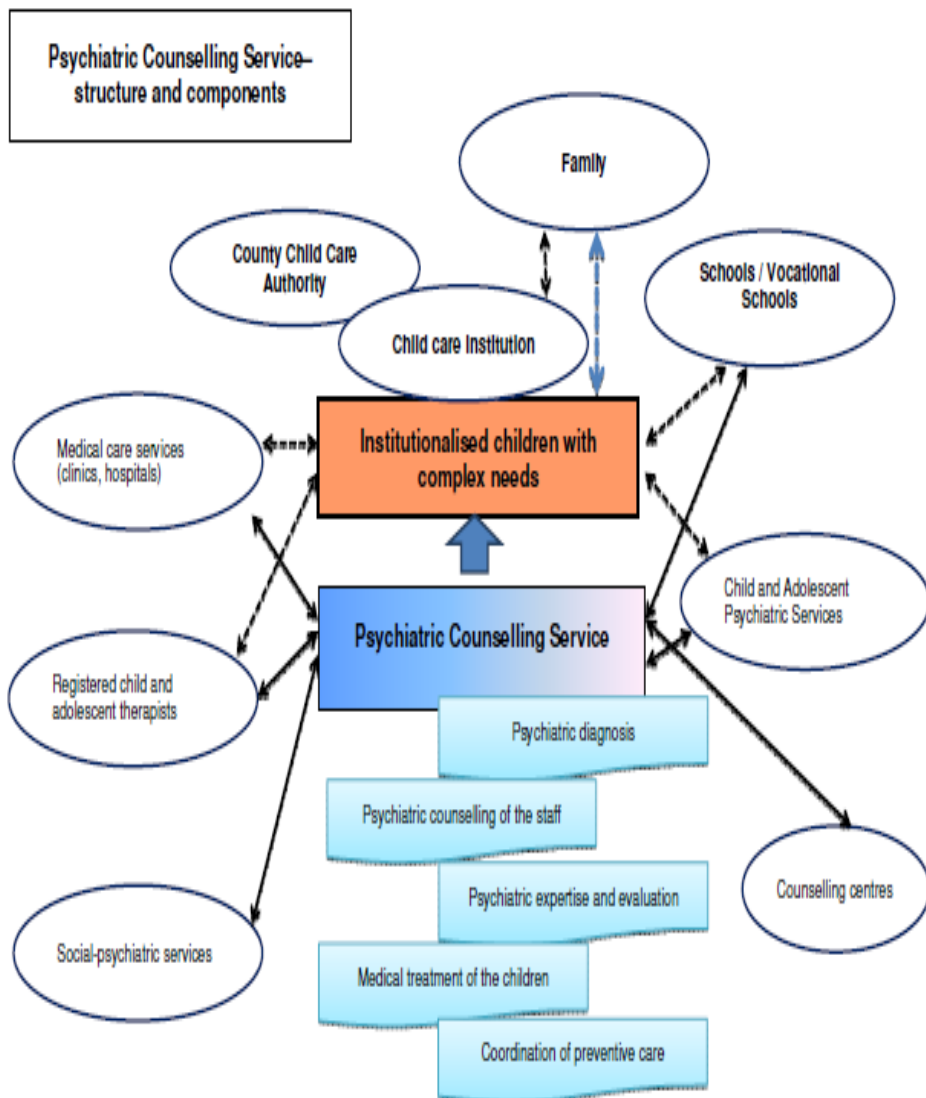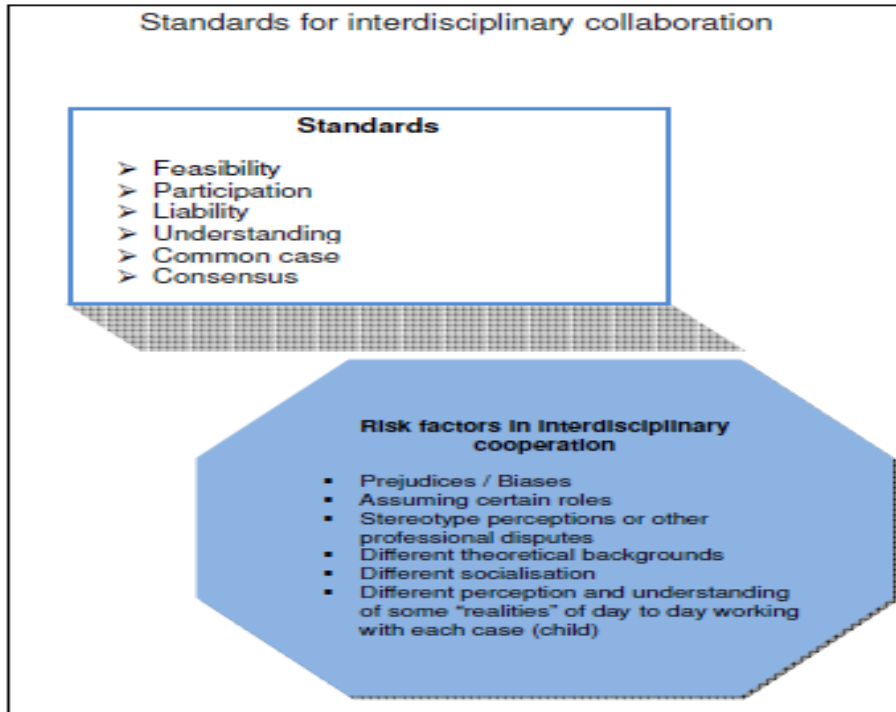
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TRAINING OF PEDAGOGICAL PRACTICE MENTORS – AN ACTION RESEARCH

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Abstract

The paper presents the partial results of a research made at the level of the Department for Teachers' Training (DDPD) within the University of Piteşti, named *Quality in Educational Mentoring* [CAMED], the 2007 competition, theme no. 3, code 1157, manager: Ph.D. teacher Liliana Ezechil. The project was accredited and financially supported by CNCSIS.

This paper presents essential aspects related to the optimization of pedagogical practice activities as a result of the introduction of mentoring teachers in a continuous training program prepared on well-substantiated bases from a scientific point of view.

Premises

In the context of institutional development measures adopted at the level of the Piteşti University, an own, complex and coherent strategy was adopted, regarding the optimization of the process related to the initial training of the didactic personnel – an activity managed by the Department for the Preparation of Didactic Personnel. Such strategy was performed through the inspired connection of the initial and continuous training of the didactic personnel in view of optimization of the didactic process quality at its different levels: pre-university education, university education.

Research stages:

I^{st} *Stage* – had an informative character and constituted the analytical stage, related to the knowledge of the newest purchases performed in the field of mentoring activities at a national and international level.

IInd *Stage* – *the (proper) research - action* was focused on the specific objectives: particular aspects of didactic mentoring at the level of the Piteşti University were highlighted; the analysis criteria and the quality standards which are relevant for the mentoring activity were prepared; the categories of competences definitive for the professional profile of the mentoring teachers were identified and behavioral descriptors related to such competence categories were prepared; a competence profile of the mentoring teacher – desirable for the students preparing to become teachers within DPPD of the Piteşti University was identified.

The IIIrd Stage – focused on the performance of educational products with a logistic character: strategic products and useful instruments in the process related to the performance of pedagogical practice activities.

Applied research methods: a combination between qualitative and quantitative methods, *i.e.* - focus group, questionnaire applied in a crossed manner on the two target groups (mentoring

teachers and students), the registration with the video camera of certain pedagogical practice activities, the behavior noticing grids, the statistic methods.

The focus group method: was useful for identifying perceptions, representations, attitudes... of some of the main actors involved in the mentoring activity of future teachers.

Stages in the focus group performance:
• establishment of discussion themes;
• establishment of the group structure;
• drafting of the discussion organization guide;
• establishment of questions;
• establishment of a calendar of meetings.

Focus group composition:
• one moderator;
• 4 methodicians;
• 4 mentors with a rich experience who also performed special programs organized by the British Council on the mentoring issue;
• 6 researchers in the CAMED group– university teachers with a basic specialization in the following disciplines: pedagogy, psychology, sociology, who also have a rich experience in the management of didactic mentoring activities.

Target products.

From all the products targeted through the mentioned research we shall select – in the context of this paper – those which are related to the continuous training of mentors, *i.e.*:

• *analysis criteria* related to the mentoring activity;
• *strategic products* (a coherent managerial conception on the performance of the practical activities within the program related to the initial training of teachers; the preparation of a program and calendar related to the performance of pedagogical practice activities – agreed by the main actors involved in the process related to the professional training of future teachers);
• necessary *instruments* in the process related to the performance of pedagogical practice activities (pedagogical practice notebook for students, the mentor's guide), a *competence profile of the mentoring teacher* corresponding to the real and immediate needs of the students training to become teachers at the DPPD of the Pitesti University, a *curriculum related to the training of mentoring teachers.*

Followed objectives in focus group performance [F.G.]:
• the establishment of certain criteria for the analysis of the behaviors which are relevant for the didactic mentoring activity (**[F.G.1.]**
• the preparation of quality standards for the activity performed by the mentoring teacher during the performance of the pedagogical practical internship **[F.G.2.]**
• the identification of certain categories of relevant competences for the roles exercised by the mentoring teacher in the relations established with the students over the performance of the pedagogical practical internship and the association of such competences with significant behavior descriptors **[F.G.3.]**
• the generation of the information necessary for the preparation of two questionnaires: *The questionnaire related to the identification of the perceptions of the mentoring teachers in the education system network on the mentoring activity* and for *The questionnaire identifying the perceptions of practicing students over the mentoring activity*. **[F.G.4.]:**

Research hypothesis

We suppose there is a relation between the *in situ* approach of the problematic related to the learning of professional behaviors of the didactic profession and the perceptions of the main actors involved in this process (mentors and practicing students).

Procedure.

For the achievement of the competence profile of the mentoring teacher, the following tools were used:

• The two questionnaires (*Questionnaire identifying the perceptions of mentoring teachers – collaborators of DPPD of the Piteşti University – on the mentoring activity* and *Questionnaire identifying the perceptions of practicing students within the DPPD of the Piteşti University on the mentoring activity*) which were applied in a crossed manner on the two lots of subjects: practicing students and mentoring teachers, being focused on the four categories of competences specified above (see also Ezechil, L., (coord.), (2009), *Ghidul mentorului*, Paralela 45 Publishing House, Piteşti, p. 43).

• The collection of other additional data by means of: modern registration techniques (the video camera), reportophone; sheets for noticing behaviors, with two entries for safe information and unsafe information (classic), which generated a series of useful hypotheses for shaping the competence profile of the mentor.

The pedagogical facts which are registered and mentioned, which are supposed by the mentoring activities, were interpreted from the perspective of intrinsic significances and from the perspective of the general research purpose.

The research was permanently re-dimensioned (from the data collection to the assumption of its transformative and applicative nature), as new analysis and statistic processing techniques were identified, for the purpose of operationalizing noticeable indicators helping in the transposition and objectivization of the dimensions of mentoring activities, noticed in: facts, aspects, behaviors, actions, manifestations.

Research results

For verifying the research hypothesis, the significance of the difference between the means obtained by mentors and practicing students (respectively, the subjects who answered the applied questionnaires) was established by calculating the value of the signification test (test t, Student). The results obtained by the group subject to investigation are summarized in table 1:

1. Mentoring students' perceptions on the competences of the pedagogical practice mentor		Mean	Std. Deviation	Signification	Std. Deviation	Mean		2. Students' perceptions on the competences of the pedagogical practice mentor
	Psycho-social competences	40.29	1.85	p<0,01	1.84	40.05	Psycho-social competences	
	Competences related to the management of future teachers' training process	40.85	1.82	P<0,01	1.76	40.81	Competences related to the management of future teachers' training process	
	Competences related to	31.01	2.28	p<0,01	2.29	30.45	Competences related to	

	the contextualization of the acquired theoretical preparation					the contextualization of the acquired theoretical preparation	
	Competences related to the counseling of future teachers	31.72	2.26	p<0,01	2.26	31.81	Competences related to the counseling of future teachers
Teachers' perceptions on the mentor's competence profile		17.59	1.77	p<0,01	1.52	17.21	Students' perceptions on the mentor's competence profile.

Table 1. Students' and mentoring teachers' perceptions on the competences of the pedagogical practice mentor

Correlations

		competente psihosociale studenti	competente psihosociale profesori	competente de management al procesului de formare a viitorilor profesori (st)	competente de management al procesului de formare a viitorilor profesori (pr)	competente de contextualizar e a pregatirii teoretice dobandite (st)	competente de contextualizar e a pregatirii teoretice dobandite (pr)	competente de consiliere a viitorilor profesori (st)	competente de consiliere a viitorilor profesori (pr)
competente psihosociale studenti	Pearson Correlation	1.000	.787**	.062	-.061	-.071	-.026	-.012	.064
	Sig. (2-tailed)	.	.000	.423	.470	.362	.764	.879	.450
	N	168	141	168	141	168	141	168	141
competente psihosociale profesori	Pearson Correlation	.787**	1.000	-.003	-.102	-.130	.069	.020	.005
	Sig. (2-tailed)	.000	.	.972	.228	.124	.417	.817	.955
	N	141	141	141	141	141	141	141	141
competente de management al procesului de formare a viitorilor profesori (st)	Pearson Correlation	.062	-.003	1.000	.728**	-.032	-.126	-.031	-.143
	Sig. (2-tailed)	.423	.972	.	.000	.684	.137	.691	.091
	N	168	141	168	141	168	141	168	141
competente de management al procesului de formare a viitorilor profesori (pr)	Pearson Correlation	-.061	-.102	.728**	1.000	-.141	-.088	-.096	-.160
	Sig. (2-tailed)	.470	.228	.000	.	.095	.300	.258	.058
	N	141	141	141	141	141	141	141	141
competente de contextualizare a pregatirii teoretice dobandite (st)	Pearson Correlation	-.071	-.130	-.032	-.141	1.000	.608**	.048	.055
	Sig. (2-tailed)	.362	.124	.684	.095	.	.000	.535	.516
	N	168	141	168	141	168	141	168	141
competente de contextualizare a pregatirii teoretice dobandite (pr)	Pearson Correlation	-.026	.069	-.126	-.088	.608**	1.000	.059	-.044
	Sig. (2-tailed)	.764	.417	.137	.300	.000	.	.486	.605
	N	141	141	141	141	141	141	141	141
competente de consiliere a viitorilor profesori (st)	Pearson Correlation	-.012	.020	-.031	-.096	.048	.059	1.000	.684**
	Sig. (2-tailed)	.879	.817	.691	.258	.535	.486	.	.000
	N	168	141	168	141	168	141	168	141
competente de consiliere a viitorilor profesori (pr)	Pearson Correlation	.064	.005	-.143	-.160	.055	-.044	.684**	1.000
	Sig. (2-tailed)	.450	.955	.091	.058	.516	.605	.000	.
	N	141	141	141	141	141	141	141	141

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

By the statistic data processing, the conclusion that the difference between the average of students' scores vs. the average of mentoring teachers' scores is negligible as to the perceptions on the mentor's competence profile was reached.

After the confrontation and correlation of the perceptions of the two fundamental categories of actors involved in the performance of the pedagogical practice activity (*i.e.*: students and mentoring teachers) the preparation of a competence profile of the mentor was resorted to, corresponding to all their expectations and needs.

Such competence profile was put into relationship with the professional roles of the pedagogical practice mentor, in compliance with the table below:

GENERAL COMPETENCES	SPECIFIC COMPETENCES	PROFESSIONAL ROLES AND RELEVANT ACTIVITIES
I. MANAGERIAL COMPETENCES	**1.1. Competences related to the planning of the pedagogical practical internship**	• Identifies the essential steps of an action plan for the pedagogical practical internship • Schedules the pedagogical practice activity according to the program of university courses or other variables • Plans observation activities and the activities related to the takeover of didactic roles
	1.2. Competences related to the monitoring of the pedagogical practical internship performance	• Timely prepares the management of the application school, the teachers staff and the pupils for receiving the students who are in the pedagogical practical internship • Concludes the pedagogical practice conventions on term • Observes the conditions and obligations stipulated in the pedagogical practice convention • Permanently controls the performance of the pedagogical practice activities • Intervenes *with diplomacy* for correcting the mistakes/clumsiness of practicing students • Monitors the finalization of all the pedagogical practice activities on the established terms, according to the action plan • Applies questionnaires for the registration of pupils' perceptions on the pedagogical practical internship • Applies questionnaires for the

		registration of students' perceptions on the performance of the pedagogical practical internship • Performs a SWOT analysis on the pedagogical practical internship
	1.3. Competences related to the management of the educational groups involved in the pedagogical practice process	• Offers examples for the stimulation of pupils' cooperation and creativity (in a group and individually). • Suggests/proposes different work modalities with pupils during didactic and extra-didactic activities; • Offers pedagogic solutions for the possible tensions /conflicts which occurred at the level of the "school class" group • Applies sheets for noticing pupils' behavior during the lessons taught by practicing students • Applies sheets for noticing the behavior of the group of students assisting in the final/trial lesson of their colleague • Analyzes the information collected by means of such sheets for noticing behaviors.
II. PSYCHOSOCIAL COMPETENCES	**2.1. Interpersonal competences**	• Analyzes the information collected by means of such sheets for noticing behaviors • Ensures the cohesion of the group which is initiated in the professional behavior field • Expresses an open attitude and flexibility in relation to students • Proves sensitivity as to the learning experiences and needs of the practicing students • Observes individual differences • Manifests an empathic attitude • Is assertive and tolerant
	2.2. Communication and relationship competences	• Offers (verbal, non-verbal) communication models and a good relationship with pupils (in group and individually); • Uses different levers to make the didactic communication more efficient • Identifies the potential sources of

		dysfunctionality of communication processes • Negotiates and mediates conflict or risk situations which may occur at a certain time.
III. COMPETENCES RELATED TO THE COUNSELING of future teachers	**3.1. Competences related to the psycho-pedagogical counseling of practicing students**	• Plans hourly intervals in which he/she counsels practicing students • Offers himself/herself as a resource for learning the professional behavior • Creates opportunities to learn the *teacher* behavior • Provides support in the didactic projection of lessons, in the filling out of the pedagogical practice notebook, of other sheets necessary to pedagogical practice activities • Facilitates the access of practicing students to the use of different didactic materials necessary for holding certain lessons • Explains to the practicing students the importance and manner to fill in the pedagogical psycho-social sheets: the pupil's sheet, the sheet of the pupils' class; • Analyzes along with the students the lessons taught for finding the ways to optimize future activities;
	3.2. Competences related to the facilitation of the transfer of the skills related to the counseling of practicing students to the pupils	• Offers examples of psycho-pedagogical counseling of pupils and settlement of conflict situations • Suggests/recommends different modalities of intervention in the process related to the school and professional orientation of pupils
IV. COMPETENCES RELATED TO THE CONTEXTUALIZATION OF the acquired theoretical preparation	**4.1. Competences related to students' familiarization with the school/organizational context**	• Facilitates the insertion of students in the school application unit • Facilitates the access to the organizational culture of the school, to school documents and other work instruments of the teacher etc.
	4.2. Competences related to the practical transposition of	• Assists the student in drafting the project of a didactic activity according to the situational coordinates of its performance

| | specialty and methodical theoretical accumulations | • Offers models for the organization and performance of different types of lessons
• Proposes versions to perform and/or improve a didactic activity
• Provides students with feed-back on their own manner of performing certain didactic activities
• Measures the students' individual performance level according to competence standards
• Communicates and comments his/her notes on the activities performed by each student based on the professional competence standards known by the students from the very beginning of the pedagogical practical internship
• Adopts a supportive attitude in evaluative role moments
• Encourages self-evaluation as a form of self-reflection on own activity
• Drafts, with professionalism, analysis reports on the students' activities |

Table 3. Competence profile of the mentoring pedagogical practice teacher

The results of the investigation were considered relevant for the initiation of a program for the continuous training of pedagogical practice mentors. The curriculum of the training program was drafted according to the conclusions of the performed research, being structured as follows:

:	Mandatory disciplines	Number of hours				Credits
		course	. practical activ.	evaluation	Total	
1.	Psychosociopedagogy of communication relations	4	6	1	11	3
2.	Management of pedagogical practice activities quality	4	6	1	11	3
3.	Psychosociology of the educational group	4	6	1	11	3
4.	Quality standards in pedagogical practice	4	6	1	11	3
5.	New trends in curricular	4	6	1	11	3

	designing					
	Optional disciplines 1					
1.	Methods and techniques to evaluate the pupil's personality	3	6	1	10	2
2.	New trends in evaluation theory and practice	3	6	1	10	
	Optional disciplines 2					
1.	Differentiated education	3	6	1	10	2
2.	Current teaching orientations	3	6	1	10	
	Final evaluation			4		
	TOTAL CREDITS					20

Table 4. Curriculum related to the training of mentoring pedagogical practice teachers

The program related to the training of mentors was accredited by CNFP under the denomination of "Training of Pedagogical Practice Trainers" by decision no. 116 of August 29, 2007.
In the 2007-2009 period, the program was performed by 819 members of the technical staff (415 teachers, 272 masters, 132 educators).
The follow-up activities organized by the DPPD in the last school year revealed a visible improvement of the mentoring activities performed in the application schools it collaborates with.

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TEAM AND TEAM MANAGEMENT - A PRACTICAL APPROACH

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Abstract: *A great challenge for today's leaders and managers is to develop and manage effective teams. Understanding the way teams are built requires awareness of the fact that this process vary through some developmental stages. Teams develop and change, and what is significant at some point in their evolution is replaced later by new influences. Therefore, understanding team operation requires understanding its development over stages. This paper addresses the issue of building a team across the five developmental stages of Tuckman's theoretical model (1965) with a focus on leader's practical actions. The paper presents some examples of activities that a leader can run with his team members so that they could be aware of the processes that occur during their team development.*

Keywords: *team, team management, practical activities, developmental stages*

1. Introduction

In recent decades, organizational psychology professionals, and managers alike focused their research efforts on a field of utmost importance, namely, management and development of professional relationships. The harmony of relations between the one's self and others (both personal and professional) is the axis for a fulfilled life. The constructive, fruitful personal and professional relationships are an emerging feature of success and progress. One of the fundamental human inclinations and motivations relate to training and maintaining meaningful relationships, positive and sustainable, translated by a sense of belonging to a group, which gives to the individual stability and continuity, affirmation and enhances opportunities for progress and improvement, opportunities for interaction, protection and social support. In the organizational context, poor quality of professional relationships involves a number of problems such as: excessive competition, lack of social support (informational, instrumental and emotional), lack of feed-back and particularly constructive and motivating feedback, rivalries between colleagues, unwillingness to solve problems through cooperation. Team (i.e. teamwork) is that which can increase the cohesion level of individuals, is that which highlights the importance of social relations, the

one that values individuals and the social ties that individuals establish and develop. Promoting such a culture, of teamwork, can avoid the gaps between members, can avoid unnecessary rivalries and the feeling of marginalization experienced by some individuals.

2. Team conceptualization

The team is *a small group of people* who have *complementary abillities*, *common purpose / common goals* and a way to act in *a consistent / common manner* which implies *interdependency* among its members (Katzenbach and Smith, 1993).

Team can be defined in terms of the "5 P": *purpose* (why is needed the team, what is expected to do), *place* (how it fits into the structure of the organization), *power* (which is the area of responsibility and the authority level of the team), *plan* (refers to the team structure, the way it will assume the responsibilities outlined and will manage the authority at the team level), *people* (who are those who belong to the team, how many and what qualities, knowledge, skills, experience must they have) (Holpp, 1999).

Team features (adapted from Neculau, 2007, p. 107, quoting Mucchielli, 1984):

➢ *interdependence* between team members;
➢ team is presented as an *intentionality towards an accepted and desired common goal* by all members, *cooperation* takes the form of accountability;
➢ *work results* are obtained through the *collective effort* of the team;
➢ *sinergy* – ownership of the team, the whole is more important than the sum of elements;
➢ a *small number* of members, condition to increase efficiency;
➢ *action planning* before action;
➢ *quality of interpersonal relations,* expressed through a network of lively links, which are formed during team activities;
➢ relationships based on *affection, respect, trust, mutual support*; the proprey of team cohesion;
➢ effective communication;
➢ *personal commitment* which expresses the fact that the team is not simply a collection, a gather of individuals, but a lively and evolving psychosocial group, a conscious interdependence where everybody comes with its competence, a unity of action;
➢ team is *a specific structure in process*, which permanently consolidates its configuration; an evolving organism;
➢ respect for the diversity of team members;
➢ *constraints* within the team are the result of common goal orientation which implies certain renunciations, collective coordination and organized discipline;

➢ *organizational structure* varies depending on the type of action, objectives and context; the tasks are distributed according to the members'competencies;
➢ free circullation of information/ information is available to all.

3. The need for team and teamwork

	YES	NO
When we need/ don't need the team?	➢ when we are dealing with unusual problems for which no one knows the answer / or there isn't a simple, standard answer; ➢ when there is a high level of uncertainty regarding the task (there is the need of sharing the doubts with others); ➢ when there are tasks that require creativity (organizing an event, developing a new product, improving services offer); ➢ when the task is extremely complex and requires different skills and expertise;	➢ the task is simple, the degree of incertitude is low; ➢ repetitive tasks, for which there are clear procedures; ➢ when the team has a very good reputation and they are „taking all for granted" ➢ when solving task should be done very quickly (within a very short time);
Why we need/ don't need the team?	➢ obtains better results than individuals which are working alone; ➢ is more flexible than a large group; ➢ assumes more risks and explores areas that single individuals would avoid; ➢ generates a greater variety of ideas than single individuals; ➢ members help each other, reinforcing the development of skills and self-confidence; ➢ members demonstrate commitment /	➢ social phenomena occur, that disrupts the activity: „groupthinking", „social laziness", status effect, social compromise, satisfaction with minimum; ➢ concern for solidarity (cohesion) of the team which overshadows team effectiveness of performing the task (ex .: See peer evaluation which gives its members the maximum score regardless of contribution to the task); ➢ takes time for training and building relationships;

responsibility not only to the task, but also to each other; ➤ members are motivating each other.	➤ requires the transformation of people, and some of them are not willing to give up some beliefs and habits (negative and highly critical attitude, handling, dominant behavior, superior, personal attacks).

4. Stages of team development

4.1. Description of the stages and leader' actions in correspondence with the specifics of each developmental stage

Understanding of how to build teams requires awareness of the fact that processes vary through developmental stages. Teams develop and change, and what is significant at some point in their evolution is replaced later by new influences. Understanding team operation therefore requires understanding its development over stages. Like any other form of life, teams are born, grow and change, through specific stages of development.

The most common model for analysis of the team development is Tuckman's model (1965) which includes five stages: forming, storming, norming, performing, adjourning (fig. 1).

Developmental stage	Leader's actions
1. FORMING The main concern is the initial entry of members into the team. During this stage individuals ask themselves a series of questions as they begin to identify with other team members and with the team itself. Their concerns may include "What could the team offer me?", "What would be my contribution and what I will be asked to do?", "Can I have my needs met while I contribute to the team?". Members grope, while waiting to see the other's approach. They are interested in getting to know each other and discover what is considered acceptable behaviour. In the same time, members seek to determine the actual tasks of the team and to define the objectives and the rules. Team productivity is very low. In this stage.	➤ to select the members according to the tasks to be solved; ➤ to clarify members expectations; ➤ to clarify the members' roles according to the team tasks; ➤ to create contexts for the members to know each other; ➤ to carry out the first meeting of the team in an unofficial context; ➤ to provide for the team members the opportunity to choose their mates; ➤ to create a comfortable atmosphere and a climate of trust;

	➢ to communicate the expected results.
2. STORMING It's an emotional and full of tension period for the the members. There may be some hostility and fights, and the group is experiencing many changes. As individuals struggle to impose preferences on the team or to reach the desired position, it can appear coalitions within the team. External requirements, including premature expectations for good results can create pressure upon the members. Within the process, members tend to clarify expectations and attention is directed to the obstacles that may stand in the way of achieving the objectives of the group. Individuals begin to understand their personal working styles and make efforts to achieve both group objectives and personal needs. The conflict in this stage should be managed so that energy, engaging and vindictive attitudes to be directed towards the achievement of the objectives.	➢ to accept natural tensions as part of the team building process; ➢ to look for signs or symptoms of conflict and for people often involved in conflicts (body language, different reactions); ➢ to solve conflict situations as soon as they appear, in order to prevent the occurrence of frustration among the members; ➢ to be aware of the rumors among members; ➢ to pay attention to members that are not satisfied; ➢ to invite/ encourage team members to openly discuss any matter of the team and beyond; ➢ to be supportive, to listen actively, to generate ideas and explain decisions; ➢ to value diversity.
3. NORMING Also called initial integration, *norming* is the moment where the group really starts to come together as a coordinated unit. It is the phase of creating and increasing the team cohesion, the spirit of communion. Clear rules of interaction are established and are strengthened the feelings of responsibility and the cooperative behaviours (positive feedback). With a new sense of harmony team members will try to maintain a positive balance. To keep the group together may be sometimes more important than working successfully on the group tasks. Minority point of views, deviations from the team direction and	➢ to clarify the team rules (limits of competence, authority limits, allowed language or allowed behaviours, etc.); ➢ to allow the team members to organize themselves in order to practice their roles and responsibilities; ➢ encourage members to be aware of how things work (team reflexivity); ➢ to create opportunities for members to rememorize the team values and common goals;

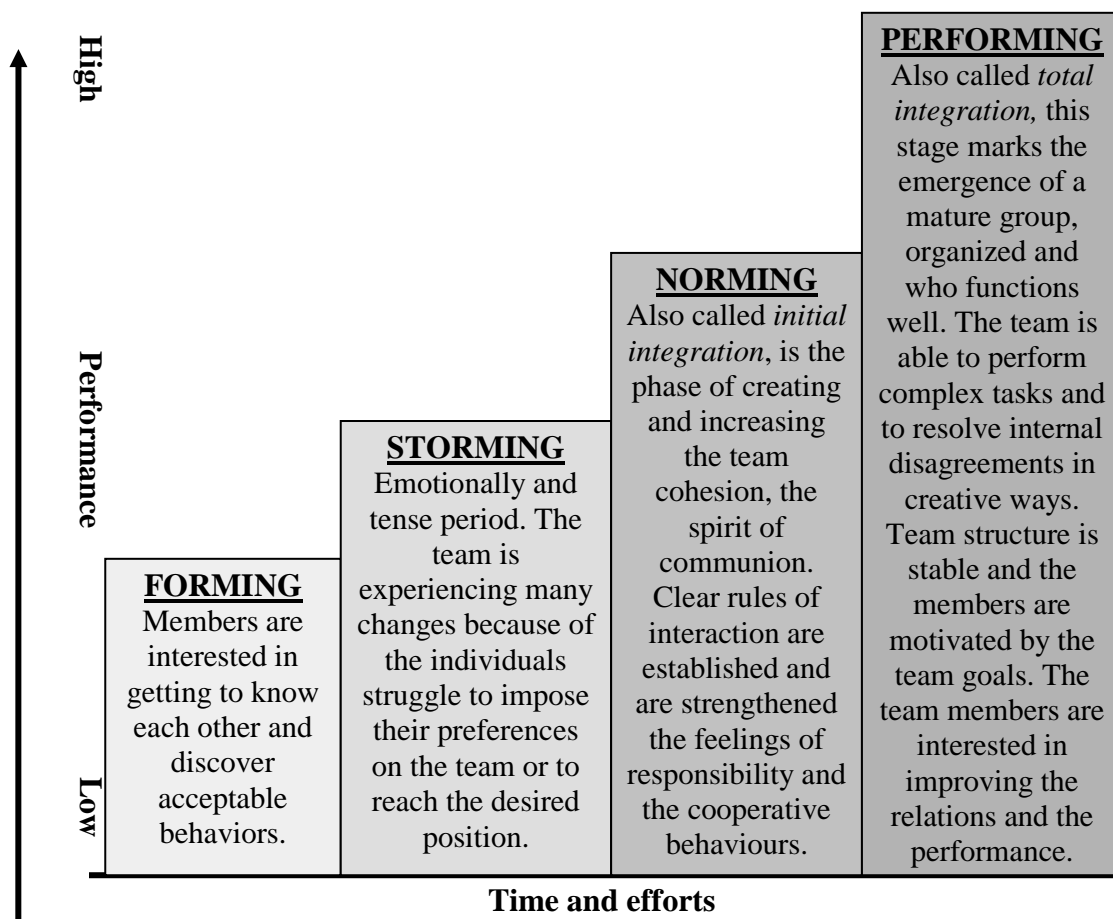|	
criticism may be discouraged as team members experience the closeness. Some members will wrongly perceive this stage as one of complete maturity. In fact this is just the beginning for the next phase, the highest of the team development.	➢ to facilitate the development of consensus; ➢ to provide permanent feedback.
4. PERFORMING Also called *total integration,* this stage marks the emergence of a mature group, organized and who functions well. The team is able to perform complex tasks and to resolve internal disagreements in creative ways. Team structure is stable and the members are motivated by the team goals. The main challenges concern the improvement of relations and team performance. The team operates at high levels of trust, as the relations are developing and the team loyalty is increasing. Members support each other's efforts and come to recognize that interdependence is essential.	➢ to provide creative and enthusiastic tasks for the team; ➢ to encourage humour, mood, and mutual support; ➢ to encourage competences improvement; ➢ to encourage the competition with other teams; ➢ to recognize efforts of the team members; ➢ to provide new challenges for the team.
5. ADJOURNING A well-integrated group is able to dissolve itself if necessary or if the task was accomplished. Adjourning stage is especially important for groups who have a temporary existence in the workplace. Members of these groups must come together quickly, do their job in a definite time and then dissolve maintaining the opportunity to meet when necessary. Members wish to dissolve when the task is finished and the ability to reunite in the future is an important test for the success of the group.	-

PERFORMING
Also called *total integration,* this stage marks the emergence of a mature group, organized and who functions well. The team is able to perform complex tasks and to resolve internal disagreements in creative ways. Team structure is stable and the members are motivated by the team goals. The team members are interested in improving the relations and the performance.

NORMING
Also called *initial integration*, is the phase of creating and increasing the team cohesion, the spirit of communion. Clear rules of interaction are established and are strengthened the feelings of responsibility and the cooperative behaviours.

STORMING
Emotionally and tense period. The team is experiencing many changes because of the individuals struggle to impose their preferences on the team or to reach the desired position.

FORMING
Members are interested in getting to know each other and discover acceptable behaviors.

High

Performance

Low

Time and efforts

Fig. 1. The team developmental stages

4.2. Examples of activities for each developmental stage
a. Forming stage:

At this stage, there is often a degree of anxiety that comes from the fact that individuals do not know each other and do not know exactly what role they play within the team. Therefore, individuals seek information about the other members, especially related to their background and experience related to the task the team must accomplish. A useful exercise in facilitating the inter knowledge is *Life curve* in which participants are invited to examine their past and to represent it in an exciting manner. The exercise encourages participants to share with other what they think and feel about their most significant experiences, positive and negative. The exercise consists in the following steps:

- Participants are asked to draw a time axis, the left representing the past, and the right representing the present.

- Participants are asked to go back in time and to represent their experiences in the form of a curve. The positive experiences are figured over the time axis (like a mound, a mountain) and the negative, below the line, like a valley. If the impact of the experience on individuals live was great, the curved line is higher, respectively deeper (fig. 2).
- To make the curve clearer, the significant moments can be labelled and dated.
- After each member has completed his timeline with relevant experiences, participants are asked to share and explain to the others their life curve. Others may ask questions for clarification.
- The exercise is followed by a reflection phase where it could be addressed the following questions:
    - How did you feel solving this task?
    - What have you learned from your own life curve?
    - What experiences would you like to relive? Why?
    - What experiences you wouldn't like relive? Why?
    - Have you identified similarities/ differences between your personal life curve and others life curves?
    - How it influences you?
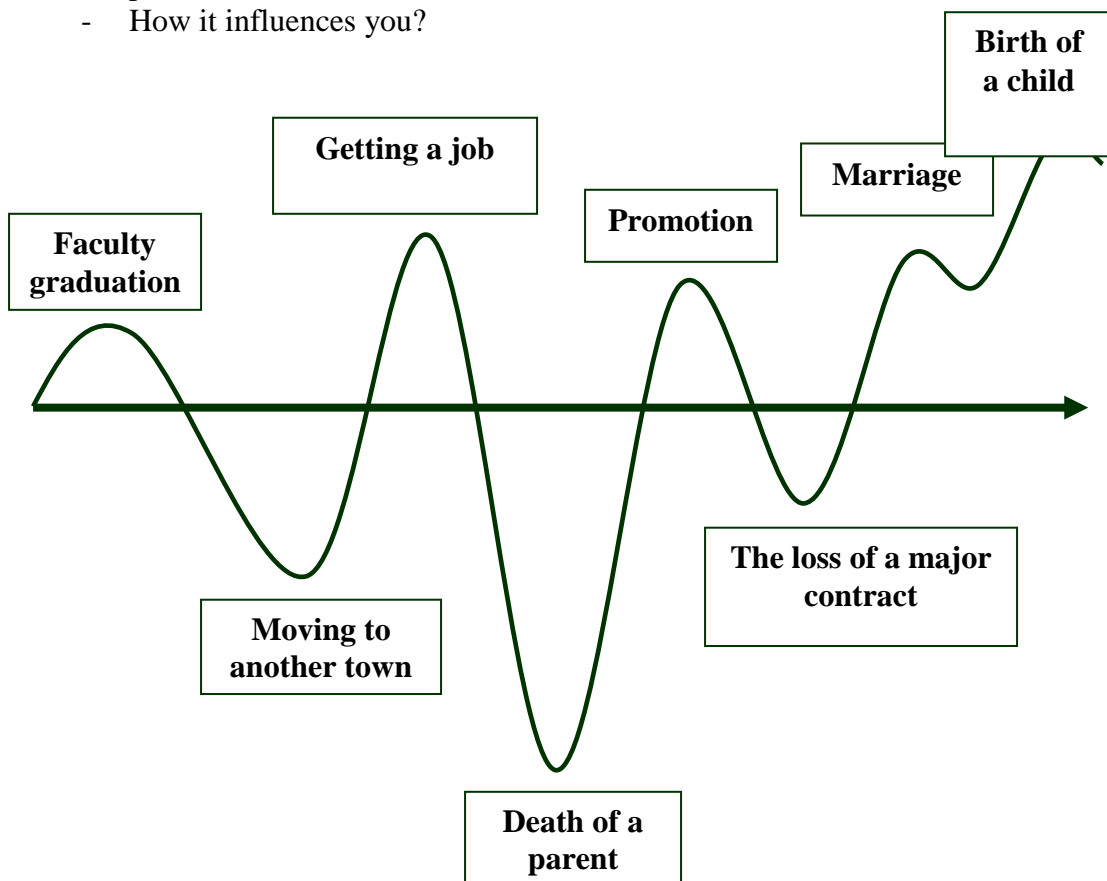
Fig. 2. *"Life curve" – an example*

b. Storming stage

This stage is marked by conflicts and latent tensions that come to the surface. Members should be encouraged to resolve disputes in an honest and open manner in order to focus on common goals. An exercise for this stage is "Mind the gap" (adapted from Tizzard, 2006). The exercise is conducted as follows:

- The team or group is splited into smaller numbers (threes being the ideal).
- The participants are asked to produce an outcome statement for 6 months (or other period) from now, using outcome terminology, eg: 'We are a successful team, we are meeting our targets, and we get on well together', etc. (In other words, expressed as if it is already happening.).
- Each team presents to the others the statement.
- The participants are asked to rate on a scale of 1-10 where they are in relation to the statement that they have just made (10 = nearly there; 1 = nowhere near).
- The participants are asked the following questions:
    – What is the gap between the statement and the current state of the team?
    – What would need to happen to close the gap?
    – What prevents you reach the desired state?
    – What short-term goals you can propose, every day, to get as close as possible to the desired state?
    – What do you think it should be done to go from 5 to 6, for example (or any other two numbers between which there is only one level)?

c. Norming stage

The major risk of this stage is that, once there, the team could reach a dead end, or a plateau phase. Specific exercises of this stage should focus on the awareness of the team members of the objectives in order to facilitate progress in the upper stage. Such an exercise is *Nominal group technique* (adapted from Tizzard, 2006). The exercise is as follows:

- Each group member receives 3 post-its, and is asked to note three issues on which they would like to focus on or to discuss. Each individual completes one question on each post-it.
- Participants are informed that the information will be confidential; therefore, they need to try to be as open and honest as possible.

- When they have completed their post-its, are asked to come and stick them up randomly on the wall or flipchart.
- A participant is asked to read aloud all the noted problems and, together, will try to classify these problems into categories.
- Each category is given to a team to be analyzed. The team has to find solutions in the short and long term for each problem exposed.
- Then, teams are invited to share with other the solutions they found.
- The trainer compiles all the solutions and together with the participants will set a deadline for putting them into practice.
- The exercise is followed by a phase of reflection:
    - What are mobilizing forces, which could help you to adopt these solutions?
    - What are inhibitory forces that could prevent you from applying these solutions?

d. Performing stage

In this phase the members begin to see the results given the fact that they have focused their constructive energy on common task. Individuals are effective, learn from experience, and reflect on their weaknesses and strengths. The climate is relaxed, based on constructive feedback and mutual support. Specific exercises this stage focuses on the strengths of the team to be acknowledged and valued. Such an exercise is *6 Thinking Hats* (adapted from Tizzard, 2006), which is as follows:

- The participants receive Eduard de Bono (2006) model of the *6 thinking hats* (Oprea, 2008):

	Hat	Specific questions
	White hat Thinks like a white sheet that is neutral and carries information	What information do we have? What information is missing? What information do we want to have? How can I get information?
	Red hat Expresses emotions, fears, intuitions, feelings; Does not justify them;	Putting my red hat, look how I see at things ... My feeling is ... I do not like how it was done. Intuition tells me that ...

	Black hat Critical judgment; logical and negative thinking; Warns on what it cannot be done, risky or dangerous aspects;	What are the errors? What are the obstacles? To what risks are we exposed? We allow regulation?
	Yellow hat Thinks in an optimistic, logic and positive manner; Explores the benefits and the opportunities; Imagines the light and the shine of the sun;	What are the objectives? Why would we rely on these ideas? What are the benefits? How will we get these views?
	Green hat Creates new options, alternatives, resources, structures, methods, ideas; Analogy with fresh vegetation, abundance.	The chance of success is if ... How could handle the problem in another way? Can we find another explanation?
	Blue hat Controls the thought process for it to become more productive Organizes the process; Oversees, systematizes conclusions comments, directs and leads to the next step.	Can we summarize the views exposed? What's the next step? What are the main ideas? Do not waste time and focus on ..., don't you think that…?

- Participants are asked to reflect on their own work and to identify what type of hat they tend to use more often as a team.
- Then, are asked to reflect on individual work style and select one or two types of hats they prefer to use in their thinking. They are asked to motivate these preferences (cognitive and emotional).
- Once everybody has realized its mode of thinking and preference for a particular type of hat, it will be addressed the following questions:
  - What type of hat do you want to "wear" more often in the next team meetings?
  - If you should fall agree on the order of "wearing" hats in meetings, what would it be? Give some arguments.

3. Conclusions
Professionals have given an increasing importance in analyzing the group in terms of its dynamics, its evolution in relation to changes that occur during

the stages of its existence. Understanding its developmental stages can help managers and leaders to develop high performing teams. As a team develops, relationships between members become more stable and the team increases its ability to obtain high quality results. The amount of time that a team spends in each stage and the number of times they cycle back through the stages will vary depending, first of all, on the leadership. Based on what stage of development the team is in, the leaders will change their leadership approach to best meet the needs of the team (Thorman and Mendonca).

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ANTON ILICA'S BOOK: *"ROMANIANPEDAGOGUES" – MEDALLIONS AND INTERVIEWS"*
(Didactic and pedagogic Publishing House, București, 2015)
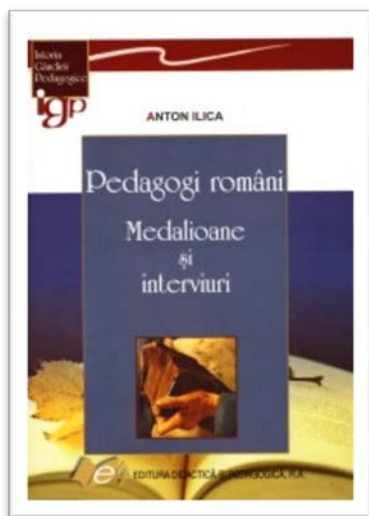
The volume written by Prof. Anton ILICA, PhD of the Aurel Vlaicu University of Arad, entitled "**RomanianPedagogues–medallions and interviews**" is an attempt to highlight the evolution of educational sciences in Romania from its beginnings to contemporary times through the theoreticians of this field of knowledge known as pedagogic sciences. The work analyses the scientific activity and important biographical data of educational personalities who have made a contribution to the improvement of public and educational social life, beginning with Iosif Moesidax (Dobrogeanu), Gheorghe Asachi and Gheorghe Lazăr, Petru Pipoș, Ioan Slavici, continuing with Spiru Haret, G. G. Antonescu, C. Narly, I. Găvănescul etc. and closing with contemporary pedagogues (S. Cristea, C. Cucoș, I. Cerghit, I. Neacșu, C. Crețu, L. Șoitu, M. R. Niculescu, E. Joița, V. Popeangă etc.). The author creates medallions for professors and pedagogues of Aurel Vlaicu University of: Alina Roman, Gabriela Kelemen, Dorin Herlo and Anton Ilica. Each of the almost 70 pedagogic personalities benefits from a "bibliographical medallion", a syntactic presentation of their scientific life and activity followed by the answers to an interview consisting of 10 identical questions related to controversial issues in the social-educational field. Each pedagogue's point of view on these controversial issues creates a interesting dialogue between pedagogues whose opinions complement or confute each other. The volume can be considered a scientific work because of the issues it approaches but also considering the following reasons:

- Pedagogy as science makes a contribution to the development of theoretical foundations of educational institutions and assists teaching activities;
- The over 70 pedagogues selected to represent educational sciences in contemporary Romania benefit from original presentations, their most significant writings are analysed, concluding with synthesis of scientific expressiveness;
- The interviews are arguments for the identification of scientific thinking and social action with the purpose of improving educational exercise;
- Analysis and assertions are centred on rich bibliographical resources listed according to APA rules.

In foreign literature such volume has not been identified yet, although there are some monographic presentations of personalities in the field of pedagogy and psychology (J. Dewey, L. Goleman, C. Perrenaud, I. Piaget etc.). Here is the author`s synthetic consideration:"*The volume cannot be considered closed and finalized. I consider it an open edition. Contemporary pedagogues have an unfinished work. New texts and new re-readings can offer pleasant surprises. The text is proved incomplete, each idea is open for more elaborate and comparative comments, more coherent citations and more detailed explanations; but mostly they should benefit from a valuable selection based on scientific and logical criteria. Additions to the primary text do not "end" the reading but provide it with a wider "opening" because they know that options presented by reading are always subjective, open and unfaithful. I have the intention of promoting a more genuine picture of Romanian contemporary pedagogy within the European scientific community. The distribution of the same interview to all pedagogues of the present generation was a challenge which proved me that there are some divergent opinions on understanding the scientific meaning of national pedagogy. Some colleagues have provided thorough answers while others have answered only out of kindness. Time was insufficient for some colleagues to find enough meditative moment, develop an opinion and participate in a dialogue "from the same ark" (personally, I regret it because I have willingly assumed the blockout in writing the medallions for one or the other professor of pedagogy and I did it out of professional solidarity!). The answers provide an excellent intellectual performance, an indirect dialogue on the same issues in the field of pedagogy. Various, convergent or divergent opinions are arguments for a solid debate on the repositioning of pedagogy among authoritarian sciences which analyse education.*"

The novelty in terms of pedagogical scientific literature consists of the following:

−The aim of the volume is to transmit a coherent message about the contribution of pedagogues to the evolution of social life in our country;

−The analysis of pedagogues` activity seen as scientific personalities in the field of education is a diagnosis of their scientific qualities and virtues;

−The volumes gives a comparative and referential perspective on the status of scientific pedagogy in our country in comparison to the pedagogy of other countries;

−Approach of the manner in which issues pertaining to educational sciences have consequences on the social and public life; the approaches are the expression of reflexive and critical approaches.

Prof. Ion Albulescu, PhD (Babeş-Bolyai University of Cluj-Napoca), who wrote the foreword of the book, support the above statements in the following quotation:"*Professor Anton Ilica sought to present in this volume the most remarkable contributions to the anfractuous evolution of Romanian pedagogy, some of them becoming „classical places" of this field and also to create a series of portraits and significant interviews with Romanian contemporary pedagogues. The author highlighted their contribution to the development of scientific knowledge. Thus, outstanding personalities in the history of Romanian pedagogy and important works of our pedagogical culture find in Prof. Ilica a subtle interpreter. In his endeavour, Prof. Anton Ilica has willingly taken the path of core reconstruction of certain issues which master beliefs, pedagogical issues and thinking initiatives which represent the peculiarities of a belief. His arguments on the relevance of appeal to history in current pedagogy are strong.*"

The volume addresses to all teachers from secondary education, students from social - humanistic and technical faculties, who intend to become teachers after attending the pedagogical module, scientists in the field of education as well as scientific communities in the country or abroad. It is an exquisite contribution released by Editura Didactică şi Pedagogică Publishing House from Bucharest, benefiting from professional graphic conditions. The volume has an obvious impact on national pedagogy.

G. KELEMEN