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Redaction Adress:

Str. Elena Drăgoi, nr.2, Arad, Romania

Tel: +40 (0257) 219 555

email: agora.arad@gmail.com

Fax: +40 (0257) 219 555

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FEATURES OF PERSONALITY TO THE ADOLESCENTS WITH BEHAVIOR TROUBLES

O.D. Moldovan

Olga Domnica Moldovan, PhD
Aurel Vlaicu University, Arad
Romania

Abstract: The problem of behavior troubles to the teenagers is a very important and actual one, not only because it supposes accommodation difficulties from the adolescents part, but also because they can commit antisocial acts which are punished by the society and the community in which they live. That is why the author tried to establish some personality features common to the great majority of the adolescents with behavioral troubles. In this way it is possible the early finding out and intervention to prevent some negative consequences. The author presents the results obtained on a 82 subjects sample of adolescents to establish the personality features of those with behavior troubles.

Key words: features of personality, behavioral troubles, teenagers or adolescents, integration in the society

General presentation

The term of personality has a large spreading being used curenly in the cotidian language. The great majority of the people use the word to

refer to an ensemble of characteristics which define the way in which a person sees and acts in the world – something like an unit between the thinking processes and the behavioral modalities. In psychology, these could be define as emotional, cognitive and behavioral features unic for each individual, learned and developed by the experience and relative constant during the time (Doron, 2006).

The controversy continues in the speciality literature from more than 20 years. Many personologists assume the problem as being solved, by accepting an interactionist approach, stating that the personal features, the social-situational aspects and their interaction must be both taking into account if our purpose is to give a complete explanation to the human behavior (Carson, 2008).

The psychologists in the personality domain give an increased importance not only to the wording of the theories, but in equal measure to the modalities by which a great variety of data regarding the person can be put together an systematized to obtain in this way coherence and intelibility.

The importance of the personality study results, mainly, from the fact that both the human kind progresses and the humankind regresses are determined by the people themselves. Although, the importance of personality study becomes evident when we want to regard the men as a social being by excelence, because, without regarding the profession, the work place, the family organization, the environment and the life level, the man lives between other men. As a consequence, the understanding of the human personality nature becomes an essential factor both to the self-knowing, but also to the other knowing.

The adolescence is characterised by an accelerated development of all the processes, an intense intelectualization (the development of the

abstract thinking), by the enrichment and the enlargement of the adult behavior inclusion etc. (Stanley Hall, 1904).

The crisis period produced by the breaking with the childhood period, is accompanied by the fact that the adolescence includes a series of freedom limitations which are lived by the young man as a deprivation or as an attempt to his rights or to the right to express himself as a personality (Munteanu, 1998).

The essential feature of the adolescents with behavior troubles is that of the psychic immaturity. The consequences of this immaturity are numerous:

- difficult accommodation to the environment conditions;
- a low assimilation of the lived and known experience;
- the personality get a disharmonic development by the maintaining of an infantilism in the behavioral level;
- the behavior is dominated by instability, obstination, denying tendencies of all that is appreciated by the other;
- manifeste non-conformist attitudes;
- familial and collective conflicts;
- indifference;
- lake of participation to the social or professional life (Moldovan, Bălaș-Timar, 2010).

In situations of psychic discomfort and unfavourable environment persists the inadaptation phenomenon, that makes it to change at the adolescence age into complexe behavioral troubles. The presence of the behavior troubles is an indicator of the social inadaptation. Thus, we can speak about three categories of inadaptated children:

- psychic inadaptated (the category of the children with intellectual disabilities);

- senzorial inadaptated (the category with senzorial defficiencies);
- social inadaptated (the category of psychopaths, delinquents, psychotics) (Montreuil, Doron, 2009).

The behavior troubles or the behavior changes are forms of the psychic unbalance, that implies troubles in the emotional-willing sphaera as a results of a cerebral lesion pre or post natal, of some morbid psychic structure of sociogene nature (Străchinaru, 1994). These deviations of the behavior are, therefore not only deviations from the norms of health state, but also from the moral norms, with damages reflected in the normal social reports.

We do not dispose in the scientific literature of many data on the entire infantil population of the country, to can state what is in Romania the frequency of these behavior troubles. Though, they were made studies on the adolescents and children (see Străchinaru, 1994 ; Rășcanu, 1994) which show that from gender perspective the distribution of the behavior troubles is greater in the boys direction (some studies show a percentage of twice higher to the boys, while others mention a report of 9/1). From age perspective the frequency curve is more accentuated between 7 and 15 years. As territorial spreading, the difference between the urban and the rural one is haigher in the favour of the first (the purcentage of the children/adolescents with behavior troubles is four time greater in the urban environment than in the rural one). Maybe, we could explain that fact also by the situation that persists in the villages and where the supervision of the children is more severe and continuous; the children are involved in productive works from a very early age and in this way they can evit the behavior troubles (Păunescu, 1994).

The apparition of the troubles with disharmonic character, become psychopathic features, can be hierarchized fonction to the characteristic

periods of the psychic life development, taking into account the age. To the adolescence the incidence and the gravity of the behavior troubles increase due to the modification in the nervous reactivity and to the new relations with the environment, relations that tend to become more tensioned and conflictual (Enăchescu, 2007).

The incriminatory causes for the appearance of the behavior troubles are very numerous and complexe. We can make a groupement of the causes of these behavior deviations in some big categories:

- organic illness
- children psychic illness;
- genetic causes;
- some particularities of the ambient environment,
- personality particularities (Ionescu, 2006).

The most frequent causes of the behavior troubles are those which are related to the ambient environment (which includes the intra-familial frame, and also the extra-familial medium: the street, the friends, the school, the mass-media, radio, tv, journals, books etc.).

We can assume that these behavior troubles are installed and developed on a certain psychic background, usually more easy to a child or an adolescent with an unbalanced structure of personality, immature, suggestionable and with a self image not yet formed or a distorted one, with a tendence for achievement without effort and for shocking behaviors. To all these the negative conditioning of the micro-social climate is superposed on a labile and fragile personality structure, to which the educational incompetence, the lake of understanding and the adults affective lake of interest, support absurd developments (Clarget, 2008).

Hypothesis and objectives

The research field that we are proposed was the personality structure for the adolescents with behavior troubles. In the approach of our research we coached the following hypothesis:

H 1: *We supposed that the behavior troubles are more frequent to the boys than to the girls.*

H2: *We supposed that there are some common personality features to the adolescents with behavior troubles.*

The wording of these hypothesis determine us to establish the following objectives:

- the selection of adequate samples on which we shall pursue our research;
- the establishment of certain criteria which permit to include the subjects in the troubles of behavior category;
- the choice of the specific psychologic tests which can evidenciate the personality features;
- the statistic processing of the results obtained after the test application;
- the establishment of the correlations and of statistic significant differencies for the personality features;
- the results interpretation from the theoretical support exposed in the first part of the paper.

Samples

We took initially in the research a number of 82 subjects, adolescents in the eleventh classes from the Scholar Group of Transport and Railways Arad. From these 82 subjects 52 were boys and 30 were girls.

Methodology

1. Selection of the target sample

In a first phase we discussed with the tutor professors and with the other professors who are teaching at the classes to appreciate the behavior of the adolescents. Were considered adolescents with behavior troubles the subjects that manifested at least three times one of the next disciplinary deviations: running from the courses, lie, the use of an vulgar and inadequate language, the insulting of the colleagues, effrontery towards the professors, violence towards the colleagues. In the same time the subjects were included in the category of subjects with behavior troubles only if this appreciation was present to at least three professors who are teaching to the classes.

After the processing of the professors appreciations from the initial sample of 82 subjects, was retained a number of 42 who met all the criteria and who were considered with behavior troubles inside the school (see table 1.)

Table 1

**The distribution taking into account
the presence of behavior troubles**

	number
with troubles	42
without troubles	40
Total	82

2. Methods

To establish the subjects personality features we choosed two multiphasic personality questionnaires:

- The *Woodworth-Mathews Questionnaire* is a multiphasic personality questionnaire, having a number of 82 questions with two possibilities of answers – yes or no. The questions of the questionnaire regard nine fields of the personality: emotivity; obsession, psychoasthenia, anxiety; schizoid tendencies; paranoid tendencies; depression and hipochondriac manifestation; aggressivity, impulsivity; antisocial tendencies; lie scale.

The number of significant answers for each field is multiplied with a specific quotient and the values which surpass 120 are considered as accentuated features or pathologic tendencies.

The Eysenck Personality Inventory

Is also a multiphasic questionnaire, but it regards only three fields: the introversion-extraversion, a neuroticism quotient and a lie scale. The neuroticism or the neuroticism is a term by which Eysenck understands a general tendency to emotional instability (Eysenck și Eysenck, 1975).

The answer possibilities are yes or no. There are 24 questions regarding the introversion-extraversion; 24 questions for the neuroticism quotient and 9 questions for the lie scale.

3. Procedure

1. In the first phase the professors were asked (a number of 5 professors who are teaching at the classes) to evaluate each adolescent from the point of view of their dysfunctional behavior and of its frequency. This procedure was used to select the target sample.

2. To the group obtained in this way were applied the questionnaires in the morning, at school. The application was collective and the subjects had to answer on the paper that was given to them. The

results were collected and in a subsequent phase were arranged in a data base for the statistical processing with SPSS 17.0.

Results and discussions

1. Hypothesis 1

We supposed that the behavior troubles are more frequent to the boys than to the girls.

A subject for being included in the category of those evaluated with behavior troubles, must fulfil two criteria:

- to present at least three times one of the behavior troubles mentioned above;
- to be evaluated by at least three professors, who are teaching at the class, as having behavior troubles.

Using these criteria we tried to evitate in a hand the professors subjectivity, and in another hand the interfering of some atypical or accidental behavior manifestations.

The subjects who had less than three dysfunctional behavior were included in the category: without behavior troubles. The subjects who had three dysfunctional behavior were included in the sample only if this frequency was reported by hree professors in the same case. The subjects with more than three dysfunctional behavior were considered as having behavior troubles.

From the 42 subjects included in the target sample, and fulfilling all the criteria exposed 19 were girls and 23 were boys. The distribution of the sample fonction to gender can be seen in table 2.

Table 2.

Gender distribution of the target sample

gender	number
Boys	23
Girls	19
Total	42

There is a coincidence between this aspect and that from the psychological literature: the studies on the adolescents and children (see Străchinaru, 1994 ; Rășcanu, 1994) which show that from gender perspective the distribution of the behavior troubles is greater in the boys direction (some studies show a percentage of twice higher to the boys, while others mention a report of 9/1).

The smaller difference between boys and girls obtained by us, could be explained by the following aspects:

- our sample is relatively limited from the numerical point of view, in comparison with the samples on which were made the researches from the consulted literature;

- the mentioned studies were carried on 12 years ago, time in which the evolution of the society shows an increase of the violence between the adolescents and especially for the girls. Maybe if we could compare with more recent studies the differences could be not so significant.

- the adolescents which are going to this highschool, are coming in their majority from the rural environment and the studies from the literature show that the behavior troubles are more frequent to the persons who are from the urban area. In the villages the supervision of the children is more severe and continuous; the children are involved in

productive works from a very early age and in this way they can evit the behavior troubles (Păunescu, 1994).

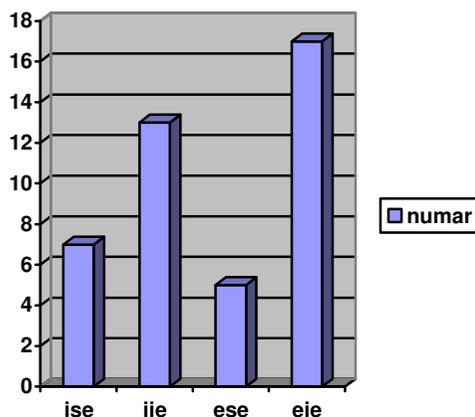
To be sure on our statements we establish with the aid of SPSS 17.0 the significance of the frequency differences for samples with less than 30 subjects and we obtained a significant difference at a threshold of $p = 0.05$. We consider this value enough for our research and we can state that **the hypothesis 1- the behavior troubles are more frequent to the boys than to the girls - is confirmed** by the practical study made by us.

2. Hypothesis 2

We supposed that there are some common personality features to the adolescents with behavior troubles.

The subjects of the target sample ($N = 42$) answered to the proposed questionnaires.

The Eysenck Personality Inventory (EPI)



Figurea 1. The subjects results to the EPI

The EPI answers were included in the four categories established by Eysenck, as being structure of personality: introverted, emotional stable;

introverted emotional unstable; extraverted, emotional stable; extraverted emotional unstable (see the figure 1).

The Woodworth/Mathews Questionnaire (W-M)

The results obtained by our sample to the W-M Questionnaire are presented in the table 3.

From the table we can separate the personality features which characterize the subjects of our sample, appearing with high values and an increased frequency: the subjects present increased emotivity, great impulsivity with aggressivity notes, indifferent that this is verbal or physic, paranoid tendencies, psycho-affective instability and important tendencies to denaturate the truth.

Table 3.
The results to the W-M Questionnaire

Fields	Subjects number
emotivity (e)	31
obsessions,psychoasthenia (op)	7
schizoid tendencies (ts)	12
paranoid tendencies (tp)	21
depression, hipochondry (d)	15
impulsivity/aggressivity (i/a)	38
psycho-affective instability (ipa)	40
antisocial tendencies (ta)	13
lie scale	39

Fifteen (15) of our subjects present also light depressive tendencies, that we interpreted in the context of their incapacity of accommodation and integration in the collective. We can also mention the number relatively great of subjects who denature the answers to the questionnaire which is consonant with the results to the EPI.

Woodworth said that when we have more fields which surpass in the same time the values of the limit between normal and pathologic, we can speak about a disharmonic structure of personality.

To be more accurate we calculated the correlation between the fields of the two questionnaires. The correlation regards the way of association or dissociation of two or more variables (Ilica, 2005, p.54). In our case we have a total of 12 variable – 3 from EPI and 9 from W-M Questionnaire. The correlations obtained by us after the processing with the SPSS 17.0 and their significations are presented in the table 4.

The most powerful correlations we meet between the lie scales of the two questionnaires ($r = .376$ at a significance threshold of $p < 0.01$), and between the psycho-affective instability scale from the W-M and the emotional stability-instability scale from EPI ($r = .494$, at a significance threshold $p < 0.01$). This thing does not surprise us because the named scale are measuring the same thing two by two: the lie and the subjects instability.

The emotivity correlates strong with the stability/unstability ($r = .376$ at a significance threshold of $p < .01$) and presents a negative correlation with the lie scale ($r = .168$ at a significance threshold $p < .05$). We can interpret this negative correlation as an incapacity of the extremely emotive persons to say any lies, due to the fact that because of this emotivity they can immediately be unmasked.

Table 4**The correlations between the two test applied**

W-M	EPI	introversion- extraversion	stability- instability	lie
emotivity (e)		.046	.376**	-.168*
obsession, psycho- asthenia (op)		0.99	.061	.029
schizoid tendencies (ts)		.311**	.058	.088
paranoid tendencies (tp)		-.162*	.355**	.171**
depression and hipochondriac manifestation (d)		.171*	.127	.162*
impulsivity/aggressivity (i/a)		-.269**	.338**	.046
psycho-affective instability(ipa)		-.016	.494**	.120
antisocial tendencies (ta)		.058	.366**	.144*
Lie scale		.127	.117	.376**

** p < 0,01

* p < 0,05

The obsessions and the psycho-asthenia, the second field of the W-M does not present any correlation with the fields of the EPI. Instead the schizoid tendencies from the W-M strongly correlates with the introversion-extraversion scale from the EPI ($r = .311$, to a significance threshold $p < .01$)

The paranoid tendencies scale is the only W-M scale which correlates with all the three EPI scales. We can state that the introverted persons have a bigger tendence to interpret the gesture and the affirmations of the others than the extraverted persons, from which the negative sign of the correlation ($r = -.162$, to a significance threshold of p

< .05). The correlation with the instability is more powerful ($r = .338$ at a significance threshold of $p < .01$).

For the stability-instability scale the correlations $r = .366$ at a significance threshold of $p < .01$, means that the emotional unstable persons have higher tendencies to do antisocial acts. Even the lie, said with the purpose to obtain some advantages can be included in the category of pathological lie and as a consequence of the antisocial acts. From here results the positive correlation with the lie scale $r = .144$ at a significance threshold of $p < .05$.

All these processing of the correlations between the two personality questionnaires applied, contributed to collect the data needed to make a specific personality profile for the adolescents with behavior troubles. We retain as significant features: emotivity, schizoid and paranoid tendencies, psycho-affective instability, antisocial tendencies and the lie scale.

In this way we established that there are personality features common to all the adolescents with behavior troubles. This means that the **second hypothesis** made by us **was validated** in practice.

Conclusions

The early finding out of the increased risk and the inclusion of the adolescents in a counseling or psychotherapeutic program could influence their evolution and could evitate the transformation of the demonstrative behavior (which are characteristic for this period of age) in behavior troubles with important antisocial implications and with grave consequences.

The counseling programs and also the support programs, the inclusion of the adolescents in activities which develop the self esteem,

the respect for the other and the pride to belong to a professional or social group, can avoid numerous unpleasant situations for the adolescent and for the future adult.

We consider that our research touched all the purposes proposed to the beginning of this and our hypothesis were validated in practice. Moreover, we established personality features common to all adolescents with behavior troubles.

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AGGRESSIVE BEHAVIOUR AND ITS RELATIONSHIP WITH SELF-ESTEEM IN DETENTION

M.Ciolac, A.R. Iercoşan

Mirela Ciolac, PhD
Aurel Vlaicu University, Arad
Romania

Alexandra Roxana Iercoşan,
Special School, Arad
Romania

Abstract: The study of penitentiary specific phenomena did not aim just the environmental dimension. Most approaches, mainly in the last decade were centred on the individual. The researched dimensions focused on the prisoner personality traits, the roles they assume, psycho-affective vulnerabilities, types of crimes, socio-familiar context and behavioural management.

Imprisonment has a powerful influence upon the prisoner's personality. Among the characteristics subjected to influence we name: self-esteem, agressiveness, honesty, frustration, emotional instability, pathologic tendencies (schizophrenia, paranoia, hysteric tendencies, psychopathy, and depression). Studies revealed that there are differences between male and female prisoners in the development of aggressive behaviour patterns, as well as crime types: burglary or homicide. it is common knowledge that personal history has a big say in the development of pathologic tendencies.

Key words: self-esteem, imprisonment, agressiveness, behavioral patterns, pathologic tendencies

Theoretical frame

The penitentiary is a strict environment, characterized by a limitation in the person's rights and a drastic change in the lifestyle. Thus, major difficulties can emerge in preserving relationships and adjusting to the norms and requests of life in prison. Moreover, the reason for the penitentiaries' existence as an institutionalized framework is in a permanent state of conflict with the phenomena that comprise the detention environment, despite the fact that detention is regulated by executioner-penal legislation. As a consequence, penitentiary becomes a pathogen environment, which no longer serves the initially stated purpose, that of readjustment to norms of social acceptance. Sociologists call the phenomenon "the pervert effect" of imprisonment and it can explain the emergence of negative effects in the process of reintegration.

The study of penitentiary specific phenomena did not aim just the environmental dimension. Most approaches, mainly in the last decade were centred on the individual. The researched dimensions focused on the prisoners' personality traits, the roles they assume, psycho-affective vulnerabilities, types of crimes, socio-familiar context and behavioural management.

We notice that prison has the task to discipline the individual, but not in a coercive sense, it has to correct moral approach. In fact, if it were limited to a severe punitive system, the results would show an increased rate of relapse and delinquency, because the aggressor or the accused could not really reintegrate in the community (Butoi, and Butoi, 2006).

Life in a drab environment every day for 17 hours, lack of private space but also endless discussions with the same colleagues on the same topics can provide an explanation for nervous breakdowns, degradation of self-esteem and pathological adjustments that many

convicts face.

Prison neurosis can be characterized by lack of initiative, loss of interest things, people and events, apathy, affective anaesthesia, inability to make plans, fatalist resignation. Therefore, we can state that “out of the poverty of a prisoner’s « role » the self whose structure is so complex, can no longer emerge (L’Ecuzer, 1978).

The consequences of prison neurosis are materialized in individual and collective dysfunctional behaviours such as: suicide, refusing food, rumours, rebellion etc.

Correction is the joint work of the prisoner, namely his willingness, and the person who helps him understand the mistakes, the reason s/he committed the crime (certain personal unfulfilled needs) and the impact upon his own being, the victim and other indirect participants (the victim’s family, the aggressor’s family, etc.). In other words, the aim of this action is to make the prisoner understand the crime and not commit it anymore.

Gottraux made some observations of ethological nature in his work „Prisons, droit penal : le tournant?”: the territorial instinct is diminished at prisoners because they cannot mark the territory given to them (the bed is often shared with another prisoner); revalue of the living space – so visible with free people – is brought forward by the frustrations registered at the level of all other needs; aggressiveness has also other forms except violence and namely addiction, manipulation of information, distribution of food packages, impeding other prisoners to take part in recreational activities, attribution of penal clothes in better condition, etc. Inhibition of aggression Inhibition of aggression is determined mainly by guardians that constantly emphasize the formal hierarchy from prisons and demand prisoners to keep it (Gottraux, 1991).

Regardless of the approach preferred by researchers, one of the common goals is the identification of factors that contribute to prisoners' adjustment to prison life and to the society.

Imprisonment has a powerful influence upon the prisoner's personality. Among the characteristics subjected to influence we name: self-esteem, aggressiveness, honesty, frustration, emotional instability, pathologic tendencies (schizophrenia, paranoia, hysteric tendencies, psychopathy, and depression).

Studies revealed that there are differences between male and female prisoners in the development of aggressive behaviour patterns, as well as crime types: burglary or homicide. It is common knowledge that personal history has a big say in the development of pathologic tendencies.

The analysis of the phenomenon of crime, according to the defendant's gender starts by equalling crime and danger – people that are labelled as criminals are regarded by the public and the penal justice as deserving to be controlled, inducing the fear of victimization in citizens who obey the law. Female criminals are generally involved in less severe crimes than men. Moreover, in many cases of severe crimes committed by women (such as killing their partners), crimes were committed because they thought their lives or their children's lives were in danger. Nowadays, it is believed that female criminals are dangerous and deserve to be imprisoned. Discussions are also led on the topic that dangerous prisoners are not regarded as human beings that can have relationships with members of the community that obey the law.

Statistics on homicide (Vintileanu, 2000, p.65-75) show that in 1997, 82 women were imprisoned, in 1998- 58 women, in 1999 - 54, and in 2000 (in the first 9 months) 43 women. Infanticide is a special chapter

in women criminality and according to the penal regulatory document it is a crime exclusively attributed to women. Data presented by the author show that the number of women accused of infanticide is relatively low, namely 0,3% of all imprisoned women. The dynamics of this number is inhomogeneous: in 1997-36 women committed infanticide, in 1998 their number decreases to 23, and then in 1999 it increases again to 30. We also observe an increase in the age of women committing infanticide: if in 1997 they were mostly women under 40 years old, in 2000 they were in their 40s and above that age, a spectacular growth being visible at women over 50 (from 18% in 1997 to 37% in 2000). As far as the marital status of these women is concerned, women who commit homicide, death causing injuries and injuries are mostly women with a husband or a partner. In cases of infanticide, women are mostly single, but we notice a growth in the number of women living with a concubine. Women who were physically and emotionally abused for a longer period of time were actually subjected to events that traumatized them. From a psychoanalytical perspective, trauma was considered an “event in the subject’s life that is defined by its intensity, the subject’s inability to respond accordingly, disturbance and lasting pathogen effects that are brought about in the mental organization. Certain psychoanalysts consider that post-trauma disturbance is caused by certain psychological bias, and trauma only accelerates the emergence of such disturbance described in psychoanalytical terms as „post-trauma neurosis”. Of course, most studies are headed towards the discovery of the most effective methods and technologies to reduce and combat female crimes and crimes in general. (Laplanche, Pontaks, 1994).

The objectives of the study

Our research objective was the identification of differences that occur in prisoners, according to gender and committed crime.

Research hypothesis

1. According to gender, there are differences between subjects on the following dimensions: honesty, personal history, psycho-asthenia, depression, immaturity and emotional instability, schizophrenia, paranoia, hysteric tendencies, psychopathy, mental level, frustration, emotional equilibrium, motivation, self-esteem, anxiety. Female participants have a superior level of dimensions compared to male participants.

2. There are differences according to the type of crime committed on the following dimensions: honesty, personal history, psycho-asthenia, depression, immaturity and emotional instability, schizophrenia, paranoia, hysteric tendencies, psychopathy, mental level, frustration, emotional equilibrium, motivation, self-esteem, anxiety. Participants ranked at homicide have a registered level superior to participants ranked at burglary.

3. Personal history correlates positively with the scored registered at manifested aggression.

Methodology, variables, subjects

To verify the research hypothesis we have used the following tools: SP13 Questionnaire, Rosenberg Scale and S.T.A.I.X2 Questionnaire.

Dependent variables are: affiliation to gender and the type of crime – homicide or burglary.

The selected sample is heterogeneous and contains 60 prisoners, chosen randomly according to their willingness to take part in the research: 30 women and 30 men half ranked according to the type of crime committed: homicide or burglary.

1. SP13- Pathological Tendencies of Personality

The condition to interpret the questionnaire is that the factor of honesty contains less than 5 symptomatic answers. Above 5 answers the questionnaire is annulled because the information is given rationally, the answers are thought, and they do not mirror the subject. The ranks are from 0 to 10. No reference is made to pathologic personalities. Tendencies are encountered only starting with 5 symptomatic answers.

Symptomatic factors are commonly and more intensely found in women.

Self-esteem is a deep and strong human need, essential for the individual's healthy adjustment, namely for an optimal functioning and fulfilment. In other words, self-esteem is confidence in one's own mind and judgement. It means confidence in the ability to make proper decisions and choices.

Self-esteem is one of the fundamental dimensions of personality.

It refers to the relationship each individual has with himself. It is a judgement about ourselves, vital for our mental equilibrium. When it is positive and relatively high it allows us to act effectively, to face the difficulties of existence. Moreover, specialists state that of all judgements we make in a lifetime, no is that important as the one about ourselves.

According to G. Albu (2002), self-esteem refers to trust in one's ability to judge, to face challenges in life, to confidence in our ability to be successful and happy, to the feeling that we are entitled to state our desires, to fulfil our values and enjoy the results of our efforts.

Self-esteem correlates ration, creativity and ability to handle change with the availability to spot and correct possible errors. The global level of a person's self-esteem influences the choices s/he makes in his/her lifestyle. In this context, a high self-esteem is associated with strategies of searching personal development, risk taking, errors while a low self-esteem involves more likely strategies of defence and avoiding risks and failure (Albu, 2002).

We classified self-esteem into four categories, by correlating the level and stability of self-esteem, so that we understood better certain reactions and different moods we experience. Thus, there is high stable self-esteem and high instable self-esteem; there is also low stable self-esteem and low instable self-esteem (Andre, 2003).

2. The Rosenberg Scale indicates the level of self-esteem. The sample contains 10 items, each item being assessed by the subject on a scale from 1 to 4 (1) – absolutely agree; (4) absolutely not. The scale is made of 5 directly marked items and 5 inverted items (3, 5, 8, 9, 10).

3. S.T.A.I X2- Inventory for Anxiety

Anxiety is an affective disorder manifested by feelings of restlessness, fear and unjustified concern in the absence of causes. Anxiety is defined as “fear without purpose” unlike phobia which is “fear with purpose” (Neveanu, 1978).

It is necessary to make a clear distinction between well-defined notions such as **anxiety – state and anxiety – trait**. The notion of emotional state, as indicated by its name, corresponds to a temporary situation that could occur at any time in any individual. Contrary, anxiety – as trait is an individual, apparently inborn characteristic that is manifested in two ways: predisposition to feel fear when certain stimuli occur, which stimulate other individuals less or not at all and the

predisposition to develop conditional fears in the presence of stimuli which are not anxiety causing. A high level of anxiety – trait has a pathological character (Larousse, 2000).

State Trait Anxiety Inventory (S.T.A.I.)

S.T.A.I. is made of two self-assessment scales to measure two distinctive concepts of anxiety: the state of anxiety as state (A – state) and anxiety as trait (A – trait).

Scale A – state or S.T.A.I. - X consists of 20 descriptions which are the basis for the subjects` description of the way they feel at a certain point. Scale A – trait or S.T.A.I. – Form X-2 consists also of 20 descriptions but the instructions ask the subjects to point out how they generally feel.

It is a self-assessment questionnaire, adapted for self-administration. The examiners attention is focused on the fact that instructions are different for the two parts of the inventory. Anxiety as state is conceptualized as a transitory emotional state or a condition of the human body, characterized by conscious experiences as well as an increased activity of the autonomous nervous system. These states can vary in intensity and fluctuate over time. Anxiety trait refers to relatively stable differences in the tendency to respond to situations perceived as threats, with increase in anxiety state.

Observation grid of aggressive behaviour

In the development of observation grid of aggressive behaviour we started from 20 aggressive behaviours common for imprisoned persons.

We have designed an observation grid that contains 20 aggressive behaviours: the behaviour has been ranked from 1 to 4, 1 being given for lack of aggression, 2 for low aggression, 3 for medium and 4 for high

aggression. The final score was obtained by summing up the scores of all 20 manifested behaviours. Scores range from 20 to 80. Subjects whom received scores below 50 manifest low aggression and those with over 50 manifest high aggression tendencies.

Research Results and Their Interpretation

In this research we have tried to identify the differences that occur between prisoners based on gender and crime type on the following dimensions: honesty, personal history, psycho asthenia, depression, immaturity, emotional instability, schizophrenia, paranoia, hysteric tendencies, psychopathy, mental level, emotional balance, motivation, self-esteem, anxiety. We have used the **SP13 Questionnaire**, the **Rosenberg Scale**, **STAI - X2 Questionnaire** and the **Observation Grid of Aggressive Behaviour**.

After finalizing the **SP13 questionnaire**, we consider useful to compare scores obtained by the subjects on the following dimensions: frustration and schizophrenia, shown **Figure no 1**.

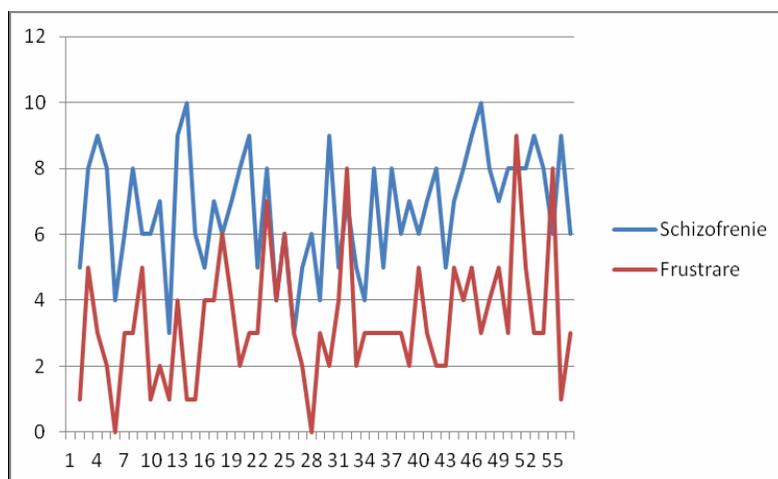


Figure no1: Correlations on the dimension Schizophrenia and frustration

We can notice that the level of frustration that comes from imprisonment is lower than their bias for schizophrenia disorders.

In **Figure no 2**, we can see the same bias, namely the tendency to develop pathological disorders is higher than the level of frustration.

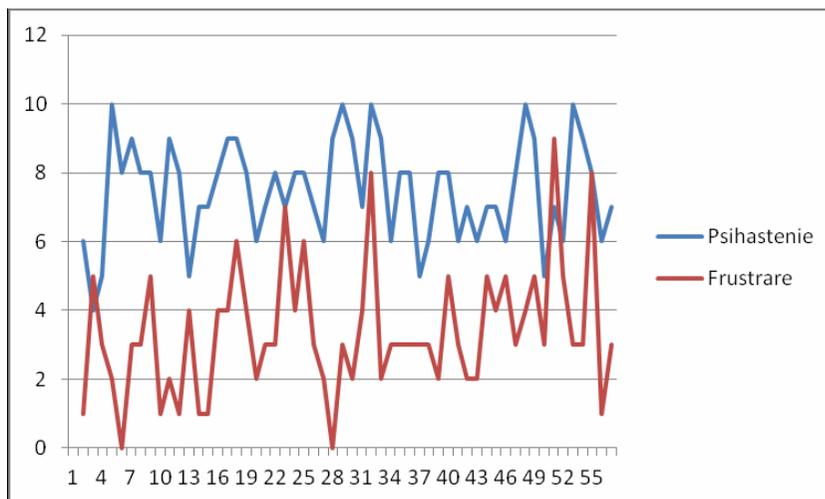


Figure no 2: Correlations on the dimension Psycho-asthenia and frustration

From **Figures 1 and 2**, it is interesting to see the low level of frustration compared to the tendency to develop pathological disorders. It can be associated with the attempt to hide or to ignore the feeling of frustration. Due to the fact that this research had an applied character, we have not insisted on quality. If discussions with the prisoners had been more thorough, we could have registered the level of frustration more precisely.

Table 1 reveals statistic values of used scales.

The descriptive analysis of data revealed medium scores for depression (**M=4.72**), immaturity, instability (**M=4.93**), hysteric tendencies (**M=5.42**) and anxiety (**M=50.00**). The scores are above average in what concerns psycho-asthenia, schizophrenia, paranoia,

psychopathy, emotional stability and aggression.

Honesty obtained an average score of **1.33**, which indicates a low level of honesty. The same situation is encountered with personal history, where **M=3.35** is a low score. Mental level also has low rates. Frustration has a low medium value of **M=2.30** and so has motivation **M=2.32**.

Table 1

Statistic values of used scales

	N	Min.	Max.	Mean	Std. deviation
Honesty	60	1	4	1,33	1,052
Personal history	60	1	9	3,35	2,049
Psycho asthenia	60	1	9	6,37	2,178
Depression	60	1	10	4,72	2,478
Immatureness, emotional instability	60	1	10	4,93	2,254
Schizophrenia	60	1	9	6,20	2,227
Paranoid trends	60	1	10	5,70	2,452
Hysteric tendencies	60	1	9	5,42	2,173
Psychophaty	60	1	10	5,62	2,656
Mental level	60	1	9	3,52	2,411
Frustration	60	1	7	2,30	1,898
Emotional stability	60	1	10	5,93	2,342
Motivation	60	1	8	2,32	2,167
Self-esteem	60	16	39	28,77	5,209
Anxiety	60	28	73	50,00	8,741
Aggressiveness	60	33	78	55,5	6,653
Valid N (listwise)	60				

Affection, as personality trait bears the brunt of frustrations imposed by imprisonment. It is the source of many subjective upheavals and interpersonal conflicts. Affectionate manifestations are a sensitive detector of the prisoners` soul throughout their detention. Another personality trait is motivation. it is very complex with prisoners:

- a first group of issues includes reasons for committing the crime, as presented by the subject;
- a second group refers to reasons for dysfunctional behaviour, as well as sources of satisfaction – dissatisfaction throughout detention period.

We can distinguish between reasons before committing the crime and reasons elaborated after committing it.

The first research hypothesis refers to the fact that: There are differences between gender on the following dimensions: honesty, personal history, psycho asthenia, depression, immaturity, emotional instability, schizophrenia, paranoia, hysteric tendencies, psychopathy, mental level, emotional balance, motivation, self-esteem, anxiety, aggression. Female participants have a superior level to male participants for the above mentioned dimensions.

Table 2
Gender differences for analysed dimensions
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	% Confidence Interval of the Difference	
									Lower	Upper
Honesty	Equal variances assumed	7,437	,008	1,317	58	,193	-, 356	,270	,897	,185
	Equal variances not assumed			1,300	8,035	,200	-, 356	,274	,906	,195
Pers. history	Equal variances assumed	2,666	,108	-, 862	58	,392	-, 457	,530	1,519	,605

	Equal variances not assumed			-, 856	54,070	,396	-, 457	,534	1,528	,614
Cholera	Equal variances assumed	1,038	,313	-, 633	58	,050	- 1,548	,566	1,490	,774
	Equal variances not assumed			-, 636	57,902	,050	- 1,548	,564	1,486	,770
Depression	Equal variances assumed	,899	,347	-, 437	58	,664	-, 281	,645	1,572	1,009
	Equal variances not assumed			-, 439	57,609	,662	-, 281	,641	1,565	1,002
Emotional instability	Equal variances assumed	,325	,571	-, 677	58	,501	-, 396	,585	1,567	,775
	Equal variances not assumed			-, 679	57,988	,500	-, 396	,583	1,564	,772
Schizophrenia	Equal variances assumed	,201	,655	- 2,220	58	,030	- 1,348	,607	2,564	,133
	Equal variances not assumed			- 2,222	57,893	,030	- 1,348	,607	2,563	,134
Paranoia	Equal variances assumed	,013	,910	- 2,618	58	,011	- 1,582	,604	2,791	,373
	Equal variances not assumed			- 2,615	57,349	,011	- 1,582	,605	2,793	,371
Hysterical tendencies	Equal variances assumed	,063	,803	- 1,936	58	,058	- 1,062	,549	2,161	,036
	Equal variances not assumed			- 1,940	57,993	,057	- 1,062	,548	2,159	,034
Psychopathy	Equal variances assumed	,779	,381	-, 301	58	,053	- 1,202	,691	1,592	,176
	Equal variances not assumed			-, 302	57,775	,054	- 1,202	,688	1,586	,170
Mental level	Equal variances assumed	1,057	,308	- 1,977	58	,765	-, 208	,608	2,420	,015
	Equal variances not assumed			- 1,969	55,909	,764	-, 208	,611	2,426	,021

Frustration	Equal variances assumed	,654	,422	,911	58	,366	,447	,491	,536	1,430
	Equal variances not assumed			,903	53,219	,370	,447	,495	,546	1,440
Emotional stability	Equal variances assumed	2,241	,140	-1,324	58	,191	-,796	,601	2,000	,407
	Equal variances not assumed			-1,331	57,733	,189	-,796	,599	1,995	,402
Motivation	Equal variances assumed	,354	,554	,734	58	,466	,413	,562	,712	,538
	Equal variances not assumed			,737	57,980	,464	,413	,560	,709	,534
Self-esteem	Equal variances assumed	,357	,553	-2,879	58	,006	-3,655	1,269	6,196	1,114
	Equal variances not assumed			-2,875	57,292	,006	-3,655	1,271	6,201	1,110
Anxiety	Equal variances assumed	,626	,432	-,176	58	,861	-,400	2,277	4,958	1,157
	Equal variances not assumed			-,175	54,825	,862	-,400	2,290	4,991	1,190
Aggressiveness	Equal variances assumed	,358	,555	-2,881	58	,010	-3,125	1,271	6,200	1,117
	Equal variances not assumed			-2,877	57,292	,010	-3,125	1,276	6,209	1,111

After applying the **T Test**, the results contained by **Table no 2**, have proven that **hypothesis no 1** is partly valid, namely that not all dependent variables are sensitive to gender influence. Although research has assumed that being a woman requires a higher level of anxiety, motivation, emotional balance, frustration, mental level, depression, personal history, emotional immaturity and honesty, the **T Tests** does not indicate difference, consequently the hypothesis is not confirmed.

We can state for sure that being a woman brought about significant differences in the level of: psycho-asthenia, self-esteem, hysteric tendencies, psychopathy, paranoia, schizophrenia, and not at last aggression, unlike men who obtain lower score. Therefore **hypothesis no 1 is partly confirmed.**

2. There are differences according to the type of crime committed by the subjects on the following dimensions: honesty, personal history, psycho asthenia, depression, immaturity, emotional instability, schizophrenia, paranoia, hysteric tendencies, psychopathy, mental level, emotional balance, motivation, self-esteem, anxiety, and aggression. Participants convicted for homicide have a higher level at the above mentioned dimensions than those convicted for burglary.

Table 3

Differences according the type of crime committed

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Honesty	,437	,008	1,317	58	,193	,356	,270	,897	,185
Personal history			1,300	8,035	,200	,356	,274	,906	
Pers. history	,666	,108	,862	58	,392	,457	,530	1,519	,605

Equal variances assumed			, 856	4,070	,396	457	,534	1,528	,614
Prosthodontic Equal variances assumed	,038	,313	, 633	58	,050	1,548	,566	1,490	,774
Equal variances assumed			, 636	7,902	,050	1,548	,564	1,486	,770
Depression Equal variances assumed	899	,347	, 437	58	,664	281	,645	1,572	1,009
Equal variances assumed			, 439	7,609	,662	281	,641	1,565	1,002
Material and lab Equal variances assumed	325	,571	, 677	58	,501	396	,585	1,567	,775
Equal variances assumed			, 679	7,988	,500	396	,583	1,564	,772
Orthodontic Equal variances assumed	201	,655	2,220	58	,030	1,348	,607	2,564	-, 133
Equal variances assumed			2,222	7,893	,030	1,348	,607	2,563	-, 134
Ornamentation Equal variances assumed	013	,910	2,618	58	,011	1,582	,604	2,791	-, 373
Equal variances assumed			2,615	7,349	,011	1,582	,605	2,793	-, 371
Orthodontic Equal variances assumed	063	,803	1,936	58	,058	1,062	,549	2,161	,036
Equal variances assumed			1,940	7,993	,057	1,062	,548	2,159	,034

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Equal variances assumed			,302	7,775	,054	1,202	,688	1,586	1,170
Equal variances assumed	,057	,308	1,977	58	,765	208	,608	2,420	,015
Equal variances assumed			1,969	5,909	,764	208	,611	2,426	,021
Equal variances assumed	654	,422	,911	58	,366	447	,491	,536	1,430
Equal variances assumed			,903	3,219	,370	447	,495	,546	1,440
Equal variances assumed	,241	,140	1,324	58	,191	796	,601	2,000	,407
Equal variances assumed			1,331	7,733	,189	796	,599	1,995	,402
Equal variances assumed	354	,554	,734	58	,466	413	,562	712	1,538
Equal variances assumed			,737	7,980	,464	413	,560	709	1,534
Equal variances assumed	357	,553	2,879	58	,006	3,655	1,269	6,196	- 1,114
Equal variances assumed			2,875	7,292	,006	3,655	1,271	6,201	- 1,110
Equal variances assumed	626	,432	,176	58	,861	400	2,277	4,958	4,157
Equal			,175	4,825	,862	400	2,290	4,991	4,190

riances assumed									
Equal variances assumed	358	,555	2,881	58	,010	3,125	1,271	6,200	- 1,117
Equal variances assumed			2,877	7,292	,010	3,125	1,276	6,209	- 1,111

After applying the **T Test** (results are revealed in **Table no 3**), we notice that **hypothesis no 2** is only partly validated, namely that not all dependent variables are sensitive to the influence of crime type: **homicide and burglary**. Although research has assumed that subjects convicted for homicide have a higher level of honesty, personal history, psycho-asthenia, depression, immaturity and emotional instability, schizophrenia, paranoia, hysteric tendency, psychopathy, mental level, frustration, emotional balance, motivation than those convicted for burglary, **T Test** does not prove these differences, consequently the hypothesis is not confirmed at this level.

We can state for certain that belonging to the homicide convicted category brought about significant differences at the level of: self-esteem, anxiety and aggression, unlike those imprisoned for burglary who obtained lower scores. Thus, **hypothesis no 2 is partly confirmed**.

The last hypothesis discussed in this research refers to the fact that self-esteem correlates positively with the score registered for aggression.

The aim of correlation studies is to measure and determine the way of association and co-variation of certain mental traits. In these studies we can determine predictive relations by measurements and assessment of co-variation between variables, as they naturally evolve.

Table 4 Pearsons Correlations

	Aggression	Anxiety	Psycho-asthenia	Motivation
Personal history	-.087, p=.482	-.008, p=.948	-.024, p=.701	-.022, p=.626
Honesty	-.034, p=.786	-.055, P=.656	-.022, p=.820	-.242, p<0.05
Frustration	-.027, p=.826	-.038, p=.756	-.396, p<0.01	-.042, P=.621
Self-esteem	-.322, p<0.01	-.057, p=.659	-.042, P=.546	-.054, p=.376

After applying the Pearson correlation between research variables, we have obtained the following significant results that validate **hypothesis 3 (Table 4)**.

The correlation coefficient **r=.322**, significant at a threshold **p<0.01**, proves that the **2 variables: self-esteem and aggression** strongly correlate positively which means that along with a growing self-esteem, the tendency to aggression also grows in prisoners. This fact validates **hypothesis no 3**.

We also have to remind that frustration correlates positively with psycho-asthenia **r=.396, p<0.01**, namely a growth in the level of frustration would determine a growth in the tendency to develop psycho-asthenia. Another correlation obtained at the level of variables is the interdependence between honesty and motivation (**r= - .242, p<0.05**), namely the honest the person is, the lower is the motivation to commit crimes.

Conclusions and practical implications

This research tried to prove that imprisonment has a powerful influence on the prisoner's personality. The characteristics under our attention are: self-esteem, aggression, honesty, frustration, emotional instability such as pathological disorders (schizophrenia, paranoia, hysterical tendencies, psychopathy, depression).

The results concluded the following practical implications:

- Anxiety and aggression are increased in cases of homicide. Therefore, we can initiate a programme of psychological counselling, whose aim would be to reduce tension accumulated in prison and facilitate future socio-professional reintegration

- Women record higher scores than men on the following dimensions: hysteric tendencies, psychopathy, paranoia and schizophrenia, which make them more vulnerable and amenable to pathological disorders. Therefore, we suggest thematic groups of psychological counselling, aiming to develop personality and help them be aware of their tendencies to pathological disorders.

To conclude, the research and the practical activities highlight that the hypothesis on which we have developed our research are valid, in what concerns the aim of our research. They also prove that custody taking faces certain issues in respect of the beneficiaries of this institution. Justice is acknowledged as an act of trying to discover the truth about those who committed certain crimes. Therefore, it is clear that justice, in its attempt to discover the criminal reality is not about abstract concepts but about the doer's reality and his perspective on guilt. From this perspective, penitentiary as institution regulates certain requirements. If they are not fulfilled, everything remains merely theoretical, lacking credibility and power, consequently becoming ineffective.

I also consider that the offender's supervision should be adapted to his needs. For this reason, legislation should clearly stipulate the necessity to develop varied schemes that would fulfil the offender's needs. Among these schemes we mention: subject centred therapy, group therapy, residential therapy, as well as treatment for different categories of criminals. Efforts should be made to understand a prisoner's history, every time a certain treatment is administered.

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PERSONAL AND COLLECTIVE SELF-ESTEEM OF ETHNIC MINORITY TEENAGERS OF ARAD COUNTY

T. Dughi, A. Ile

Tiberiu Dughi

Aurel Vlaicu University Arad
Romania

Anamaria Ile

Global Outreach Asociation
Romania

Abstract: Teenagers have varying levels of self-esteem, which are influenced by factors such as gender, ethnicity, and social class. However, these can vary also from person to person. Studies have shown that one-third to one-half of teenagers struggle with low self-esteem, especially in the early adolescence. The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, anorexia, delinquency, self-inflicted injuries and even suicide. In contrast to traditional measures of self-esteem which focus on individual self-esteem, Luthan and Crocker developed a measure of collective self-esteem with the following subscales: membership self-esteem, private collective self-esteem, public collective self-esteem and importance of identity. Our study is based on this type of research.

Keywords: personal and collective self-esteem, ethnic, gender differences

Argument

Life becomes easier when you learn to accept who you are and who others are. Living in a city with different ethnic minorities, like Hungarians, Roma, Slovaks, besides the native Romanians, we started wondering how they perceive themselves in the society, especially the teenagers. Do they think of themselves as different? Is the gender and the membership in a minority group influencing the personal and collective self-esteem? Is there a difference between Romanian teenagers' and ethnic teenagers' self-esteem? These questions have awakened in us the desire to find answers. In this paper, we provide answers, based on the existing theories and in line with the already existing research. These are answers to questions raised due to the fact that everybody, whether belonging to an ethnic minority, or being Romanian, is living in the same geographical area, and this living together and interaction is desired to be in harmony and good will.

Adolescence is - or should be – life's happiest time. From the perspective of Jean Chateau, adolescence is „a forward movement, a departure to multiple horizons, a plenitude of projects, a boldness” (Bonchis, 1998, p 11). Jean Chateau made his point on the idea that a teenager needs courage to dream and to strive to fulfill all his dreams, in order to fully live this time of his life. Every day the world mirrors to him a reflection that may become his friend or his enemy. Sometimes he loves what he sees, other times he hates it, nonetheless, the teenager has to make choices: to accept or to reject, to disguise or to work on correcting the visible reality.

A teenager's life is challenging, it is also a battlefield where the real ego struggles with the ideal ego. The teenager wants to be loved, to be appreciated, to find himself and the fulfillment of his life, and

therefore he seeks to integrate into a reference group, that in short time will define the image of who he is.

Each individual is motivated to behave either according to his own standards, or to the social standards. Teenagers who have a private self-consciousness will try to reduce the self-discrepancies according to the personal standards, while the ones with a public self-consciousness will try to change their behavior according to the accepted social norms.

Ethnic Minority Group

Minority groups are made up of people who share both physical and cultural characteristics that define them as different from the dominant group. This is, however, often the reason for social discrimination. In our society unconventional people are often labeled as deviant, rather than unique, this „seriously affects how others treat such individuals and inevitably, how people thus labeled get to consider themselves” (Goodman, 1992, p 160). Members of a minority group, being disadvantaged by the majority of the population, develop a sense of „group solidarity”, a sense of belonging together, due to the fact that the experience of prejudice and discrimination, often strengthens feelings of loyalty and common interests. Prejudice often operates through stereotypical thinking, that is, thinking in terms of fixed and inflexible rules. People release resentments on some „scapegoats”, those persons accused for things that are not guilty of.

Referring to the legal reference system, we mention what Victor Duculescu said: „citizens belonging to national minorities should not be persecuted or discriminated, but should have equal rights, and in addition we should ensure the maintenance of cultural identity, the respect of traditions and the way they live, and to consider inadmissible any

attempts to stop their rights or to assimilate them with the majority of the population” (Duculescu, 1994, p 230).

Discrimination involves unequal treatment of minorities in relation to some characteristics such as ethnicity, religion, social position. Self-consciousness of minority groups is forming gradually, and thus the group embraces similarities of position and common destiny. The personal identity reflected on the group, is formed through self-consciousness. Hence, it is necessary for society to know the minority groups and to be willing to accept and to want them.

Self-Esteem

Self-image depends on the way teenagers see themselves and on the way others, family and social group, perceive them. To function effectively in this world, every teenager needs to know himself, to know his weaknesses and strengths, capabilities, and to be honest with himself about them all. „Once you know your strengths, you can extend your limits and you can turn your weaknesses into tools to help you in the future” (Bota, 1997, p 31).

Adolescence is the season for the „originality crisis”, it is the time when the positive or negative evaluation is defintory for the involvement of the future adult in the social life and in the professional career. Self-respect and self-esteem is „one of the most fundamental dimensions of our personality, it is a discrete phenomenon, intangible, complex, of which we are not always aware" (Lelord, Christophe, 2003, p 11). Self-image depends not only on how a person sees himself, but on the way the family and the social group sees him. It is the foundation on which every human life is built.

When self-image is intact, the teenager feels good, sure of himself, satisfied, acting efficiently, feeling good in his own skin, able to

face difficulties, happier, healthier, longer persisting on a difficult task, but when his self-image is affected, the teenager becomes anxious and insecure, he feels that many pains and troubles are coming to disrupt his everyday life.

Personal and Collective Self-Esteem

Concerned about how to investigate issues relating to self-esteem, M.B. Brewer (1996) and his collaborator, W. Gardner, says that this can be achieved on two dimensions: personal and collective self-esteem. In their vision, personal self-esteem issues are concern with how the individual evaluates himself, according to his personal results, the extent of how much he meets his own expectations. L. Festinger (Doise, 1999, p 170) says: „Every individual has a tendency to assess his own opinions and attitudes. When lacking non-social objective means, assessment of opinions and skills is made by comparing them to the opinions and attitudes of others.” Therefore, positive and negative feelings developed by the individual about himself are influenced equally by the way he thinks others perceive him and by how he evaluates himself in relation with them.

A similar process occurs during the collective self-esteem development. „Collective identity is the ability of a community to recognize itself as a group outside the group” (Dictionnaire of Sociology, 1989, quoted in E. Zamfir, I. Badescu, C. Zamfir, 2000, p 494). If traditionally, when we talk about the development of self-esteem the focus is mainly on its individual appearance, the collective self-esteem concerns aspects regarding the membership character of a social group to which the individual belongs. Collective self-esteem may be an important moderator of dominant trends of the group, of tasks within the group and other collective or group processes (Luthanen, Croker, 1992). The

personal self-esteem corresponds to personal identity, and collective self-esteem to social and collective identity as it was approached in the American literature.

The way a person reduces self discrepancies is determined by the difference between public self-consciousness and private self-consciousness. Thus, every individual is motivated to behave according to his personal standards or to behave in order to match social standards. The teenager who has a private self-consciousness is trying to reduce discrepancies according to his personal standards, while the one with a public self-consciousness will try to change his behavior according to the accepted social norms.

The goal of this study is to identify the differences between ethnic minority groups and the Romanian teenagers, with respect to personal and collective self-esteem.

We took in consideration the following hypotheses:

- 1.1. Depending on the gender, differences will occur regarding personal self-esteem among teenage boys belonging to a minority group and those who do not belong to a minority group.
- 1.2. Depending on the gender, differences will occur regarding the personal self-esteem among teenage girls belonging to a minority group and those who do not belong to a minority group.
- 2.1. Depending on the gender, differences will occur regarding the collective self-esteem among teenage boys belonging to a minority group and those who do not belong to a minority group.
- 2.2. Depending on the gender, differences will occur regarding the personal self-esteem among teenage girls belonging to a minority group and those who do not belong to a minority group.

Sample of subjects

For the achievement of the actual research we involved four groups of teenagers. Three ethnic groups of teenagers from Arad county and a group of native Romanian teenagers. The three ethnic groups were: Roma, Hungarians and Slovaks. Each group was formed of 30 subjects, 15 teenage girls and 15 teenage boys. The data collection was carried out from January to March 2013.

Instruments used

Rosenberg Scale (1956)

The Rosenberg scale is a 10-item-scale measuring the sense of personal worth. This is one of the most popular and well validated scales on personal self-esteem in the research literature. The 10 items of the scale are statements that the subjects need to grade according to their opinion, on 1-4 scale: 1 = strongly disagree, 2 = moderately disagree, 3 = moderately agree, 4 = strongly agree. Scores can range from 0 points - minimum score - to 40 points – maximum score. Scores up to 16 points show a low self-esteem; an average of 17 to 33 points, shows an average self-esteem; scores between 34 and 40 points indicate a high self-esteem.

Collective Self-Esteem Scale (1992)

The Collective Self-Esteem Scale achieved by Luthanen and Crocker, is an instrument that shows the extent to which we value ourselves in relation to the group, and the extent to which we value the group we belong to. The scale itself has 16 items, graded on a 1-7 scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, and 7 = strongly agree. The scale refers to the following characteristics: membership esteem which assesses an

individual's judgments on how worthy he is as a member of his social groups, private collective self-esteem that measures personal judgment on how good one's social groups are, public collective self-esteem that assesses one's perceptions of how positively other people evaluate one's social groups, and importance to identity that assesses the importance of one's social groups memberships to one's self-concept.

Data analysis and interpretation

To verify the hypothesis we have set, we used the T-test (up to 30 subjects) where the statistic is calculated by the formula:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

When comparing populations that are not normally distributed, we used the Mann-Whitney Test, a median test using the sum of the sample for calculating statistics - a test included in most modern statistical packages.

We have also considered the 5% critical values of the T-test, and we tested the corresponding hypothesis by this approach as well. The motivation for this double checking was the usability of this approach in current statistical practice. For data sets where we applied the Mann-Whitney test, we didn't use the critical values method for reasons of complexity and because the p-value was sufficient for making decisions. All statistical calculations and assumptions for decisions were made automatically by the statistical program used.

For taking the decisions we used the p-value associated with the data in the study and we worked with 5% significance level for rejecting the null hypothesis.

According to (Vickers, A., 2009), when the mean is the adequate measure of center to use, the corresponding measure of spread is the standard deviation. When working with the median, the measure of spread of the data is given by the interquartile range. We have kept these correspondences in the research presented in the following pages.

Obtained data were analyzed in relation to the study hypotheses.

Hypothesis Interpretation

1.1. Depending on the gender, differences will occur regarding the personal self-esteem among teenage boys belonging to a minority group and those who do not belong to a minority group.

H0 (null hypothesis): Personal self-esteem of minority teenage boys is equal to that of the Romanian teenage boys.

Ha (alternative hypothesis): Personal self-esteem of minority teenage boys is different than that of the Romanian teenage boys.

\bar{X}_B = sample mean results of Rosenberg test applied to minority teenage boys

\bar{X}_{BR} = sample mean results of Rosenberg test applied to Romanian teenage boys

Table 1

Comparative data: personal self-esteem of minority teenage boys and of Romanian teenage boys

Personal self-esteem	Mean	Standard deviation	
Ethnic teenage boys	$\bar{X}_B = 27.71$	$s_B = 3.82$	T-statistic = -5.07309 p-value = 0.0000382568
Romanian teenage boys	$\bar{X}_{BR} = 32.53$	$s_{BR} = 2.95$	

The p-value being 0.0000382568, it is almost zero, so H_0 is rejected, and thus the personal self-esteem of minority teenage boys is different from that of the Romanian teenage boys. On the significance level $\alpha = 0.05$, the acceptance region of H_0 is between -2.042 and 2.042 and $T = -5.07309$. Since $T < -2.042$, we are in the rejection region, so H_0 is rejected, and we have the same conclusion as before.

Regarding personal self-esteem of minority teenage boys compared with the Romanian teenage boys, we observed that the Roma minority scored equally as the Romanians, while the Hungarian and Slovak minority boys scored less.

- 1.2. Depending on the gender, differences will occur regarding the personal self-esteem among teenage girls belonging to a minority group and those who do not belong to a minority group.

H_0 (null hypothesis): Personal self-esteem of minority teenage girls is equal to that of the Romanian teenage girls.

H_a (alternative hypothesis): Personal self-esteem of minority teenage girls is different than that of the Romanian teenage girls.

\bar{X}_B = sample mean results of Rosenberg test applied to minority teenage girls

\bar{X}_{BR} = sample mean results of Rosenberg test applied to Romanian teenage girls

The p-value being small, 0.00358538, H_0 is rejected, and thus the personal self-esteem of minority teenage girls is different from that of the Romanian teenage girls. On the significance level $\alpha = 0.05$, the acceptance region of H_0 is between -2.042 and 2.042 and $T = -3.41912$. Since $T < -2.042$, we are in the rejection region, so H_0 is rejected, and we have the same conclusion as before.

Table 2

Comparative data: personal self-esteem of minority teenage girls and of Romanian teenage girls

Personal self-esteem	Mean	Standard deviation	
Ethnic teenage girls	$\bar{X}_F = 28.49$	$s_F = 4.38$	T-statistic = -3.41912 p-value = 0.00358538
Romanian teenage girls	$\bar{X}_{FR} = 32.27$	$s_{FR} = 3.45$	

Regarding personal self-esteem of minority teenage girls compared with the Romanian teenage girls, we observed that the Roma minority scored equally as the Romanians, while the Hungarian and Slovak minority girls scored less.

1. Depending on the gender, differences will occur regarding the collective self-esteem among teenage boys belonging to a minority group and those who do not belong to a minority group.

H₀ (null hypothesis): Collective self-esteem of minority teenage boys is equal to that of the Romanian teenage boys.

H_a (alternative hypothesis): Collective self-esteem of minority teenage boys is different than that of the Romanian teenage boys.

M_B= sample median results of CSES test applied to minority teenage boys

M_{BR}= sample median results of CSES test applied to Romanian teenage boys

The p-value being small, 0.005, H₀ is rejected the collective self-esteem of minority teenage boys being different than that of the Romanian teenage boys.

Table 3

Comparative data: collective self-esteem of minority teenage boys and of Romanian teenage boys

Collective self-esteem	Median	Interquartile	
Ethnic teenage boys	$M_B = 78$	$Q_1 - Q_3 = 22.25$	Mann Whitney statistic = 107.5 p-value = 0.005
Romanian teenage boys	$M_{BR} = 87$	$Q_1 - Q_3 = 11.5$	

Regarding personal self-esteem of minority teenage boys compared with the Romanian teenage boys, we observed the same results in the case of collective self-esteem as in the case of the personal self-esteem (see Table contents).

2.2. Depending on the gender, differences will occur regarding the personal self-esteem among teenage girls belonging to a minority group and those who do not belong to a minority group.
 H_0 (null hypothesis): Collective self-esteem of minority teenage girls is equal to that of the Romanian teenage girls.

H_a (alternative hypothesis): Collective self-esteem of minority teenage girls is different than that of the Romanian teenage girls.

\bar{X}_B = sample mean results of CSES test applied to minority teenage girls

\bar{X}_{BR} = sample mean results of CSES test applied to Romanian teenage girls

The p-value being high, 0.136, H_0 is accepted, and thus the collective self-esteem of minority teenage girls is equal to that of the Romanian teenage girls. On the significance level $\alpha = 0.05$, the acceptance region of H_0 is between -2.042 and 2.042 and $T = -1.56$.

Since T is between -2.042 and 2.042, we are in the acceptance region, so H0 is accepted, and we have the same conclusion as before

Table.4

Comparative data: collective self-esteem of minority teenage girls and of Romanian teenage girls

Collective self-esteem	Mean	Standard deviation	
Ethnic teenage girls	$\bar{X}_F = 75.09$	$s_F = 11.35$	T-statistic = -1.56 p-value = 0.136
Romanian teenage girls	$\bar{X}_{FR} = 80$	$s_{FR} = 10.6$	

Regarding collective self-esteem of minority teenage girls compared with the Romanian teenage girls, we observed that the Roma and Hungarian minority scored equally as the Romanians, while the Slovak minority girls scored less.

Conclusions

At the beginning of the research we asked ourselves how minority teenage groups perceive themselves among Romanian teenage groups, and whether gender and membership of a minority group influence the personal and the collective self-esteem. Based on these questions we built hypotheses that led to the results based on which we can draw the following conclusions:

Regarding personal self-esteem there are differences between minority teens and Romanian teens. If we look at Roma teenage boys and teenage girls regarding the personal self-esteem, we notice that there are no differences between them and the Romanian teenagers, their personal

self-esteem being equal, but higher than the one of Hungarian and Slovak minority teenage boys and girls. Personal self-esteem of Hungarian minority teenagers, both girls and boys is lower than of the Romanian teenagers, but equal to the Slovak minority teenagers.

Regarding collective self-esteem we note that there is a difference between Romanian teenage boys and minority teenage boys, but there is equality between minority teenage girls and Romanian teenage girls, equality that is not found when considering the personal self-esteem. In case of Roma minority teenage boys and girls and Hungarian minority teenage boys and girls there are no differences, the level of collective self-esteem being equal. Also referring to Roma teenage boys and girls and Romanian teenage boys and girls, there are no differences regarding the collective self-esteem. If we look at the Hungarian minority teenage boys and girls we observe an increase of their collective self-esteem as opposed to Slovak teenage boys and girls, difference that is not seen regarding the personal self-esteem where the two minorities score equally. Comparing the Romanian teens with the Hungarian minority regarding personal self-esteem Romanian teenage girls have a stronger self-esteem than the Hungarian minority teenage girls, but regarding the collective self-esteem there is no difference, it is equal. Research results show for both personal and collective self-esteem, that there is some equality between Romanian and Roma teenagers, but there are differences between the Romanian, Hungarian and the Slovak teenagers. Hungarian minority teens have personal and collective self-esteem lower than Romanian and Roma teenagers, but higher than Slovak minority teenagers.

This being not a large-scale study, it has its limitations, and data is to be taken as a starting point for further extensive studies. Another

important limitation comes from the fact that the subjects weren't chosen in a completely random way, since they were chosen from public schools that have classes that are primarily dedicated to minorities. Nonetheless, though we are different because we are unique, the beauty lies in knowing how to find balance between diversity and uniqueness and the acceptance of the unity in diversity.

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HABITS IN THE ROMANIAN TRADITIONAL COMMUNITY VILLAGE

M. Gavrilă-Ardelean, L. Gavrilă-Ardelean

Mihaela Gavrilă-Ardelean, PhD

Aurel Vlaicu University, Arad

Romania

Liviu Gavrilă-Ardelean, PhD

CMI, Arad

Romania

Abstract: This paper presents the evolution of Romanian traditional village of ancient times until today, from the community and legislative (law). The village as a community base of human society, in all complexes: economic, social, cultural and traditional, had a fundamental role in shaping the modern man until today. The village crafts were born in the village farmers and farmers lived in village life on the paths people, edifying cities, city-states and eventually countries.

Key words: traditional village, community, habits, communication between village people, role of the church

People have always lived in communities. Community (Latin *communitas*) is defined in many ways.

Explanatory Dictionary of the Romanian Language (DEX, 1975) defines it thus: a fact to be shared among beings, common possession; a

group of people with similar interests, beliefs or rules of common life; an entire population of a village, a country.

Larousse's (1965) defines community as follows: a state of what is common, parity, identity: community of feeling; a group of people with common interests: national community; a religious society subject to common rules; a legal: association marital status under which certain goods are shared between spouses.

Definitions community Littré (1959, 1994) are: participation in common, community pleasures and hardships; one in case law: company assets or earnings; status of individuals in several owners; a society of goods between spouses; a community system: one in which all or part of husbands put their goods in common; a general language: community property, social organization in which goods are owned not by individuals, but by the State; a whole people, the people of the state. Community interest so requires; a group more or less extensive, meeting the same beliefs, the same habits.

Example: the first Christian communities; once, corporation, society of people living together under a common rule.

Example: religious communities.

From the sociological point of view: Schifirneț in 1999 defines community as "a spatial unit/territorial social organization, in which individuals have a sense of identity and belonging, expressed in social relations continue".

Researchers define community as "a context within which personal identity is formed, a place where self-consciousness currents are common and contribute to the conversation" (Bellah et al, 1998).

World Health Organization (WHO) defines community as a whole of a population of a given territory, determined by geographic boundaries, bound by common values and interests.

Dumitru Sandu says: human grouping characterized by increased probability of unit value of its members.

Another definition given by Nicu Gavrilă the community is: natural group of social actors organically bound together by variables: consanguinity, customs and cultural common practices, common language, unit desires, aspirations, affection and understanding, tolerance and permanent solidarity.

Romanian social life of the village had a strong humanitarian collectively due to an "ordinance" without which it could not survive so many centuries, characterized by the emergence of traditions later found in the forms of justice. It is connected interpersonal relationships Romanian village people, regardless of the position they occupied, and the family relationships established between parents and children and relations between other relatives: brothers, sisters, brother in-laws, enabling conviviality. For this communication was needed: communication between the community and village counsel, communication among all households Village, communication between relatives.

In other words Romanians, like any people had to communicate among themselves, setting a series of relationships. They were originally non- legal rules of conduct respected by all people of good will. Despite the fact that over stepped the law written in their cases villages continued to be judged according to ancestral law. In time, the community law was replaced by the written law, but a long time they have both.

Knowledge of traditional organizational forms that have existed over time, due to their uptake by the generations that followed, as a permanent communication between the people of the village has its importance. Without the existence of the written law today probably would have been poor. Without communication between all traditional Romanian village households these forms of organization, true legal mechanisms do not exist. Romanians have created their own social rules remember the habituation rules, the moral and religious rules. There are clear rules that provide living together in community and coexist today with written rules. A number of social practices have become as rules of law.

Romanian village life had a strong collective community manifested by the emergence of socioeconomic valuable traditions, rules, forms of organization and their institutions, the state from which the customs, that the rule of law enshrined in tradition, in other words, the habit earth.

In the early Middle Ages unwritten law prevailed everywhere, leading Romanian settlements is as customary land. The case of Romanian is judged according to those "Lex Olachorum". Customary land remained until the early twentieth century: "Jus Valahium" or "Ius Valachorum". Custom role declined only after 1864, after the emergence of the Civil Code, which included references to customary land by a few articles.

Habit is basically the result of life experience to the entire community. The habit is a pattern of conduct, it implies a certain constraint to recognize and respect the values of their group. Custom behavior that occurs as a social group imposes its members. He reflected, in general, the oral formulations, and his authority is based on just the

application that is the result of a past practice undeniable. Habit forming a creative mechanism and keep order, and more than that, the habit is a mechanism preserver of culture. Custom rules earth arose from common sense and the wisdom of the Romanian people. There is the present day ancient customs that have been preserved almost unchanged over time.

Romanian village has developed specific forms according to his needs and common will.

H. Stahl pointed out that "Romanian village is a form of social life on a body of land, a closed biological group, often linked by kinship lights, living in family households, related in a community that, by decisions taken in its meetings general has the right to interfere in the private lives of each household, according to legal rules and the psychic mechanism diffuse congregation based traditions".

"The whole social and economic life of the Romanian people was based on community - PP claimed history Panaitescu (1966) - that is a permanent settlement and stable joint dominion of the earth, rural social embodiment, the law perfectly suited collective needs".

The community has made Romanian peasant association with human laws and their legal traditions. Romanian village community living within a perimeter border agricultural named after the law passed by the good people and the elderly.

Some of the oldest institutions have constituted Elders Council, burly men fog, mist sons and carol singers.

Elders who have and legal function was composed of sixties and septuagenarians, village wise. He was chief of the village law and fact, the legislator, judge, executor and administrator of the village community. Council members must live in the center of the village, advice periodically meet for celebrations but also great when needed.

Elders Hall was the keepers of common rules, rights and duties of transmitting oral community. They fixed the borders of the village and households in the called village fireplace.

Judgment is held at the edge or in the middle of the village. The elders judges sat on the rocks in a circle, the whole community by assisting law. Judgement could meet "the shade of a beautiful tree (arbor frondosess) or summer before the church." (Pascu, 1972)

Ethnologist Romulus Vulcănescu (1970) shows that the judgment was the tribe of elders "in the church porch or in a household in the village". The church was called the "threshold judgment of the church." And now the judgment is published, with only a few exceptions. Decisions as I watched the trial is taking place by consensus common sense principle accepted by all village households. Making decisions was the collective work of the community was a assembly neformalist have character, peasant, on the basis of comity, respect for what it ought and ought not, have established confidence in the rules. They had the right to "voice" (voting) all village households, members of the Jewish leaders, but had a share in making decisions elders.

In cases as mild, such as theft, elders apply: reprimand, compensation or beating. An example may be that of the State Cris village of Lower Cristioru an informer tells us "elders tell us that those who do something bad were put to perindele" (pillory , subject to punishment for acts of atonement for iniquity)." ... Unsub stood - we communicate villager - jug upside was that many clocks as. There the villagers reproach him with words of reproof. Man kneels between boards having neck and hands. Perindelele were built next to the village church. I heard from the elders that a judgment was old people, but consult with young people in the village. Participating judgment ...

Judgement priest was next to the church."His sentence did not involve physical torture of the guilty person, she was more of a cautionary nature, a mental punishment of the guilty by the community, ultimately having undeniable role of correcting the offender. Interesting in this story is this time communication with elders Jewish leaders. (Pascu, 1972)

Elders have a profound democratic and important role in public life. These people, in fact models of moral conduct and savvy connoisseurs of common rules were spokespersons that were common will. They were respected by the village households to honor enjoyed. They represented the congregation outside, constituted collective memory that reconfirms rights and duties, formulating common requirements and punish their failure to community.

Fog bodied people the second group of the community was made up of grown men, representatives of different professional groups existing in the village. They were recruited from among people worthy or of village leaders. Fog bodied people meet their obligations and legal office, especially the professional divisions, because at that time there were judgments that were made by craft people. There follows: judgment ploughmen, shepherds judgment, forestmen judgment. They respect law of the land or customary land.

Fog sons, the third group of the community, the village was made up of young people (boys came into the band 17-18 years until marriage). In fog or lads lads lads were received which had already passed the initiation ritual dances namely the break- in that took place on Easter Sundays. It was an honor to be part of the fog lads. Not be part of the fog horses lads who have committed a serious offense because it violates the moral order. Fog sons was obliged to guard the transmission of news, organize ceremonies at various events, organize dances, bring girls into

the game, learn the rules of social coexistence. Fog was not a simple group of lads but "a common social institution" well appointed rules and structures. Through the fog sons were kept and transmitted traditions and ceremonial about. The principal authority in fog lads had it june or foreman. Life in fog initiate young lads, help them burly thracian among the people, was a means of learning the ceremonial components.

Entrance ritual was done lads mist once a year, namely the New Year. These rituals were a rigid discipline that each of the sons was obliged to comply. If you break the rules, then the boys were excluded from the band. Not be part of those lads fog of order, who were scandals, those who get drunk, those who betrayed the secrets of the tribe, etc. . They were judged and then excluded from the band. Exclusion from the fog my sons constituted serious punishment. Troop leader was the only one who had the authority to exclude unworthy horses, horses that have harmed the honor group. In order to maintain the height of those who were part of the band, the lads were not enough to follow the rules, but must not deviate from any law of the tribe. Fog sons subordinated village council or senate as troop bodied people.

Foreman sons, the son troop leader was elected annually around Christmas time by consent sons or entire village communities, confirmed by one of the village priest or mayor. To get bailiff, the son had to understand the organization of Korea, to know the "ordinances" better than others, to be liked by the other lads and community. The principal authority in fog sons he had the judge, the term preceding the bailiff, came later. He supervises parties, we excluded those who did not comply with standards of the band, also impose penalties.

Troop leader cared not honor any villager injured and who behave indecently was physically punished even being condemned or Glodu by

the judge. Punishment was made according to the custom as follows: the condemned was placed face down in the middle of the village, covered with a cloth and gave him blows on the back of the band openly sons. He was obliged to cry out: "Who makes me me to get hurt". Sometimes, the wrong was tied to a pole in the middle of the village. The punishment had to endure jokes mocking the other lads who made fun of his situation as scathing jokes the whole community. It is the moral sanctions for exercising social control for compliance in place.

As a trial of the lazy, this time was shouting over the village, usually practiced in all the surrounding villages. This usually was a ceremonial nighttime troop of lads who carry on the eve of major holidays (New Year, Easter Saturday, the day of Saint George), Ceremonial judgment of those who have strayed from the rules common. Ceremony flowed so: young, enshrouded in darkness, perched on a dialogue of different heights scathing words against "old girls" or "sons bachelors" who failed to marry the old women who are of charms and spells , men who left their wives, lazy girls and women, local officials who do not perform tasks and deviate from moral norms (priest, the mayor, policeman), thieves and drunkards. Dialogue, well-documented and worn with great irony was heard by the whole village. It should be noted that this custom is still preserved today and even if the one who is wrong duly convicted by the village punished and he 's like the one who was wrong.

Traditional companionships sons were unwritten, yet transmitted orally from generation to generation. Head tribe ensure compliance with their. Good fit specific Romanian people govern relations within the fellowship. Companionships were of two kinds: those of lads and girls of marriageable. For entry into companionship main factor was age.

Typically, they enter the fellow who fulfilled sons aged 17-18. The same was true for older fellow girls.

Those who accompany met a host called sons host, the host of the banquet house honor, playing house. Hosts could meet traditional companionships and his sons as traditional marriageable girls. The task was to prepare the host banquet for the partakers, and the latter were obliged to cut wood for the whole winter. Young people leaving home and constituted in a way their society. The host boys and girls learned carols, rules of behavior in society and joint management. Here young people went caroling and here deposit cash and gifts in kind received by the village households.

Hence the fog carol singers form the fourth group of the community, which was different from fog sons, she having a rather symbolic role. However to have a social and cultural structure was pretty well defined. Fog of singers was an elderly community began with the break-dance and commonly held to promote among its components bodied people, until marrying. The Head of the bands was a bailiff or county to which succeeds an ensign and then others cetași by age.

Fog of singers was only a bunch of lads from the village and not to be confused with it. Fog of singers was formed just over a year around the holidays: Easter, Christmas, New Year. Between spirituals links are established customize aspects of legal relations. These relationships underlying the behavior of carol singers and were regulated by customary land.

Fog of singers was the one who "punished" in a different way on horses that were wrong. An example of this is the game "Călușarii". In this game instructor tribe, which is called the abbot is watching from duty men that punish band who performs most often punishing and outside the

tribe. The penalties of the game callus become true local legal issues, different in their substance customary, leading to ethical conception which underlies them.

Fog practitioner play "Călușarii" was formed from a closed group, esoteric, made up from an odd number, only men who are admitted only after a certain ritual. The men chosen for this band link by oath to stay together throughout the event and obey the abbot of the game.(Dramba, 1987)

"Călușarii" game only occurs during Pentecost. The purpose of the game callus was outside the humiliation of the culprits that were wrong during the year, and that initiation, fertility and fecundity. Throughout the game "Călușarii" were masked and whilst it is not lawful conduct of disturbing anyone. The villagers were not allowed to pass through the mask. But there were three exceptions: sick villager mothers with very young children and women who could not have children. (Dramba, 1987)

In the groups of lads, carolers mask appears as a sanctioning body whose scope extends from the audience unmasked masked players who refused to fulfill the tradition pertaining to the game. Games masks reflect the tradition of the Romanian people and acknowledge the role that they played in their substance over time consciousness common. There were the customary order periodic judgments villages which were applied only symbolically. Outside "Călușarii" game is known symbolic judgment and Santa Women. Singers disguised as Santa needs to know in advance the moral flaws of family members who are following their stride. During carols, Santa intervenes to banter and whipping ill manners of the strolling. Mocked his hosts was supported by the inconvenience and the rebellion quelled. Santa gets so public exponent village, official

moralizatorul common. Mask wandered gave him this right, and the community would agree with this. Santa could not be touched in anyway neither verbally nor physically.

Returning to traditional companionships between customs mention the companionship of girls of Country Cris called Feleaga or lioara. (Mârza, 1969) "Feleaga" is a habit that in essence is ceremonial. It consists of a series of dancing girls virgins who are caught with "Felege" (fabric like a towel) hands. During the dance, the girls sing a specific song urging the boys to choose the girl you like. The dance begins in the cemetery surrounding the church faces string and then on the village street game involving the entire village. The custom is practiced Easter celebration occurs when the Romanian rite of passage from adolescence to adulthood, entrant in the dance.

The link "lioara" habit practiced însurătorii threshold of adolescence. Girls entering the "Feleagă" or "LIOARA" became measured. The habit was the emotional and affective favorable covenant marriage. From here starts the ritual act of marriage. This habit he demonstrates not only that marriage could not take place anyway. Romanians gave befitting the importance of marriage. So for this there first act of initiation and the courtship can. Marriage in the Romanian space have well-established laws fairly rigorous but known to the community of the village.

The maiden could not be seen anyway, anytime. Virgin wear pleasing sight, to keep out tastefully decorated to attract and subjugate men before marriage.

Sexual life was permitted only after the ancient rite of passage. First in was held in the dance which was a majority for initiating their own virgin sons and then the wedding. Just after entering the dance that

took place during the spring solstice to the entire community, as the whole village communities, young people are allowed to marry, but with parental consent.

If a virgin not a virgin before the break she was severely punished and reprehensible dance community members. Some villages were punished with death on the outskirts of the village maiden, stoned by the villagers and climbed harrow and allowed to be worn at random by horses that were tied to the harrow.

If Virgin was stolen, it was regarded as unfair even if not touched her son. It was about the fact that Virgin violated the rules established by the community. In this case reached the compulsory marriage or virgin was reprehensible by the community in which he lived. If a virgin not a virgin after the break- in dance, but before marriage, a person who was defamed forced to marry her, forcing village counsel parents of two, even if they did not agree to accept the girl's marriage and son's renegades.

Marriage is held as a religious act, act parental consent prior to engagement and their lack of grandparents or the eldest brother. Upon completion of the engagement son (future groom) hand maiden (bride) a ring as a promise of marriage but also as a symbol of love. Virgin virginity outside marriage were accompanied to the relatives and guests (usually attend the entire village) godfather and godmother who were married, considered honest and honorable people in the village. By the way of sponsorship is intended to establish a relationship. Those who were pairs of newly wed nations were also godparents of their children. The custom of marriage was important for community and the importance they ensure broad deployment and participation, almost, the entire village. "Moments of the wedding ceremony it self was: call, gagged, bringing the tree to the house of the bride, bridegroom shaving, brought

water, putting Bethel coming procession to the bride's house, the game tree, putting the chain, chargers dowry, leaving the wedding, the marriage procession returning from the wedding, the big meal gifts, bridal dance, making Bethel dawn ".(Pop, 1999)

Legislative tradition, every act of communication is important that every habit that is passed from generation to generation. Whenever elders will say the word occurs and approving or disapproving the village community council rulings, but also those of the divisions. Norms and rules that organize human relationships have their role in life common.

Traditional communities have a strong tendency to keep habits. In their design, the custom had properly fulfilled, according to the ordinances passed down from generation to generation. Deviations from these rules contravened customary decency of the community.

The idea of justice and its application in terms of the Romanian people is reflected both in customs and traditions, practices and usages and customs. Habits are today for those who show genuine concern them outside but they have deep meanings encoded on human relationships, the Romanian communities on the normal gait of social life. Romanian people discovered and formed elements, attributes, types come and logical models that followed them over time.

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TUTORING ACTIVITY AND ITS ROLE IN ACHIEVING TRAINING OBJECTIVES AND LONG- TERM SOCIO-PROFESSIONAL INSERTION OF THE BENEFICIARIES IN POSDU PROJECTS

D. Bălaș Timar

Dana Bălaș Timar

Aurel Vlaicu University Arad
FDP Arad Branch

Abstract: The project Integrated services for promoting sustainable employment in 5 regions of Romania implemented by People Development Foundation (FDP) aimed to attract and retain on the labor market inactive people, the unemployed and people looking for a job through the promotion of active measures in the field of employment in the 5 regions of Romania. The project was implemented during August 2010 and September 2013. Now, at the end of our work, we are more than proud to have realized that besides accomplishing the proposed objectives: informing for 3.600 beneficiaries, integrated professional services for 1.080 of which 396 long-term professional integrated, developing a solid practice in tutoring beneficiaries' career paths mattered the most. We have learned that besides an indicator, a beneficiary, there lies a person to person interaction able to motivate and change a negative and passive mentality into a dynamic perspective about work and life in

general. This paper presents a success story of a teambuilding aiming to develop competencies needed for a sustainable employment in our contemporary society.

Key words: POPSDRU Projects, integrated services, tutoring in training and mediation services.

1. Integrated services for promoting sustainable employment in 5 regions of Romania

The project aimed: to attract a total of 3,600 people (urban and rural) on the labor market through the provision of labor market information; improving employment for 1,080 beneficiary by boosting motivation and personal skills for seeking and maintaining a job or increasing the level of qualifications in occupations in demand on the labor market; hiring and maintaining on labor market a number of 396 beneficiary by providing mediation services and tutoring; develop and disseminate a package of employment services in innovative public-private partnership model. Based on a transnational exchange of best practices with a Italian organization situated in Milano, ASLAM, these objectives helped achieve three operational objectives of key area of intervention 5.1 "*Developing and implementing active employment measures*" namely: 1. Attracting and keeping as many people on the labor market in order to obtain as high occupancy rate, with particular emphasis on disadvantaged groups in the labor market, 2. Reduced long-term unemployment through preventive and corrective actions; 3. Improving employability of people in search of a job, the unemployed, especially the long-term and inactive people, bringing their contribution to the overall objective of priority Axis 5 "*Promoting active employment measures*" by facilitating labor market integration of the young and long-

term unemployed and attracting and retaining more people in the labor market, including those beneficiary who live in rural areas.

Through its training in occupations in demand on the labor market and the personal development of 1080 beneficiary, the project has contributed to the development of human capital and lifelong learning correlation with the labor market. The provision of information, guidance and counseling project have provided opportunities for increased labor market participation of 3,600 people. Thus the project made a real contribution to the general objective of POSDU " increasing competitiveness, by linking education and lifelong learning, labor market and ensuring increased opportunities to participate in a modern labor market, flexible and inclusive of 1,650,000 people."

With the objective of increasing the capacity of employment for 1,000 people the project has contributed to reducing disparities between regions, joined in line EU Cohesion Policy. The overall objective of the project is in line with the European Lisbon strategy. The strategy implemented by the project has increased the overall employment rate in 5 regions of Romania. Through the implementation of measures to promote labor mobility, the project is part of the Lisbon goals. Among the priority actions in the communication strategy for lifelong learning in 2001, there are mentioned: to promote practical training in the workplace for employees and the development of integrated employment. The objective of the project is consistent with two priorities of the PNR 2007-2010: increasing employment / labor market participation rate, boosting employment and improving the quality of human resources. Its contribution to the achievement of full employment and sustainable development project is in line with the PND 2007-2013 and the objective of development and more efficient use of human capital in Romania

provided by the National Strategic Reference Framework 2007-2013. Active and inactive employment measures for unemployed, that action to promote the labor market integration of disadvantaged people enroll in the National Strategy for Employment 2004-2010. The target group consisted of 3,600 people in rural and urban areas in the counties of Arad, Cluj, Dâmbovița, Olt, Gorj and Bucharest -Ilfov region (including 300 long-term unemployed).

Target group of the project were represented by: inactive, people looking for a job, unemployed, unemployed youth and older than 45 years long-term unemployed, people who have left school early. The needs of the target group were identified following a consultation process with partners. This analysis identified the following common needs of the target group: lack of access to information on all employment opportunities and access to quality integrated employment, lack of motivation to work, lack of required skills in regional or local market, low capacity employment in non-agricultural fields in rural areas, low employment opportunities in rural areas, low living standards. Also, limited access to employment services lead to the phenomenon of unregistered unemployment. The unemployment rate in July 2009 (source: National Agency for Employment -AJOFM) in the areas of implementation were: Arad (5.7%), Bucharest (1.8%), Ilfov (1.7%), Cluj (5.2%), Dâmbovița (6.5%), Olt (7%), Gorj (8.9%) compared to a national average of 6.3 % increase compared to previous months. Number of registered unemployed at AJOFM Dâmbovița (March 2009) was 12.585 people, up to 444 people from the previous month. Women represented 44.8% of the total number of registered unemployed, 55.7% of the number of professional integration and 45.5 % of the persons who receive emoluments.

According to AJOFM Arad during February to May 2009 there were 1,955 dismissed people. Of the 10,110 beneficiary registered unemployed in April 2009, 4,728 are women and 5,382 men and automotive, furniture manufacturing and computer manufacturing were among redundancies in the coming months, accounting for over 70% of the planned redundancies. According to AJOFM Olt in April 2009 11,889 unemployed were registered of which 4,540 women and 1,151 under 25 years old, while in Gorj county were registered 12,532 of which 5,942 unemployed women, 1,890 were young. Even if the Cluj and Ilfov there were reported lower unemployment rate, the project aimed to stimulate employment and long-term unemployed young people that face other social problems as marginalization. Inactive persons involved in the project are welfare recipients or mothers with many children (mostly Roma) living in the poverty, experiencing low levels of education, lack of formal qualifications tend to be involved in the "black" labor market, record lower levels of employment than the general population average assets).

Promotion campaigns provided each year (media campaigns and caravan campaigns) on each of the 6 areas of implementation, have reached 4,000 people to be active and informed on the employment services available proposed by this project. Establishment of employment service centers and services in rural areas have helped to increasing access to 3,600 beneficiaries in quality employment services. By providing information, guidance, counseling and tutoring, this project helped informing beneficiaries about the occupations in demand on the labor market by providing them assistance for individualizing learning paths and training, counseling for self-awareness, personal resources

development and building realistic and active career plans, techniques for searching a job.

Personalized support during the counseling process was enrolled to increase the motivation of individuals, their occupational and geographical mobility. With the objective of increasing the employment rate for 396 people in 5 regions of Romania the project has contributed to increasing the living standards of the target group. Through its training in occupations in demand on the labor market the project increased the competitiveness of 924 persons in the labor market, giving them the possibility of continuing the development of their careers.

Supporting access to and participation in vocational training has contributed substantially to approach learning and work as a process that takes place throughout life, in order to support employability and labor market integration. An essential element in the development of this attitude was to inform beneficiaries about possible training routes facilitated by the completion of training programs. Training and mediation activities were accompanied by mentoring/tutoring activities that have supported 1,080 people in the implementation of the individual plan, increasing their motivation for work and self-esteem. These training programs have tracked and provided other personal development necessary skills and labor market integration: use of ICT. Vocational guidance and counseling programs and training programs included, also modules on health and safety at work.

The project has transferred and adapted a model of innovative occupancy (Italy) – at transnational level, to contribute to increased employability and attract and maintain employment for the unemployed, inactive people and those who are looking for a job. The added value of the project was that it promoted employment model based on developing

partnerships in the community and in particular those between private and public providers of employment services in compliance with the roles and responsibilities in line with the principle of subsidiary. Following the analysis and practical application of the transferred model there had been elaborated a best practice guide for Employment. Employment services approach was based on market needs in order to ensure sustainable employment.

2. What is a tutor?

The tutor is a reliable and experienced professional figure, concerned with the development through training and learning of others.

Daloz (1990) pointed out that effective tutoring is similar to the guidance activity of the beneficiary. Tutoring relationship requires the allocation of a special working time, work for the benefit of learners, trainers and organization.

Standards of the professional figure of the tutor:

1. Tutors are individuals with outstanding teaching skills. Tutors demonstrate interest in their beneficiary's learning process and ensure their success in learning;

2. Tutors have outstanding communication skills to support the full development of the beneficiaries. These capabilities include the ability to listen carefully, to ask questions that lead to new insights, employing effective cooperative problem solving and providing critical purpose mobilize guidance on the efficient use of time;

3. Tutors demonstrate respect for the unique role of tutor. Tutors help to support the development and evaluation of guided skills. They demonstrate ethical attitude and interpersonal skills to develop a relationship of trust and to keep the role of resource person.

4. Tutors demonstrate advanced organizational skills necessary to establish and maintain productive relationships with the beneficiary. Tutors help in their work program to develop a complex repertoire of skills and abilities, constantly evaluates recipients formations needs to establish new benchmarks for development helps to acquire a reflective attitude to what has been gained and the creation of self-standing habit.

5. Tutors demonstrate involvement in the problems of the organization as a professional learning community. Tutors help improve organizational environment to support learning and development of new prospects format.

6. Tutors are interested in their practice and stay up to date with news in the field. Tutors seek continuous improvement of their practices in response to constructive criticism appreciated their efforts, are engaged in systematic analysis processes based on the needs of their beneficiaries, organizational needs and standards of their profession.

Basic Skills of a tutor:

1. ability to communicate
2. ability to process information
3. the ability to think and solve problems
4. demonstrate positive attitudes and behaviors
5. to be responsible
6. permanent learning
7. teamwork skills
8. working with others
9. to participate in projects and tasks skills
10. basic skills in using treatment of text, e-mail, internet
11. knowledge of ICT in education for effective use

Capacities of a tutor:

1. ability to receive and present (self, others, the institution) program, goals, requirements, training paths,
2. ability to collect and analyze personal motivations and expectations of the beneficiaries (involving the needs and expectations related to organizational, relative to their own career path and study, relative to the module taught),
3. ability to develop and exhibit knowledge (business projects),
4. ability to organize and manage groups (division into subgroups, the distribution of roles and tasks, observation grids of learner's behavior, solving difficulties occurred),
5. ability to encourage and motivate the beneficiaries (simple formative assessment tools, forms of personalized advice on study methodology for small groups, skills in organizing leisure moments),
6. ability for methodical preparation courses (study documentation, catalogs of tools and teaching resources, ways of developing training objectives and scenarios for self-evaluation of their own practice),
7. ability to continuously improve their professional skills and practices (permanent search of elements of competency required for self personal portfolio, reading specialist, in-depth research).

Qualities of a tutor:

able to listen and analyze,

able to guide the course of identifying the needs and demand for solution,

able to play the role of advisor and consultant in the search for information,

willing to work with the beneficiary to provide appropriate guidance and review of personal learning style,
open minded,
flexible, comprehensive,
able to coordinate,
good communication skills,
stimulates thinking and reflection capacity of the recipient,
sense of responsibility and autonomy.

A tutor's capabilities:

relational and organizational capabilities,
the ability to listen to facilitate communication,
ability to lead and manage a team,
ability to create and develop constructive relationships with the team and partners (the ability to listen, to dialogue),
ability to identify and understand the key elements of a problem situation and bring the right answers,
ability to make decisions,
ability to organize and plan work effectively,
ability to analyze and synthesize,
ability to inform and advise,
ability to negotiate,
ability to lead, guide, direct,
ability to encourage collaboration,
ability to draft documents and reports.

Skills of a tutor:

- a. to communicate, relates to: ability to work with new technologies, ability to formulate clear guidelines and

- requirements, ability to present information extracted from a number of sources of information,
- b. to plan, organize and present a session,
 - c. to guide, refers to: understand how people learn, understand the barriers in learning and their overcoming technology,
 - d. to identify and use opportunities to instruct the individual,
 - e. to understand: refers to the fact possess listening skills needed to "understand, analyze and interpret, analysis of documents containing policies, programs and strategies, reading skills to examine, interpret, compile the information contained in the bibliography
 - f. communication with superiors: refers to activities outside the job description of a tutor, ability to draw and edit specific documents, the ability to extract information from a number of sources of information, ability to draw and edit own texts, ability to communicate in various forms.

Tutoring activities:

- 7.1. Adapting tutor disciplinary knowledge to objective reality: translated into appropriate level terms, making information accessible to beneficiaries,
- 7.2. Monitoring group: to take account of the needs of beneficiaries, finding ways suited to their needs, level of interest, level of progress in study, calculating the period of the sequence the application of a suitable learning content,
- 7.3. Analysis of group activity: analyze patterns, highlighting reference to the diversify of intervention practices adapted to the needs of beneficiaries,

- 7.4. Teamwork: itineraries to discover the necessary information,
- 7.5. Identifying and understanding the individual characteristics,
- 7.6. To provide for updating their practices and knowledge: being up to date with news from the tutoring,
- 7.7. Diversification of tutoring methods: individually and collectively alternated guided exchanges between new beneficiaries and beneficiaries older),
- 7.8. Deepening the analysis of needs, in terms of their specificity,
- 7.9. Developing an academic tutoring,
- 7.10. Design and implementation of a safety monitoring of the beneficiaries progress,
- 7.11. Quality assessment and tutoring effects.

3. Tutoring standard procedure

Training and mediation activities were accompanied by mentoring/tutoring activities that have supported 1,080 people in implementing individual intervention plan for the development of independent living skills for employment, in order to facilitate the maintenance status of employed persons.

Objectives aimed:

1. Favor the training objectives of the participants, stimulating learning ability,
2. Supporting the acquisition of independent living skills and a proactive attitude,
3. Favor the employment status person.

Competent tutor is related to the dynamics of group management and acts as an incentive to motivate learning ability of trainees. Tutor accompanies the participants throughout the training process and a period of six months after the recipient has held a job, keeps and implements individual intervention plans, developing independent living skills for employment.

Group management of beneficiaries and monitoring the learning process:

- Takes care of beneficiary accommodation;
- Creates the most favorable conditions for every individual;
- Mediates relations beneficiary / trainer, beneficiary / employer;
- Constitutes a constant and mobilizing group for participants;
- Influences specific work climate and organizes group activities, (structuring the work of the training group, focusing on clarifying expectations, rules, rights and obligations: how many breaks we take, under what conditions;
- Prevents negative influences;
- Motivate participants to training through incentive.

Tutor begins the implementation of Individual Intervention Plan (IIP) from the employment skills assessment, resulting in independent living skills necessary for optimal adaptation to the workplace.

Desired Skills:

12. use of time, task planning, organizational skills, punctuality;
13. gaining and rational spending of money;
14. proactive attitude: initiative, flexibility, adaptability to work, rules and procedures required;

15. communication skills;
16. teamwork skills;
17. attitudes towards authority;
18. networking at work.

In monitoring the learning process, tutor motivates and stimulates learning ability, keeps in mind the differences in educational: skills and learning styles, prior experiences of learning, different social origin contexts, different emotional behavior, in other words, harmonizes learning styles and rhythms.

Tutor is focused on developing personal skills and learning strategies (learning to learn):

- the ability to assign time for individual study;
- autonomy, discipline, perseverance in learning;
- ability to focus on short and long term objectives;
- ability to reflect critically on the object and purpose of learning;
- ability to communicate as part of the learning process, using appropriate means (intonation, gestures, facial expressions).

Monitoring the learning process takes place during the development of professional training by accompanying (escorting) beneficiaries, both in theory classes and in the practice. Tutor's intervention will be individual and will be predominantly focused on valuing learning potential of each person. During the project implementation there were organized for each training session, group sessions up to 50 minutes to determine the learning style and work sessions, individual or groups, to stimulate learning and capacity building, according to individual needs.

Tutoring activity for people that are involved in a learning and education process aimed at developing a positive attitude and specific knowledge particularly adapted to each and every beneficiary.

After the beneficiary has progresses through informing, professional orientation and counseling and he has received a recommendation to follow a training course, he/she will be included in the category of people who will benefit from tutoring.

Tutor's role is to manage throughout education, viewed from the perspective of learners and not the trainer. First, the educational objectives will relate to adapt to the training program and stimulate student – trainer – content relationship. As the courses are conducted and adaptation stage is completed, the tutor will develop beneficiary's motivation towards learning more in a precise and detailed manner. The last stage in the mentoring activity will focus on providing accurate information about concrete work tasks they will face in a future job. This role play will take place and the beneficiaries will be directed to applying for different jobs.

One of the successful techniques used by counsellors in the counselling process is the use of beneficiary vocational skills balance. This instrument determines the current beneficiary's specific expertise and identifies its training needs. Tutoring activity for people who are professional mediated, are mostly oriented to employment education, aiming at developing a positive attitude about people with whom they work with and superiors. People's mindset that has no recent experience in the labour market is anchored in a non-constructive pattern that they should be protected at all times by the professional problems they are faced with.

Once beneficiaries have completed the steps recipients of information, guidance and counselling or mediation, they are prepared for the interview with the employer. Tutor's role begins when the beneficiary has participated in the selection interview. If the beneficiary has not been selected, it is directed to the analysis phase of the interview. He must be aware of the positive and negative aspects with which he was confronted, and this context will have to extract positive experience for him to cultivate in future interviews. Usually expectations of employers and beneficiary's inexperienced workers are very large; tutor's role here is to alleviate expectations about future employee payroll and received help from colleagues and superiors. When the designated person from the company describes the minimum employment criteria, the role of the tutor is to analyze together with the beneficiary if he or she is able to handle the responsibility or not. Tutor's work is nearing completion when the beneficiary has adapted to working schedule and conditions of work as well as teamwork and there is satisfaction with income.

4. Teambuilding to increase work motivation of trainees – A tutoring study case

Between 9 to 11 December 2011, I have delivered as a trainer, a teambuilding program designed to increase beneficiaries motivation for work financed by the project "Integrated services for promoting sustainable employment in 5 regions of Romania" organized by FDP. Teambuilding was delivered in one beautiful location, the resort May 1 in Bihor county, at Hotel Perla.

Participants:

The 27 participants in teambuilding activity are unemployed or people looking for a job aged between 21 and 57, fresh graduates of

training courses: Data Introduction Validation and Processing and Security Agent.

Beneficiaries have not previously participated in any other program of non-formal education.

Teambuilding's purpose:

increasing motivation and developing employment strategies and skills in the professional integration.

Objectives set:

1. Improving personal and interpersonal knowledge
2. Develop communication and networking skills
3. Developing Ego marketing skills

Activities

To acquire an initial level of interpersonal knowing and networking, our program began with the presentation of the trainer and participants. Next immediate step was to develop rules of the group - presenting the agenda and structure of the course and settled share some general work rules (compliance program, closed cell phones, openness and involvement in activities, and so on).

Teambuilding's goals were presented to the participants as well as objectives and skills whose development is traced throughout the program.

4.1. Self-knowledge and interpersonal knowledge

Through this session participants receive:

- A better understanding of inter-and intrapersonal
- Define personal and professional expectations

To achieve the first objective there were used interactive practical methods, namely expectations tree and star and fears of self-knowledge.

A. Title Method: EXPECTATIONS TREE

The aim / purpose of the method: determining expectations and concerns of the target group, is the first assessment of the participants in terms of results they expect from the course, providing a relaxed working atmosphere.

Skills covered by using the method: the ability to self-assessment, self-analysis capability, expectations and fears.

Reference fields / thematic areas: starting sequence from an internship / training day

Method description:

The trainer distributes to each participant two post-it notes, each of a different color.

On one color beneficiaries will have to write down expectations from the training program and on the other color they will write fears about the program. Meanwhile on the flip -chart trainer draws a tree with a crown made out of rich branches. After a few minutes, beneficiaries are asked to stick the post- its, on the top of the tree to put expectations and on the root of the tree to put fears. One of the trainees is asked to read out loud the expectations and fears. The trainer assesses the expectations and fears in relation to the objectives of the training program and training needs identified by this method.

Length: 15' - 30 'minutes

Optimal number of participants: individual

Logistics required: flip chart, post-its of 2 different colors

Expected results using the method: self-awareness expectations and fears, identifying training needs, evaluate the training program (if the expectations are met at the end of the program).

Conclusions: Participants were opened minded in addition to their expectations and fears, some of them have stated that they have no fear regarding the proposed activities.

Majority expectations related to: find something new, fun, relaxation, self-awareness, better communication, resume writing, how to present the interview. Participants did not have fears because they have trust in FDP organization, but there were still people who wrote down fears as: not raining, someone forgot at home his swimming trunks and he was afraid of being a failure.

The conclusions regarding the expectations and fears of all aspects were clarified. The following activity aimed strengths and weaknesses of self-knowledge.

B. Method Name: SELF KNOWLEDGE / SELF-DISCOVERY STAR

The aim / purpose of the method: the participant self-reflection, self-knowledge

Targeted skills: the ability to self-analysis, the ability to select relevant aspects of self

Reference fields / thematic areas: self-awareness, communication, team building (training and team development)

Method Description: Each participant receives a star-shaped drawing. To each edge of the star are there are noted two to three requirements for completing the star. Trainees receive a completion time of the star. Then each trainee presents the aspects that characterize the

group. Another variant of the method is that the group presents the information from the star only to those trainees who agree with it. As an exercise in self-awareness and building self-esteem, an important fact for each student is to internalize the information and to present it in a relevant manner to others. Our exercise consisted of listing on a sheet of flip -chart of all aspects by each participant.

Duration: 30-40 minutes (10-15 minutes filling, 30 minutes presentation)

The optimum number of participants: complete individual regardless of the number of course participants.

Logistics: Star Worksheet

Expected results: self-awareness, personal development

Requirements:

1. Three positive things that characterize you
2. Two things your friends appreciate you for
3. 2 things you bring in a friendship
4. 2 goals for the future - short and long term
5. 2 achievements that you are proud of
6. 2 things you want to change about yourself.

Among the positive things they are characterized by, our beneficiaries remembered: reliable, intelligent, sociable, honest, persevering, ambitious, loyal, resourceful, punctual, friendly, optimistic, talkative, good, creative, and modest. Achievements: are proud participants, are willing to know, having been born, family, household, raising children, cooking, house, carpentry workshop, graduation, travelling to South America, buying the machine, professionalism and successful completion of the courses. Among the objectives of the participants there were include: to be independent, own business, built

the house for the boy, own financial support for girls for three months (husband left the country), to put money aside, painter course, to move to Italy, to gain lottery, to contribute to society, stable job, be committed, family, holidays, health, financial stability, working in education, to learn English, musical career.

Among the things that they would like to change about themselves, the beneficiaries mentioned: none, naivety, malice, too honest, to be calmer, too emotional, not to be affected / annoyed by events, to fit in more easily, to be diplomatic, be punctual, not to be so open, not to be so stubborn, not to be so hard, to be more relaxed. In the relationship with friends, our beneficiaries see themselves as: skip character, helpful, communicative, hearted, social workers, strong attachment, optimistic, honest, fair, full of life, trustful, calm, loving, hardworking, loyal supportive.

Conclusions: The final discussion focused on issues that recipients would like to change, exactly those things that should be generally accepted and applied: honesty, openness, kindness and fairness. This discussion has set up the following sequence, communication and assertiveness.

4.2. Communication and interpersonal skills

Throughout the session aiming the structure and components of effective communication, participants receive tutoring on:

19. Clarify the components of effective communication,
20. Develop skills of information transmission,
21. Develop skills of active listening and asking questions,
22. Awareness of the role of the transmitter and the listener.

Assuming that at least 50-60 % of the time spent on a job, we are involved in communicating with colleagues, superiors or subordinates is desirable to be aware of the skills that we have as communicators, to harness or develop them, as appropriate. Participants were presented and explained the structure of communication.

Exercise: Participants divided into working groups were asked to consider what distinguishes a good communicator of a poor communicator (based on their personal and professional experience). Opinions were centralized on a flipchart list encouraging them to provide more detail for each intervention.

The exercise described above aimed at introducing the presentation components of effective communication. Each component was discussed in plenary, and participants were engaged in a series of specific questions. During the presentation there were integrated and assembled components of the list generated by participants during the exercise.

Exercise used to practice effective communication was a legend story told using the cordless phone method. After reading the story for the first participant, the trainee volunteer was asked to tell the story to another trainee and so on, until reaching the last participant, everybody becoming first time listener, then storyteller and then observer. Participants thus put into practice the skills of active listening, questioning and information transmission. Finally, the story was recited to plenary and the message and difficulties in communication were discussed.

The trainer encourages participants to think about the structure and components of effective communication (mass flow) and how you will use in practice.

Throughout Assertive behavior session, beneficiaries have received information about:

23. Identify preferred style of interaction in human professional and personal relations,

24. Awareness of the effects of types of behavior on others.

Participants have learned that how we choose to behave with others depends on what we think about ourselves and what we think of others (our own beliefs about ourselves and others). To realize what everyone's behavior is preferred when working with others, beneficiaries were asked to complete the questionnaire, "Are you assertive?"

After filling in the questionnaire, participants were shown the kind of behavior that we prefer to use when working with others from the range OK. Plenary discussion was facilitated by questions: What do you think is the best behavior to get what we want? What are the effects of each type of behavior presented? The trainer records responses on flipchart grouping participants by types of behaviors.

The conclusions were highlighted by participants:

- We cannot say that there is only one way to respond to various situations encountered, however we mostly manifest in a certain way according to our fundamental beliefs about ourselves and others.
- Since all of us have interests and expectations that we made up, it is preferable to adopt assertive behavior to increase our chances of getting what we want.

Exercise: recognition of examples of behavioral type, participants were evaluated in groups of 3-4 participants, giving for each item a classification: passive, aggressive and assertive. Finally,

participant's answers were centralized on flipchart with arguments from each group, for each situation, and discussed in plenary.

The next step was to interpret the results from the questionnaire "Are you assertive?" and writing down results on the flipchart. Discussions were facilitated on the basis of the questionnaire: We recognize the results of the questionnaire? If yes, what are the situations where you prefer to adopt this type of behavior? How does this affect your behavior? If not, what do you recognize? What is the behavior that you recognize? Others can confirm / deny?

The conclusion of the session, of great importance for participants: each of us has a unique behavior based on our beliefs about ourselves and about others. To increase our chances of getting what we want in a given situation we will have to consciously choose to behave assertively. This will increase our chances of getting what you want without causing negative effects and potential problems in relationships with others.

Throughout the skills session: giving and receiving feedback participants have learned:

25. Knowledge of the role of feedback in communication,
26. Understand the rules for receiving and providing feedback,
27. Knowledge of techniques for giving and receiving feedback.

The theme of the session was opened by presenting and explaining what is feedback, what kind of feedback types there are.

Participants were encouraged to give some examples of feedback from personal and professional experience. Then there were presented rules to give and receive feedback and participants were

analyzed together with examples of feedback that they have mentioned above.

Exercise: divided into groups of 3-4 people, participants received a page containing a list of eight statements and then they were asked to analyze situations: if the statement has a correct feedback given, select it, if not try to rephrase it in order to give a fair feedback. The activity aimed to the proper understanding of providing feedback. Finally, each case was discussed in plenary.

4.3. Developing ego marketing skills

Throughout this session participants received tutoring on:

- Information on developing and writing a successful CV,
- Knowledge of techniques to find a job,
- Presentation skills job interview.

The trainer presented the main aspects of writing detailed curriculum vitae, depending on the job intended to apply to. As practical exercise, all trainees have written resumes for a specific job (security agent, computer operator, game tester, salesman and waiter). There was a role play: each participant has bent resume's header, so that the names could not be seen, CVs were collected and randomly redistributed. For each CV received, each participant received the task: to make a brief description of the applicant, to guess to whom it belong to and make the decision whether or not to invite that person to an interview. As conclusions, we had people employed right away, invited to interview and rejected. After this exercise, there followed conclusions on mistakes and strengths in resume writing. Thus, most participants completed correctly and legibly data on education and previous work experience. Two of the participants did not address the task seriously, writing down

untrue things. Next, the trainer presented the main techniques in finding a job: newspapers , internet, AJOFM and recruitment agencies. There followed a group activity - 2 equal groups of trainees were given the task of identifying positive and negative experiences, in looking for a job.

Final talks aimed discussing about efficiency techniques identified by the beneficiaries as positive. Most beneficiaries have complained that engagement is not possible unless someone recommends you, being very difficult to get an interview without a contact in the company. The aim of the discussions was to determine the beneficiaries to think objectively and positively when they decide to apply for a particular job, and from every experience to learn what went right and what went wrong.

Last activity targeted behavior during the interview. Trainer presented suggestions on steps to getting a job interview, mistakes to avoid, prepare before the interview, seen as a way of expression of interest for employment. Role play - groups of 3 participants: recruiter, candidate and observer. Recruiter's role was providing ratings for candidates, observer monitoring and intervention in the process, and the candidate to submit with resumes previously developed. If during the previous task, there were beneficiaries that were not fully involved in, current task involving working in groups has been addressed effectively. Participants that were playing recruiters have used their experience in interviews, candidates have tried to obtain desired employment and observers provided feedback at the end of the role play. There were people who were hired and people who refused the job proposal.

Returning to the first activity, the expectation tree, trainer discussed every expectation written down by the trainee on the post-it,

and together with beneficiaries concluded that all expectations have been met.

4.4. Conclusions and recommendations for future teambuilding

It is very important to clarify the objectives of the teambuilding and training stage to participants, so that there is a clear structure for both the trainer and the implementation team of what activities should be carried out and for what purpose.

None of the less, it is important also to ensure that participants have all the information needed for attaining the teambuilding program: the link with the training program, what happens, how long, what bags to bring.

For a successful program, keeping the possibility of extra fixtures, offering diversity, leads to an environment conducive to adult learning. Location was suitable and appropriate for the proposed activities. In addition to a beautiful conference room filled with all technology needed for interactive presentations, there were leisure facilities such as thermal pool, Jacuzzi, sauna, tennis table, TV. Travel time to the location was right, being quite close to Arad. Keeping the program as flexible as you can, as a trainer, is a must. This time it was quite busy, and participants felt that expressing dissatisfaction about a crowded schedule of 8 hours per day, at the feedback. Each participant completed a questionnaire to assess the trainer and activities. Objectives were largely achieved and the feedback from participants was mostly favorable.

5. Results and conclusions

The project *Integrated services for promoting sustainable employment in 5 regions of Romania* implemented by People Development Foundation (FDP) aimed to attract and retain on the labor market inactive people, the unemployed and people looking for a job through the promotion of active measures in the field of employment in the 5 regions of Romania. The project was implemented during August 2010 and September 2013. Now, at the end of our work, we are more than proud to have realized that besides accomplishing the proposed objectives: informing 3.600 beneficiaries, integrated services for 1.080 beneficiaries of which 396 long-term professional integrated, developing a solid practice in tutoring beneficiaries' career paths mattered the most. We have learned that besides an indicator, a beneficiary, there lies a person to person interaction able to motivate and change a negative and passive mentality into a dynamic perspective about work and life in general.

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DEVELOPING RESILIENCE IN MILITARY STUDENT GROUPS

C.M. Macovei, C. Manda

Crenguța Mihaela Macovei

Land Forces Academy „Nicolae Balcescu”

Sibiu, Romania

mihaela.macovei1@gmail.com

Cristina Manda

School of applications for combat units "Mihai Viteazul",

Pitesti, Romania

manda_crystyna@yahoo.com

Abstract: Individual resilience supposes the acquisition and development of mental, emotional and physical abilities that allow a person to obtain optimal performances in the activities he or she develops. Acquiring individual or group resilience techniques and strategies begins ever since the special preparation in the military academies. This paper presents the results of a study whose aim is to identify the main methods used by the military instructors and direct commanders of the students in the Land Forces Academy in Sibiu in order to develop the resilience of the military student groups.

Keywords: resilience developing methods, military student groups

Few are the professions that need individual or group resilience at a level as high as the military profession. The military must preserve

themselves in an adequate mental and physical condition in order to accomplish their missions at any moment. Developing resilience is part of the military culture and is imposed by the nature of activities and stress specific to profession. This stress may have a multitude of consequences in both the physical health plan and the mental one.

Psychological resilience is as important as the physical one. It supposes that the military has a psychological, social and spiritual equilibrium and that he is capable of going back to that equilibrium after stressful or traumatizing events such as combat missions, for example. However, the knowledge of resilience strategies is necessary not only for such extreme missions, but also for all those aspects of the military's life and professional activities that may induce a stressful state to them.

Meredith, Sherbourne, Gaillot, Hansell, Ritschard, Parker and Wrenn (2011, p. 20, 77-84) classified the definitions of resilience along a continuum of three main types of definitions:

1. **basic**—definitions that describe resilience as a process or capacity that develops over time. Examples:

- “A style of behavior with identifiable patterns of thinking, perceiving, and decision making across different types of situations” Agaibi and Wilson (2005);
- “the ability to maintain a stable equilibrium” Bonanno (2004);
- “[Resilience] is more than just a personality trait; it is the product of the person, his or her past experiences, and current life context.” Lepore and Revenson (2006)

2. **adaptation**—definitions that incorporate the concept of “bouncing back,” adapting, or returning to a baseline after experiencing adversity or trauma.

Examples:

2. "the ability to maintain a state of normal equilibrium in the face of extremely unfavorable circumstances" Ahmed (2007);
3. "the ability to recover from or adjust easily to misfortune or sustained life stress" Allison et al. (2003);
4. "Positive outcomes in the face of adversity". Alriksson-Schmidt (2007)

3. **growth**—definitions that additionally involve growth after experiencing adversity

or trauma. Examples:

- "Successful adaptation despite risk and adversity. Resilience requires exposure to significant risks, overcoming risks or adversity, and success that is beyond predicted expectations." Barton (2003);
- "the ability to thrive in the face of obstacles or adverse circumstances" Condly (2006);
- "[Resilience involves] a developmental progression such that new vulnerabilities and/or strengths often emerge with changing life circumstances." Luthar et al. (2000)

Individual resilience supposes the acquisition and development of some mental, emotional and physical abilities that allow a person to obtain optimal performances in the activities he/she develops. These abilities are built and maintain by constant training.

In order for a group to be resilient, each of his members must dispose of a set of minimum specific skills and abilities. The existence of a group member that lacks them imposes a supplementary effort from the part of the others so that this lack might be compensated; in this case, the group's capacity for maintaining an adequate performance level

decreases. This thing is obvious especially in the military groups whose activity has a high specialization and specificity degree.

In what military groups are concerned, there are three main factors that significantly influence their resilience level: the positive command environment, teamwork and unit cohesion.

The command climate may be defined as a state or condition of the military group, created by feelings and perceptions shared among the military with reference to the group, the leaders and the programs and policies of the group they belong to. The climate is created by the commander and his commanding chain, by his vision and his leadership style and is maintained by communicating and involving himself into it. The indicators of a positive command environment are: trust in the existent leaders, teamwork, correct attitudes of members to one another (fair-play), information-sharing, open communication, work satisfaction, social activities accomplished together. In what the unit resilience development is concerned, Bartone (2006, pp.131) clearly expresses the following truth: 'highly effective leaders can increase hard resilient responses to stressful circumstances within their units'.

Teamwork is a central element of military life and proves its importance especially in conditions of difficult tasks or in the case of combat missions. Unit readiness is dependent on teamwork in what communication and coordination are concerned as well as the group's capacity of adapting to the variety and complexity of tasks to be accomplished. In teamwork, personal competences are used in the group's service and the individual acquires new competences, whose target is to transform him in an efficient member of the group: it develops his capacity to motivate on his team partners, to offer support, to monitor

their activity, to self correct according to the group standards and to change his strategy when commanding.

Unit cohesion is an essential element in military missions. The special literature describes more dimensions of this concept that was studied from several perspectives, however, the two main dimensions are *social cohesion* and *task cohesion*. *Social cohesion* includes the totality of emotional ties that were created between the military group members (sympathy, affection, intimacy, good fellowship, etc.). *Task cohesion* refers to determining each member in part and the group as a whole to achieve objectives and solve tasks that involve group effort; this type of cohesion supposes that each member is sufficiently motivated and similarly, it supposes coordination, communication, and monitoring among group members.

Acquiring individual or group resilience techniques and strategies begins ever since the special preparation in the military academies and is realized both in formal and in informal contexts. Some of these resilience strategies are not explicitly taught by the military instructors. At graduation, students remain with a minimal knowledge about resilience and with a set of techniques and methods used for its development and maintenance, which they acquired along the specialized preparation unsystematically, under other designation or in learning contexts that have no connection with resilience development.

That is why we considered necessary to begin a study for identifying the main resilience development methods, used on military student groups by the military instructors and direct commanders of the students in the Land Forces Academy in Sibiu. During the first stage of research we identified, based on the literature and on a survey applied to the military instructors and company commanders, the main methods

used by them. After processing the results from this first stage, we drew up a second survey by which we asked the students to realize an evaluation regarding the effectiveness of these methods, from their point of view.

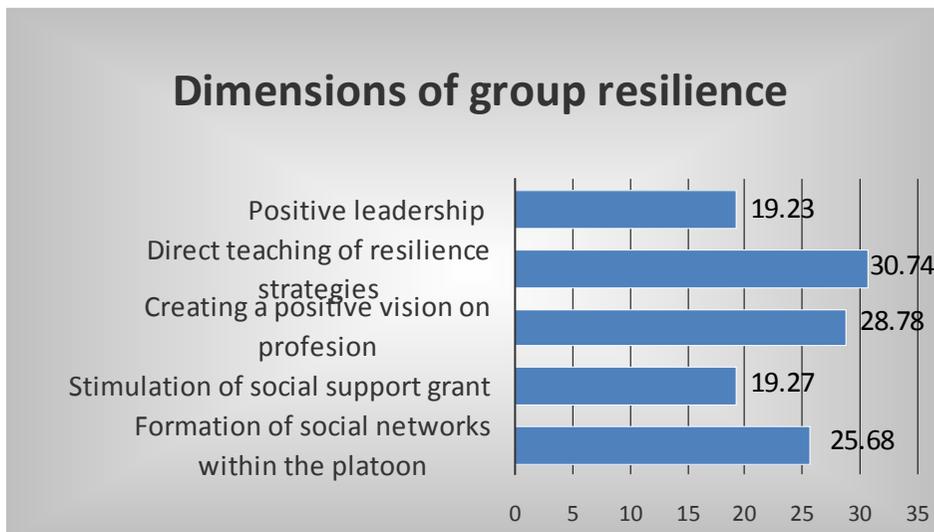
Another objective of our study was that of identifying perception differences of the investigated subjects on the effectiveness of the resilience development methods according to gender, year of study and high school graduation. We started from the presumption according to which this perception has been modified along time, once with experience acquired in the military environment. Similarly, we considered there will be perception differences about the efficiency of these methods between female and male students, as well as between military high school graduates and civil high school graduates.

For this, we drew up a survey made of 39 items, each item referring to a resilience development method in the military student group. For marking the answers, a Likert type scale with answers from 1 to 5 was used. An initial statement started the survey: *I consider that military instructors and our commanders managed to realize the following things within our group.....* Item samples: “to form strong bonds between the group members”; “to encourage giving emotional support to their platoon colleagues”, etc.

The survey was drawn up on five dimensions we considered defining for building the military student group resilience: creating social networks within the platoon, offering social support, creating a positive vision, effectively learning resilience strategies and positive leadership.

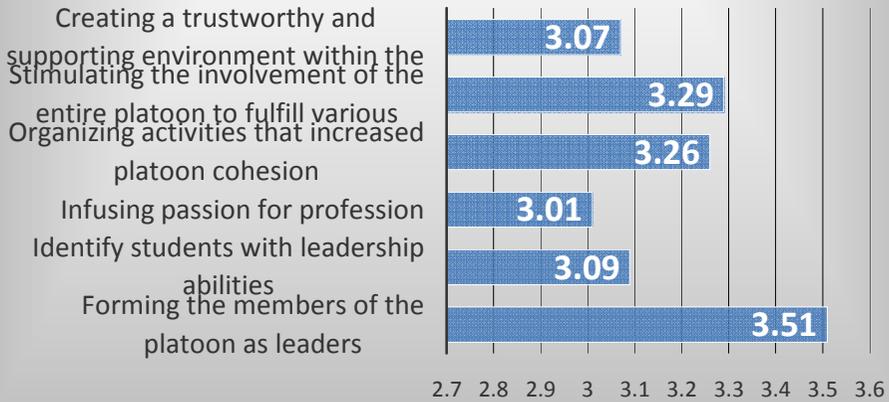
455 students within the Land Forces Academy answered this survey during March – October 2013. Among these, 102 students were females and 203 were civil high school graduates.

As it may be observed from the graph below, the hierarchy realized by students, regarding the effectiveness of the resilience development methods in the military students groups, used by their commanders and military instructors is the following: direct teaching of resilience strategies, creation of a positive vision on life, formation of social networks within the platoon, stimulation of social support grant and positive leadership.

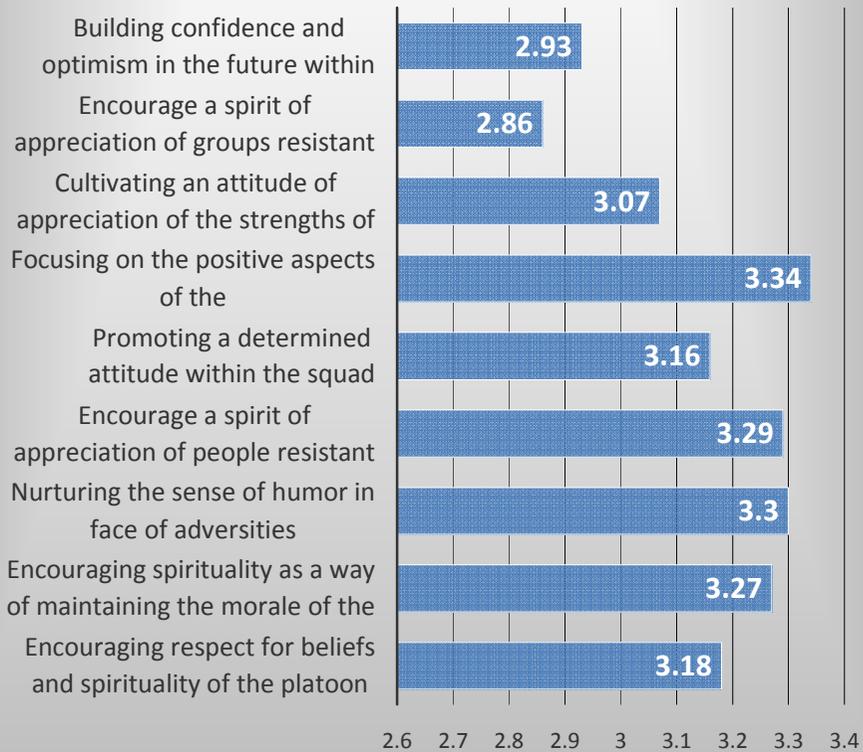


In the graphs to follow, we presented the averages obtained by the investigated sample for each item of the survey; the items are grouped in the five dimensions of the resilience presented above.

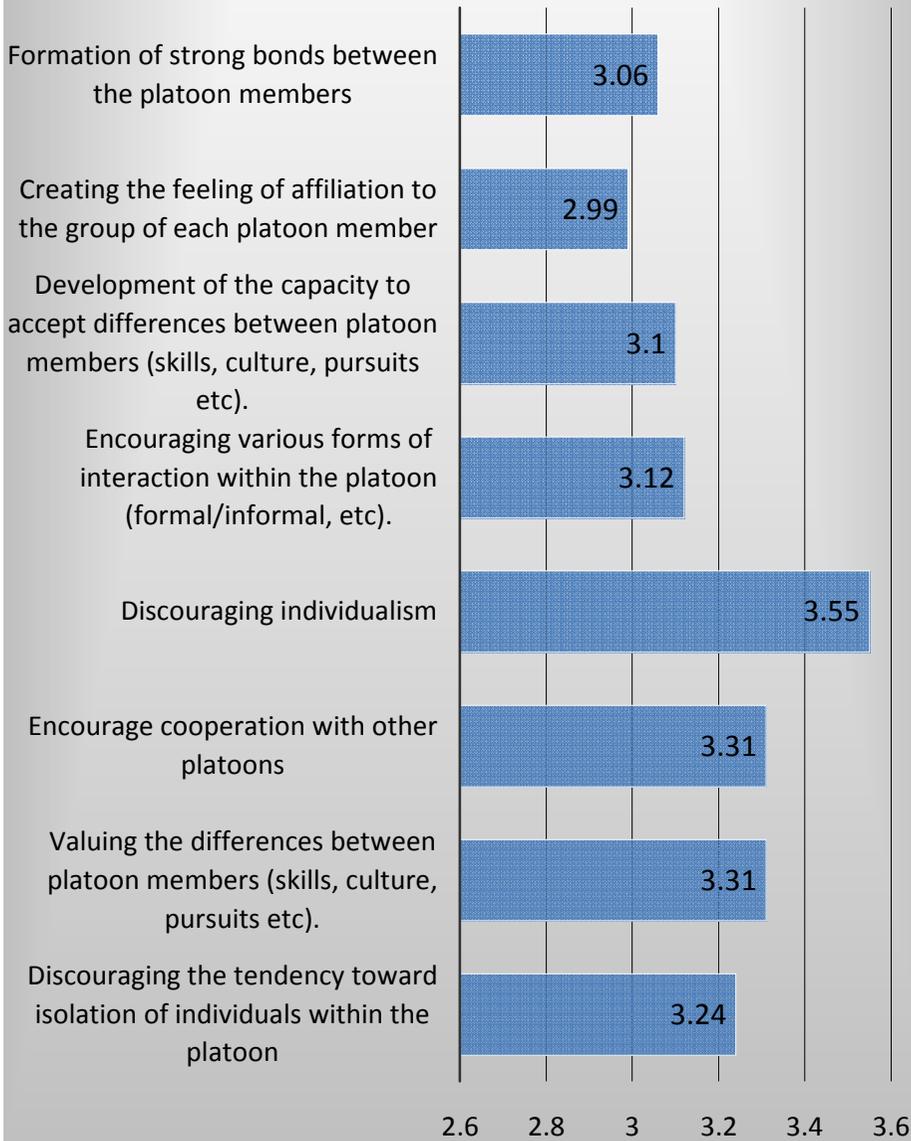
Positive Leadership



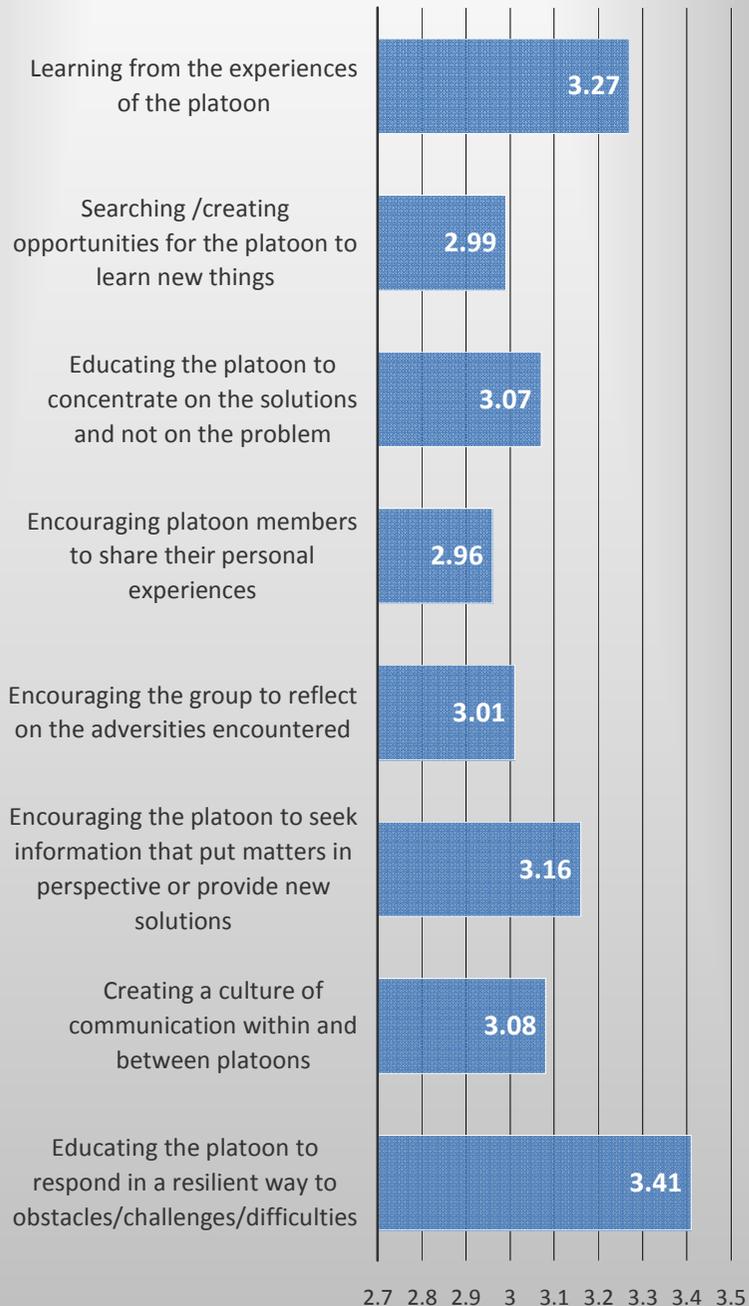
Creating a Positive Vision on Life

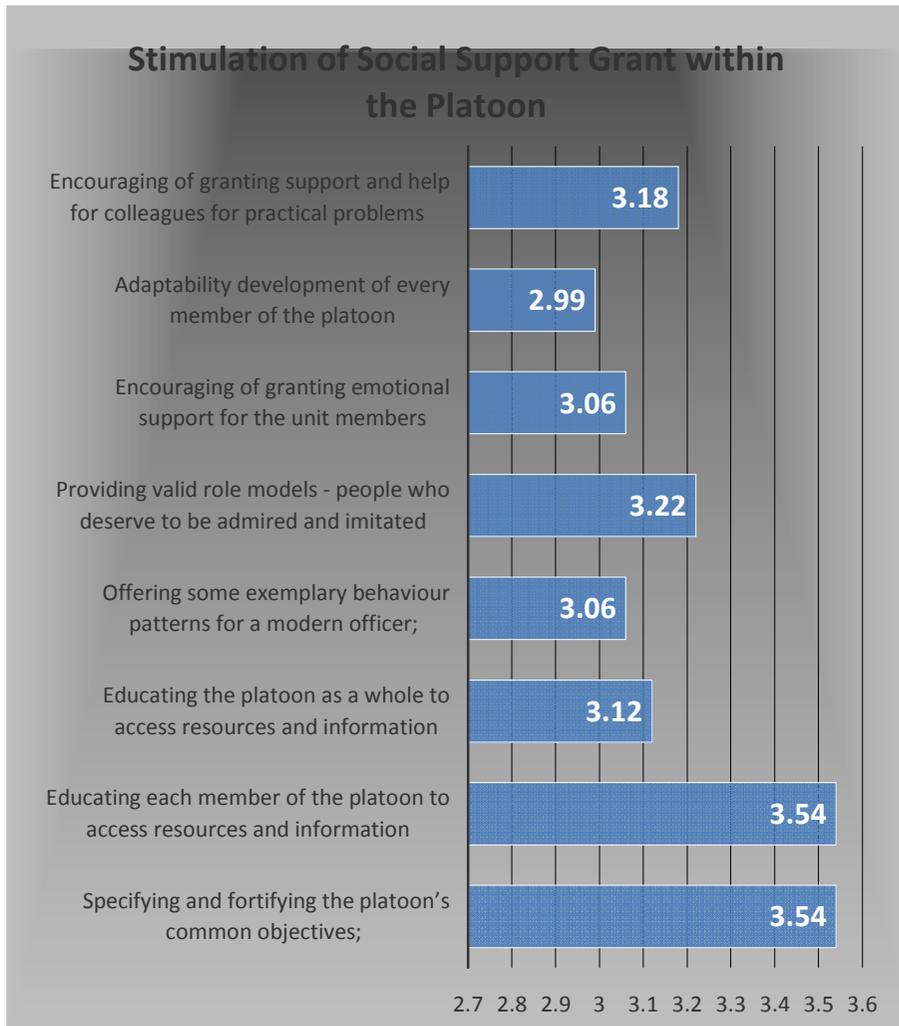


Creation of Social Network within the Platoon



Direct Teaching of Resilience Methods





In order to evidence perception differences on the method effectiveness presented above, we applied a T test for independent samples. Result interpretation indicated the following:

- There are no gender differences regarding perception on resilience development methods efficiency in the military groups; this thing owes also to the low number of female students in the sample - the academy receives at the moment a considerably less number of girls compared to the number of boys;

- There are differences in student evaluation on the efficiency of these methods according to the graduated high school; for example, students who have graduated from military school consider the following methods are more effective:

- Providing valid role models - people who deserve to be admired and imitated;
- Inspiring passion for the military profession;
- Stimulating the involvement of the entire platoon to fulfill various objectives;
- Creating a sense of belonging to the group for each member of the platoon.

The analysis of results in the One-way ANOVA test for testing the perception differences on the effectiveness of the resilience development methods in the three years of study evidences the following:

- The first year students appreciate in a greater measure than their colleagues in the years of study II and III the efficiency of the following resilience building methods:

- Formation of strong bonds between the platoon members;
- Infusing passion for profession;
- Creating the feeling of affiliation to the group of each platoon member;
- Offering some exemplary behaviour patterns for a modern officer;
- Specifying and fortifying the platoon's common objectives;
- Creating a trustworthy and supporting environment within the platoon;

The second year students appreciate in a greater measure than their colleagues in the years of study I and III the efficiency of the following resilience building methods:

- Adaptability and flexibility development of every member of the platoon
- Educating the platoon to concentrate on the solutions and not on the problem
- Educating the platoon to respond in a resilient way to obstacles / challenges / difficulties

The only significant difference from a statistical point of view for the three years of study is the way in which the efficiency of the different resilience methods that are part of the positive leadership category is perceived: the first year students appreciate in a greater measure the efficiency of resilience development methods that are part of the positive leadership dimension.

Conclusions

Building and developing resilience in the military environment supposes the projection and implementation of programs adapted to the specifics of activities and individual and group characteristics. The implementation of these programs needs a clear policy of distributing roles and responsibilities, of offering support and guidance in implementing specific programs, of adapting them to the cultural and professional context in which they are to be implemented. Similarly, there is a need to rigorously evaluate the effectiveness of these programs and of a sustained informing activity towards the possible beneficiaries about objectives and content, so that these may take well informed decisions. However, for all of these to be

possible, there is a need of command structures involvement that should guide and supervise the development of the entire process, which would lead to a growth in trust and openness for this type of activities of people in the military system.

Resilience is a proactive process by which adversities are transformed in opportunities. In a possible program of psychological resilience development, the military could learn how to build strong relationships to base on in difficult situations, he could learn to accept help from family and friends, to communicate openly, to become flexible in thinking and in the manner of approaching problems that are a challenge, to take care of himself and the others in an efficient way. Similarly, he could form a positive vision on the world and on his own self and he could learn how to change the perspective on things so that he may reach his objectives easier, to adapt to exterior changes faster and adopt correct decisions with complete trust in himself.

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THE EVOLUTION OF CHILD PROTECTION SYSTEM

E. Stark

Erika Stark

Community Development and Assistance Department,
Arad, Romania

Abstract: The social work system of Romania has undergone several changes according to the political regime in power at a certain point but also to the socio-economic context. Currently, the social work of disadvantaged categories is made according to quality standards, but also to European regulations. In this study, I will try to highlight the specific and the evolution of social work from the Communist Regime until nowadays.

Keywords: social work, social services, deinstitutionalization.

Social work – subsidiary system of social work

In 1975, Camplong defined social work as a “subsidiary system of social work”. The social work of individuals who for certain reasons cannot care for themselves is done by means of social insurance system and social work system.

A well-known definition of social work is given by Werner Boehn: „Social work tries to enhance the social functioning of individuals, singularly or in groups by activities focused upon their social relationships, which constitute interactions between man and his

environment. These actions can be grouped into three functions: restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunctions”. Blum (1970) understands social work as an institution, which inserted in the field of social organizations, tries to provide social help to the members of community through the channel of private or public organisms. The aim is satisfy the man`s multiple needs. Social services try to insert the individual, family and groups in the social environment as a whole. By means of therapeutic or preventive action, it fulfils the demands of social insertion, relying on the “social” as support. In other words, it puts at stake and develops the personal energies of the assisted and of social workers, interpersonal relations and the resources of the society.

The notion of “social work” is defined by Zamfir E. (2000, p.234) as having two senses: social work as integrated part of social services aiming at rebuilding and the development of abilities in individuals, families, group, at understanding the nature of problems they are facing, at identifying constructive solutions and developing personal and collective abilities. The author understands social work as specific type of social therapy. If seen from another perspective, social work means the system of non-contributing social benefits given to individuals in need, according to the measure of these needs.

The system of social insurance is the second component of social protection. It involves allotting money to the population placed in difficulty at a certain point of their lives, after they have paid their social contributions while employed.

Thus, social care is the sum of all policies, measures, institutions and organisms that provide a certain level of welfare and social security for the entire population and, especially for certain

social groups and individuals that cannot care for themselves and provide minimum living conditions.

Authors such as Greenwell, K. Fern (2000), Filipescu I. (1998), Roth M.(1999) and Zamfir C. (1995) mean that there can be identified different periods in the evolution of child protection system of our country:

- the period before 1989;
- 1990-1991, called one of „quick restoring measures”;
- 1992-1996, period characterized by the implementation of certain contradictory and unfocused reform measures;
- the period starting with 1997- with real reforms and promotion of alternatives to institutionalizing;

At the moment of communist instauration in Romania, the country was among few world countries with a highly qualified and professional social work system. Since then though, this sector had a lot to suffer. The social attitude towards social work was one of ignoring social problems; the attempts to develop and strengthen the social work system have failed due to stoppage of university training of social workers. Shortly after, *“the profession of social work was erased from the nomenclatorial of professions and the activity of social work that reached a high level of professionalism using top methods, was replaced by a bureaucratic activity of administrative type, whose sole function was the distribution of material help of individuals in desperate situations”* (Zamfir, op.cit., p.243).

It is understandable that social work has been bared, given the fact that specialists have been replaced by clerks and their tasks have been clearly set. The only applicable measure was the distribution of supplied in emergency situations.

Beside this measure, the policy to encourage nativity led to a higher number of abandoned children. It was not accepted the fact that social workers were needed in a prosperous society where the living conditions were so good and everyone had a work place and could care for himself. Thus, abandoned children had a very tragic destiny: locked out in big institutions, mostly insalubrious, away from “the daylight”, isolated and damn to a certain death, at least a spiritual one. Their number raised before the December 89 Revolution to 90.000- 100.000.

Meanwhile, a lot of specialists in social work were employed on other positions due to lack of positions in their field. Roth-Szamoskozi (1999, pp.217-220) summarized some of the characteristics of care system from that period.

So, until 1989, the usual form of protection was institutionalization and the conditions in the institutions were far away from what orphans` care (as they were called back then) was supposed to mean. The child care institutions had up to 400 places and were located in very hard reachable areas. The policy of encouraging child-parent relationship was completely lacking. The children who lived there can say that they survived inferno because of the problems they had to face: insufficient and unqualified personnel, disinterest for the child`s welfare and progress, inappropriate buildings, lack of drainage and of water, the usage of physical punishment as an educational method. The personnel was not very much interested in the child`s personal record at the moment of his institutionalization; therefore there were no rehabilitation or personal development programmes. Institutionalization did not have a precise target, no reintegration was aimed, and actually the policy was one of isolation of unwanted children.

In the beginning of the 90s, Romania became the central object of negative international attention due to the living conditions of children in centres (www.bbc.co.uk). European countries immediately interfered and distributed material and financial help, but were also interested in training specialists that would learn modern child care models; at the same they put some pressure to implement urgent measures that would change the current situation. Social work in Romania was associated with hungry, uncared, weak and sad children placed in institutions.

An extremely active role in re-launching social work was played by the community of sociologists that signalled the necessity of a functional social work system and collaborated with different international organizations and specialists from Europe and the USA. (Zamfir, op.cit, p. 245).

A study conducted by the UNICEF in 2004 (according to Reform in Child care System, page 21) describes the way child care institutions functioned and the consequences they had on them: *„uniformity and depersonalization of services, families and local communities, keeping the child away from its natural family, full limitation of the private environment the children lived in there, ignore of its development needs.”*

In this period, the protection system functioned according to Law no 3/1970 which regulated not only upon abandoned children, but also upon children with handicap and orphans. The Law referred to family placement, but in reality the measure of institutionalization was promoted as main measure of protection for children in difficulty.

Central institutions with attributes in the field of child protection were according to Article 20 of Law 3/1970, Central Commission for Minors` Protection that functioned within the Ministry

of Defence. The duties of this commission were the coordination of minor`s protection, approval of commissions for minors` protection at city halls and issuing guidelines for child protection commissions.

Petre Nina (2002, p.392) noted that up to 1997, residential institutions were administrated and organized by different ministries which brought about specific characteristics of the Romanian child care system. These characteristics referred to:

- Continuous increase in the number of cared children in residential institutions until 1997, followed by their gradual decrease;
- The child is fostered for a long period of time and the relationship with the family is limited or insufficiently encouraged;
- Child`s insufficient preparation for real life; they were still under institutionalized protection at the age of 18;
- Residential institution of child protection were used as boarding schools without explaining the parents the severe consequences of institutionalization on a child`s development.

The child protection service functioned according to this Law until 1997 when it was abrogated by GEO 26/1997.

Changed in the legal framework were made immediately after 1989, by applying internal regulations and adherence to certain international documents. A significant moment in the evolution of protection system is Law 18/1990 (by which Romania ratified the UNO Convention on Children`s Rights) and Law 11/1990 which introduced new regulations in the adoption code. The law would encourage international adoptions and its effect was explosive; the number of adoptions increased so that new regulations that would stop the situation were required. So, Law no 48/1991 came into usage.

The next four years (1992-1996) were pretty confusing in what concerns the functioning of child protection system. On the one hand, the number of international adoptions was limited by law (Law 48/1991), and on the other hand the mechanisms that operated these adoptions permitted them to go on (Law 47/1993 and Law 84/1994).

Romania adhered to a series of international acts that cleared the legal framework and improved the child protection service: Law 100/1992 of the Hague Convention on civil aspects of international child kidnapping, Law 15/1993 of European Convention on the Adoption of Children (Strasbourg) and Law 84/1994 on the ratification of Convention on Cooperation in the field of Inter-Country Adoption (Hague).

After the report on the implementation of Convention by our country, which Romania presented in 1993 to the UNO Committee in Geneva, critical observations were made on the severe minuses of the child protection system.

The report highlighted the following:

- legal lack in child rights and respect for the child`s superior interest;
- the need to assist families on family planning, namely taking parents` responsibility on child growth and development;
- the need for policies on abuse or neglecting in the family;
- the need for professional employers in protection institutions, professional social work, etc.

The criticism mobilized the decision factors and in 1995 they elaborated The National Action Plan for Children, adapted by GO 972/1995. The value of this plan was given by the fact that it highlighted that institutionalization should be the ultimate measure of child

protection. This is the most valuable principle of a system that guarantees success in intervention activities.

In spite of these efforts, the situation of institutionalized children remained unchanged and their tragedy drew the attention of international organisms. They immediately sent humanitarian help to Romania.

In this period of time, NGOs start to function. They will have a significant role in supporting services for children in difficulty. The National Committee for Child Protection was changed into the Department for Child Protection in January 1997. In January 2000, it was replaced by the National Agency for Child Protection (GO 96/2000). In the following year, the NACP is changed into the national Authority for Child Protection and Adoption. It still functions under this name.

The real reforms that have restructured the system of child protection start in 1997. The modernization started along with the implementation of GEO 26/1997. The Government begins the decentralization of state governed services for child protection. The first important changes regarding the restructuring of the system begin in 1997. We can list some important moments regarding these changes:

- The foundation of the Department for Child Protection in January 1997;
- The transfer of certain responsibilities on child protection to local authorities was a step made towards modernization;
- The foundation of an organization on central level with responsibilities on development and implementation of national strategy on child protection;
- Direction for Child Protection;

- The alternatives to institutionalization experience a fast development; adoption, family placement, placement with maternal assistants, material help for poor families with many children;

- Emphasis is laid on training of personnel involved in child protection.

Changes occur gradually also in the means of intervention within institutions: intervention is granted individually, correlation is made with the intervention requirements and the existing possibilities and resources, the basic principles granted by laws and documents are respected.

The principle of decentralization involved transfer of responsibilities in child protection from the national level to County Counsels and territorial organizations (directorate for child protection, directorate for community work or public services of social work).

The process of restructuring the child protection system was made along with the administrative decentralization process by applying the Law of Local Public Administration 24/1996 and the Law of Local Public Finances 189/1998 (according to UNICEF project 2004, p. 25).

The same source grasps certain significant moments in the process of restructuring the child protection system:

- Local authorities are made accountable on new responsibilities and obligations, but this process is very difficult; financial responsibilities are divided between central and local authorities, which brought about confusion and poor performance of duties;

- The process of decentralization was not carried out uniformly; certain more prosperous regions started functioning well and covered assistance expenses, while poorer regions suffered as a result of fiscal decentralization process.

- The proper functioning of the protection system was also compromised by the lack of continuity and delays in law implementing rules. Laws occurred but no methodological norms were established. The different opinions of the governments are responsible for this situation.

It became clear for Romania that the whole child protection system had to be restructured once the country became member of the European Union. The reformation of child protection system became a political criterion for integration. Moreover, the European Commission underlined that no compromise would be made when it comes to child protection and child rights, which are obviously a part of the human rights policy.

All European Union countries and not only have to find temporary or long term solutions for children that cannot live with their parents and are in the situation of creating models of “substitution care”.

The identification of alternate solutions and their implementation efforts are shown by the Romanian Government`s Strategy on Child Protection established in 2001-2004. The strategy encourages the implementation of programmes like the minimum income guaranteed or the development of a broader framework for social work as well as initiatives for developing alternatives to institutionalization.

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