**POSTER PRESENTATIONS**

**PAPER 10. MARITAL STATUS AND WORK-LIFE BALANCE**  
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**Problem statement:** In an increasingly busy and hectic society downsizing can either lead to more time and effort dedicated to profession in order to keep the current position or less involvement in work in favour of personal life, thus leaving the possibility to have a job to chance.

**Purpose of Study:** This study examined whether marital status has an impact on work-life balance so that the organizations can conceive and implement proper motivational policies.

**Research Methods:** The level of work-life balance was measured with the Romanian version of Work Life Balance Scale reported by J. Hayman (2005). The scale consists into three factors: work interference with personal life, personal life interference with work, work/personal life enhancement.

**Findings:** The findings show that the four categories of employees included in the research (unmarried, married without children, married with children under 18, married with children over 18) do not have a significantly different level of work-life balance.

**Conclusions:** New insights into the relationship between marital status and work-life balance are provided. Becoming aware of these issues, for example, the unmarried employees will no longer be afraid to start a marriage, especially in their early career. At the same time, the married working couples will no longer avoid having children, thinking that such a decision will have a negative effect on their career.

**Keywords:** marital status, work-life balance, quality time dedicated to family, motivational policies
Problem statement: The issue of the transmission and perpetuation of gender stereotypes is controversial. Therefore, most specialists recommend educating children in the spirit of gender equality, designed to develop their potential, regardless of the social gender they have been endowed by nature.

Purpose of Study: The present research meant to investigate the gender stereotypes preschool children from Romania (N=126) and from France (N=126) possess and to comparatively analyze the degree of their internalizing in boys and girls, aiming to reveal the consequences they have on the development of children and indicate ways to counteract negative effects of gender inequality internalization by preschool children.

Research Methods: The method consisted in two stories created in accordance to preschool children’s characteristics, in which children are asked on five different situations to assign some actions to one of two characters (a boy or a girl), in accordance to the psycho-moral characteristics they believe to be specific to each of the two genders. The five problems can be solved through determined action of five personality traits: kindness, intelligence, courage, friendliness and hard work (all of which were attributed at the beginning of the story, to both characters, to ensure a strong projection of the children). The two stories were read, one by one, individually, by the examiner, each preschooler being asked to listen carefully to the stories and answer questions that arise along the way as he sees fit.

Findings: The results reveal the existence of statistical significant differences, concerning both the comparisons between Romanian and French children’s attributions, and those made by girls and boys in each of the two countries (Romania and France). Overall, the analysis showed that gender attributions are simultaneously dependent on the evaluator’s gender, the country and the type of the city they came from. Statistically significant differences were obtained from comparatively analyzing Romanian and French children for the items of “intelligence” (characteristic stereotypically attributed to boys – p sig. = 0.000 / 0.016), “hard work” (p sig. = 0.000) and “friendliness (sociability) (p sig. = 0.013)” (morale features stereotypically attributed to girls). The research results also showed statistical significant differences in the attributions of French boys and girls for all items (“goodness”– p sig. = 0.002, “intelligence” – p sig. = 0.026, “courage”– p sig. = 0.000, “friendliness (sociability)”– p sig. = 0.011 and “hard work” – p sig. = 0.000), and on the items of “goodness”– p sig. = 0.000, “courage”– p sig. = 0.003 / 0.000, “friendliness (sociability)”– p sig. = 0.002 / 0.026 and “hard work” – p sig. = 0.000 / 0.008, for Romanian preschool children, indicating a different attribution of the psycho-moral characteristics investigated in the responses of the two groups of children.

Conclusions: The results support the importance of gender education during preschool years, the different gender stereotypes identified in the case of the two groups of children being most likely caused by the socio-economic and cultural particularities of each of the two societies.

Keywords: gender stereotypes, preschool children, comparative analysis
Problem statement: The objective-based curriculum model is replaced by the competence-based model in Romanian primary education, starting with the 2012-2013 school year, but only for the preparatory grade. As for the other grades (1-4), the focus is still on objectives.

Purpose of Study: – to analyze the current curricular documents that regulate foreign / English language teaching in Romanian primary education in order to predict if English language teachers will have any problems with implementing the newly designed subject curriculum for the preparatory grade and to concisely present the stakeholders’ view on and experience with English language teaching in Romanian primary education in order to get some further insight into the current situation.

Research Methods: A comparative analysis of the current foreign/English subject curricula was used in order to point out to similarities and differences. In order to balance the research and to fill in the information gaps, a biographical-narrative enquiry was conducted by means of semi-directive interviews.

Findings: In point of structure there are two significant differences between the two types of subject curricula: (1) only the subject curriculum for the preparatory grade includes methodological suggestions; (2) content specifications are available only in the subject curricula for grades 3-4. Taking into consideration their status, elective vs. compulsory, the foreign language/English subject might weigh differently in their relation with the primary education curriculum; nevertheless, the elective character of the subject up to the 3rd grade is rather formal. The semi-directive interviews underline the necessity of using age-appropriate methodology and the importance of adapting the subject curriculum to primary students’ needs.

Conclusions: English language teachers should have no difficulty in implementing the subject curriculum for the preparatory grade, since no major change could be identified – it is rather a terminology problem (competence vs. objective) which has already been approached and dealt with in lower and upper secondary education since 2006. Appropriate initial and in-service training, centrally developed foreign language curricula, as well as allowing qualified primary class teachers to teach English could help overcome the methodological issues highlighted by our small-scale enquiry, which requires further and more varied research tools.

Keywords: Teaching English as a Foreign Language, Communicative Language Teaching, Common European Framework of References for Languages, Romanian primary education Foreign/English subject curriculum, English language teaching methodology
**PAPER 14. THE INFLUENCE OF THE EDUCATIONAL LEVEL ON COUPLE RELATIONSHIPS**

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**Problem statement:** Several studies described couple relationships using many criteria like, type of couple, length of time or age, but there are limited research has been done about education and dyadic satisfaction.

**Purpose of Study:** The aim of this study was to describe the patterns of couple adjustment at the level of the Romanian culture depending of the educational level of the partners.

**Research Methods and Sample:** The research sample consisted of 1095 participants (54.3% women and 45.7% men) with a mean age of 33 years (SD = 10.97; range from 17 years old to 65 years old). Of the 1095 participants: 10.74% were elementary graduates, 76.10% were high-school graduates and 13.16% were university graduates. The geographic structure of the sample population was: North-East 6.29%, South-East 14.74%, South 11.09%, West 12.25%, North-West 12.09%, North 14.90%, Centre 12.25% and Bucharest 16.39%.

**Research Methods:** We used Dyadic Adjustment Scale – DAS, a classical method of evaluating the quality of the marital relationship. The total scale (DAS Total) reliability is .89 (Alpha Cronbach).

**Findings:** Results demonstrate that there are significant differences of pattern of the dyadic adjustment according to education, age and marital status. In the case of university graduates, the factor specific to adjustment is consensus, which is significantly superior. It means high degree of understanding between partners regarding important factors for the relationship such as: money, religion, leisure activities, friendships, household chores and time spent together.

**Conclusions:** The study demonstrated that the educational level influences the dyadic adjustment. In groups of elementary and high-school graduates, regardless of the marital status, age and education are factors that shape the relationship. In groups of university graduates there are no differences regarding the adjustment depending on age and marital status criteria.

**Keywords:** dyadic adjustment, relationships, married couples, unmarried couples, family, educational level
Problem Statement: The Experiences in Close Relationship Scale (ECR) was created by Clark and Shaver (1998) and has been adapted in Romanian by Negrei and Sava (2006). However, through an analysis based on item-response theory, Fraley, Waller and Brennan (2000) generated a revised scale (ECR-R) with better psychometric properties. This last version remained among the best measures of Adult Attachment (Shorey, 2010) but was never adapted in Romanian.

Purpose of Study: The present research investigates the psychometric properties of the Romanian version of the Experience in Close Relationships-Revised (ECR-R) questionnaire (Fraley, Waller & Brennan, 2000).

Research Methods: We conducted two studies based on convenience samples (Study 1 - N = 245, and Study 2 – N = 220). In both studies participants completed the Experiences in Close Relationships-Revised (ECR-R; Fraley et al., 2000) and Relationship Questionnaire (RQ; Bartholomew & Horowitz, 1991). We conducted a principal components exploratory factor analysis (EFA) and, subsequently, a confirmatory factor analysis (CFA).

Findings: Based on exploratory factor analysis, the first study (N = 245) replicated a dual-factor solution. The same factorial structure was sustained by the fit indices obtained in the confirmatory factor analysis (CFA) conducted in the second study (N = 220). After excluding five items – due to inadequate factor loadings-a 31 item Romanian version of the ECR-R scale resulted with 14 items measuring avoidance attachment and 17 items measuring anxiety attachment.

Conclusions: Both scales of the Romanian ECR-R are highly reliable and convergent with RQ (Bartholomew and Horowitz, 1991) measures. Even though further validation studies are needed the Romanian ECR-R can be confidently used in research.

Keywords: attachment styles, ECR-R, factor analysis, cultural adaptation
PAPER 24. CORRELATIVE ASPECTS REGARDING THE RESISTANCE TO MENTAL FATIGUE AND THE PERFORMANCE OF JUNIOR GYMNASTS

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Problem statement: In men's artistic gymnastics, the technique is based on the interactions between the cognitive processes and motor actions. The accuracy of the executions depends on the concentration capacity, limited by the fatigue.

Purpose of Study: This study wants to identify the existing correlations between the resistance to mental fatigue and sports performance, in the field of junior men’s artistic gymnastics.

Research Methods: observation, conversation, test – Resistance to Mental Fatigue RNE Test, within PSISELTEVA tests, elaborated by RQ Plus, statistical processing methods – SPSS and data interpreting.

Findings: Using the Spearman correlation, we have verified if there were any relations between the resistance to mental fatigue (the performance coefficient of the RNE computerized test) and the sports performance – the scores given by the referees, for the execution of the junior gymnasts on each apparatus. The result analysis shows that:
- There is no correlation between the resistance to mental fatigue (the performance coefficient) and the scores obtained for the gymnasts’ routines at floor, pommel horse and vault (p > 0.05);
- There are positively significant correlation (r = 0.842) between the resistance to mental fatigue (the performance coefficient) and the scores obtained for the gymnasts’ routines at rings (p < 0.05), parallel bars (r = 0.721) and horizontal bar (r = 0.783).

Conclusions: This study demonstrates the existence of several significant statistic correlations between the resistance to mental fatigue and the athletes’ performance for three of the six apparatus specific to men’s artistic gymnastics: rings, parallel bars and horizontal bar. The results of this study offer important information to the specialists both with respect to elaborate the training methodology and to establish the tactics for the competition. The RNE test, part of the PSISELTEVA series, may be used as a complementary means of psychological preparation, may offer data with respect to the resistance to mental fatigue, which may become objective points in specific training, and may also represent an element of selection of the gymnasts for the representative team.

Keywords: resistance to mental fatigue, performance coefficient, gymnastics, technical elements, competition results.
PAPER 25. THE IMPACT OF DIFFERENT KIND OF TRAINING ON ACCURACY RESPONSES IN A NOVEL MATHEMATICAL SYSTEM

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Problem statement: There is much evidence that shows that space is a significant non-formal factor that influences the identification of precedence order operation in novel mathematical system. We used the order of precedence from mathematics (the operands that are firstly solved are closer to each other than those that are secondly solved) to see how spacing is influencing the reasoning in a novel mathematical system.

Purpose of Study: We were interested in seeing whether there was a difference between three groups of participants that were given different kinds of training stimuli. The three groups of participants were given in the training part expressions that were differently spaced: the congruent group (N=18) received expressions that were consistent spaced regarding the classical order of precedence; the incongruent group (N=16) received expressions that were spaced inconsistent; the experimental group (N=17) received mixed expressions that were spaced consistent, inconsistent or neutral. Being used with all kinds of spacing, the experimental group would have the best performance.

Research Methods: The task had two parts: training and testing. The 45 stimuli from training were presented in three modalities- congruent, incongruent or neutral regarding the order of precedence, the participants had to discover the symbol that is firstly solved. The experimental group received all kinds of spacing, while the other two groups received just congruent or incongruent stimuli. One training stimulus looked like: “1 ø 2 ø 1=”. The trials were differently spaced depending on condition, while during testing 30 trials were spaced congruently, 30 incongruently and 30 were neutrally spaced with respect to the precedence rule. Participants had to give the correct answer of the expressions.

Findings: Learning this novel system proved to be very easy as all the 51 participants succeeded in identifying the order of operations. We performed a one-way ANOVA and the analysis revealed no significant differences between groups. Some interesting tendencies are in the direction we anticipated.

Conclusion: After the significance of symbols was revealed, the participants were paying greater attention to rules than to any other salient cues. Taking into consideration the limits of our study, the generalization of data could not be made and further research is needed.

Keywords: mathematical cognition, embodied cognition, perceptual learning, symbolic reasoning, novel system
Problem Statement: Job satisfaction is a frequently used construct studied in the organizational psychology, being considered to have a direct influence on the working quality of the employees’ of an organization. The leader’s personality does not only impact the performance, but also the job satisfaction of the subordinates.

Purpose of Study: The present study proposes to verify three hypothesis: 1. Showing the connection between different sides of job satisfaction and personality profile of the subjects with leading positions 2. Evaluating the efficiency of a certain coaching type addressed to top managers by analyzing the level of satisfaction of their subordinates and 3. Identifying personality treats specific to leaders who generate satisfaction among their team.

Research Method: The research sample consisted of 64 middle and top managers and 431 employees without leading positions, hired by a retail company from Bucharest, Romania. To investigate personality, we used one of the most well-known instruments in the professional literature: CPI 260, adapted and validated on the Romanian population (Pitariu et al, 2006). Job satisfaction was investigated using an 87 items questionnaire, distributed on 12 dimensions. The satisfaction questionnaire was built based on Ticu Constantin’s theory (2008) on organizational climate.

Findings: Our study demonstrated that employees characterized by self-confidence, sociability and assertiveness tend to be more satisfied with their work. Also, employees who are ambitious, firm, dashing and prefer well defined work environments, tend to be more satisfied by their company. The coaching program addressed to top managers improved significantly the job satisfaction of their subordinates Differences in personality profile of leaders with more satisfied employees were identified through a qualitative analysis.

Conclusions: Our results confirmed and enhanced the professional literature referring to the association between personality and job satisfaction and the leaders’ personality and the satisfaction of theirs employees.
In the future, managers and employees from more companies will be included, with different activity profiles and the coaching program will be extended, fact that will allow detailed statistical analysis, with a higher degree of trust.

Keywords: job satisfaction, leader’s personality, retail company, transformational leadership, organizational climate
Problem Statement: Career motivation is an important field of study in the construction of sustainable society. Identify and develop intimate mechanisms that shape career choices by teenagers becomes a strong indicator of how society as a whole proves its effectiveness. Given crossing a prolonged crisis which calls into question the dominant social structural elements, unclear coherent and consistent process of career management in adolescents can lead to premature exhaustion of their involvement in learned helplessness phenomena, ambiguity and professional failure. There is also the risk of not achieving career maturation phenomenon which can lead to phenomena misfit search and permanent redefinition of the role of teenager – now reached adult – in social landscape.

Purpose of Study: The paper aims to analyze and define the phenomenon of career choice motivation to intrinsic-extrinsic dimension (the intrinsic dimension by reference to the orientation towards reality and the need to experience stimulation, and matters extrinsic referring to extrinsic motivation identified, etc.). This can provide an appropriate response, reported on the career management paradigm in this age group. The aim of the present study was to examine the impact of different level of intrinsic-extrinsic motivation at different stage of ages, also separately on young women or young men.

Research Methods: The aim of the present study was to examine the impact of different level of intrinsic-extrinsic motivation at different stage of ages. Findings: The lack of motivation decreases with increasing age and her place is taken by intrinsic and extrinsic motivation. The intrinsic motivation, which is very important in career motivation for high school vary for all grades. The study also found a difference in intrinsic motivation between men and women and no difference between men and women for extrinsic motivation and lack of motivation.

Conclusions: Research conducted in order to investigate the types of motivation to young people aged between 15 and 19 years has led to outline several ideas about career orientation. These results should conduct to different strategies to learn coming from educators and trainers at all level (adolescents and adults).

Keywords: motivation, teenage career, professional failure, career management
Problem statement: As other studies have found (see Heutgen, 2011), caregiver’s mission is a very stressful one; this situation could become more stressful and exhausting if they do not possess the necessarily competences in order to offer protection for the beneficiaries they are working with (in this case – elders with mental disabilities). Our study, based on the role of confronting, is proposing to analyze caregivers working difficulties, the causes for these difficulties and the ways they are using to overwhelm them, considering that firstly they have to become aware and to identify their job difficulties, and then to find solutions for preventing the crisis situations.

Purpose of Study: Our purpose was to analyze the difficulties that 20 caregivers from a rural residential institution are confronting with, starting from the hypothesis that ignoring these difficulties caregivers could increase their probability to have dysfunctional relationships with beneficiaries and their colleagues.

Research Methods: For that purpose, we have considered that documents analysis from investigated Centre (Internal Regulation of the Centre, Methodology for Organization and Operation of the Centre, Manual of Procedures, and Job Descriptions for the employees), Interview Guide and Inventory of Issues and Action Plan sheet were the most appropriated research methods in order to identify caregivers’ working difficulties and the strategies they use in crisis situations.

Findings: Caregivers mentioned as sources for their working difficulties the disequilibrium between the salary and their responsibilities (91%), lack of appreciation for their work (85%), beneficiaries’ symptoms and aggressiveness (80%) and their limited expertise in caring for elders with mental disabilities (70%). After applying the Inventory of Issues and Action Plan sheet, we have found that our subjects are using rudimentary methods and techniques for working with beneficiaries and also that caregivers rely more on action strategies relating to their own emotional state and less on the needs of beneficiaries.

Conclusions: So, the most important difficulties identified are not just financial aspects (as our subjects mentioned initially) but also relational obstacles (a superiority attitude from nurses and lack of appreciation for caregivers’ work), which rebounded on caregivers’ psychological state, their professional motivation and generates increased working difficulties. And also, for beneficiaries’ physical and emotional security, we recommend that caregivers follow classes meant to improve their knowledge concerning elders with mental disabilities’ psychology and learn techniques for preventing or limiting behavioral disorders.
PAPER 34. PRE-UNIVERSITY TEACHERS' PROFESSIONAL SATISFACTION

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Topics: The professional satisfaction level could be determined by different variables: salary, promotion criteria, working conditions, appreciation, colleagues, school policy etc. and could be presented as a complex phenomenon with many connotations for school actors. The objective of the actual study is to analyze professional satisfaction level of teachers from pre-university level and demonstrate the necessity to increase teacher satisfaction level in order to render the professional performances more efficient.

Keywords: professional satisfaction level, professional results, pre-university teachers
PAPER 58. SKILLS AND MOTIVATION AT JUNIOR TENNIS PLAYERS

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Problem Statement: Numerous authors (Jackson & Csikszentmihalyi 1999; Wilson & Richards 2011; Krane & Williams 2010) were strongly interested in the role of athletic performance and in finding factors, psychological characteristics, which may determine athletic performance. These authors basically discuss about performance, the peak and its role in sports. Research on high-performance athletes revealed a series of psychological characteristics that led to a tremendous progress that resulted in winning Olympic medals.

Purpose of Study: The objective of our study was to identify differences in tennis performance across the national junior ranking. The survey was conducted on the assumption that the position in the national rank is influenced by mental and motor skills.

Research Methods: The participants had been tested with the Concentrated Attention Test (Toulouse Piéron) (divided into concentration attention and duration attention), the Spatial Orientation test from the CAS battery (Miclea, 2009), The Sport Motivation Scale SMS – 28 (Pelletier, 1995) divided into: intrinsic motivation (motivation-to-know; motivation-to-accomplish; motivation-to-experience stimulation); extrinsic motivation (external regulation motivation; introjected motivation; identified motivation); amotivation; intrinsic motivation + extrinsic motivation total, and coordination test, Tapping and Tracing coordination (coarse and fine coordination). The athletes were divided into three groups according to their national rank.

Findings: Junior athletes feature a high level of volume attention compared to athletes on average level. The spatial orientation test revealed that top athletes obtain higher results in overall performance than the average level tennis players. This study revealed a relationship between the intrinsic motivation and the position in the national ranking. The coordination test results reported a relationship with a high correlation score in relation to the position in the national ranking.

Conclusions: In conclusion, tennis is a sport that compels the player to have a highly developed psycho-motor baggage. Practically, coaches can use these scientific arguments in order to conduct a battery of tests for the selection of junior players in this sport.

Keywords: attention, tennis, intrinsic, tapping and tracing
**PAPER 59. PSYCHOLOGICAL AND MOTOR-COORDINATION FACTORS IN CHILDREN TENNIS PLAYERS**

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**Problem Statement:** Previous research has shown the interest of psychologist in discovering determining psychological factors by applying different methods. Top players and coaches are of the opinion that the mental part of tennis is decisive, particularly in the case if physical abilities are equal. Studies (Crespo and Reid, 1998; Cătănescu and Cătănescu, 2009) have emphasized the role of psycho-motor factors in tennis that can substantially influence the beginner’s play like coordination, balance, sense of touch (tactile sense), laterality, ambidexterity, speed of reaction and body scheme.

**Purpose of Study:** The objective of the study was to identify differences in tennis performance of children at skill, motivation, and motor-coordination level, depending on their position in the national rank. The comparisons between children tennis players of the national team and outside of it have underlined relations between the position in the national ranking and the level of attention, of motor coordination and type of motivation.

**Research Methods:** The research was conducted on 33 athletes (average age = 11.51, SD = .55). Participants were subjected to the Concentrated Attention Test (Toulouse Piéron), The Sport Motivation Scale SMS – 28 (Pelletier et al. 1995) with facets (intrinsic motivation – to know; intrinsic motivation-to accomplish; intrinsic motivation to experience stimulation; extrinsic motivation-identified; extrinsic motivation-introjected; extrinsic motivation — external regulation and amotivation). The coordination trial in tapping (6 seconds with each hand) and tracing (drawing lines in 10 seconds with each hand) was used for testing the movement skills of the left and right hand. SPSS 18 software was used for applying the non-parametric U Mann-Whitney method.

**Findings:** The players at this age show a high level of concentration attention but a minor level of duration attention, which means that the children have already the capability to focus on their activity but cannot stay concentrated for a long time. At the level of motivation, the athletes at this age, playing in the national team, tend towards the extrinsic motivation. I assume that the type of training of the non-dominant hand and the attempt to use the non-dominant hand to the (almost) same extent as the dominant hand might be an aid in accomplishing notable results at this age.

**Conclusions:** According to the test analysis the athletes of the national team who showed a high level of attention (both in duration as well as in concentration), of extrinsic motivation and of movement coordination achieved remarkable results. Although the examined factors are statistically supported, the number of participants was not sufficiently large enough to conclude that these factors can be predictors for the evaluation of tennis performance at this age.

**Keywords:** attention; extrinsic motivation; left hand tracing; tennis.
PAPER 79. THE RELEVANCE OF USING MODERN MEANS OF TEACHING IN ENSURING THE QUALITY OF EDUCATION

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Problem Statement: The evaluative feedback of students allows to continuously improve the performance of teachers in the educational process, and hence the need to formulate evaluative criteria that reflect relevant teaching reality. We tried to analyze the impact of the use of modern means of training on the transfer of scientific information in different subjects from the curriculum.

Purpose of Study: In this study we refer the pointer 8 of the teacher assessment file, an indicator that contains: course successfully using various modern means of training. The investigation conducted on a sample of 88 students allowed suggesting ways of modifying criteria referring to the successful use of modern means of instruction in academic teaching.

Research Methods: Our study aimed at analyzing and interpreting the data in teaching evaluation sheets by students from the regulations concerning teacher evaluation system.

Findings: As far as FL, ICT and CAI courses are concerned, using the modern means is done at a high level, at a rate of 68%, 81%, 83%. The same disciplines gathered the percentages of 32%, 19% and 17% for level 4, which indicates a good use of these means by the teacher. Therewith, the TME disciplines differentiates itself, where the grades are distributed as follows: 17% of the students appreciated the use of new technologies as being at a satisfactory level, 23% at a medium level, 27% at a good level and 33% at a very good level. As far as the theoretical disciplines (FP, ERM, RL, CL) the assessments are also distributed throughout the four coordinates, but the percentages are placed around the 2 and 3 levels.

Conclusions: The teacher should use modern media as an ally in its formative approach, but it is not advisable to make it an end in itself under the pressure of the criterion in the evaluation form. Thus, not to be intrusive and not having unintended consequences, the criterion should be qualified for the purposes of assessing quality, diversification and suitability means to the specific domain and to training needs of students, which would also allow a good understanding of the content conveyed.

Keywords: higher education, quality education, modern methods of instruction, teacher evaluation, evaluation criteria
Problem statement: There is no common definition of the identity in general and professional identity in particular. The lack of a unified framework to conceptualize professional identity influenced the evolution of the research on the topic of teacher identity. Although many studies focused on teachers’ identity formation and development (Smith, 2007; Swenne, Volman, & van Essen, 2008), only some of them examined the content of this type of identity (Beijaard, Verloop, & Vermunt, 1999; Vloet & van Swet, 2010). Thus, following Beauchamp and Thomas’ (2009) work, the aim of this study was to examine the content of Romanian teachers’ professional identity.

Purpose of Study: This study examined the core and the peripheral elements of teachers’ professional identity. These elements were analyzed using the following six-domain O*NET Content Model (Peterson, Mumford, Borman, Jeanneret, & Fleishman, 1999): (1) worker characteristics; (2) occupational requirements; (3) worker requirements; (4) occupation specific information; (5) experience requirements, and (6) workforce characteristics.

Research Methods: Data were collected from 80 teachers using a 21-Statements Test and a Q-sort distribution. The 21-Statement Test was used to collect data about characteristics of teachers’ professional identity. The statements were evaluated with a 9-point Q-sort distribution according to their degree of importance for teachers’ professional identity.

Findings: The results indicated that teachers’ professional identity was defined using more statements related to worker characteristics (49.97%), occupational (31.01%) and worker requirements (12.49%). Fewer statements related to experience requirements (.31%), occupation-specific information (.87%) and workforce characteristics (.43%). Excepting workforce characteristics domain, the other domains of O*NET Content Model were not identified as central or peripheral elements of teachers’ professional identity.

Conclusions: These results reveal the complexity of the content of teachers’ professional identity. Examining teachers' professional identity in terms of core and peripheral elements, this study extended the knowledge on this topic showing that this concept includes various personal, profession and contextual elements. The interpretation of these results should consider that they provide only a snapshot of the content identity and do not capture the competitive interactions between its elements and their ongoing dynamic. Thus, further longitudinal or multi-wave studies need to address this topic.

Keywords: professional identity; content identity; teachers; 21-Statements Test; Q-sort distribution; O*NET Content Model.
PAPER 82. NON-LETHAL SELF-HARM AMONG INMATES

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Problem Statement: The prison environment represents a supplemental risk factor in the increased frequency of non-lethal self-harm among inmates, by comparison with the general population.

Purpose of Study: The paper aims at defining the socio-demographic characteristics of 175 inmates who carried out the act by chemical means (drug intoxication or the consumption of other toxic substances) – classified as substance abuse, in contrast with the inmates who chose to act by physical means (plagues at various levels and/or ingestion of alien bodies). The purpose is to reveal differences between the two lots regarding temporal data, psychiatric antecedents, relapse frequency, acceptance of the treatment.

Research Methods: inmates who had made use of chemical means (N=48) and those who had made use of physical means (plagues and ingestion of alien bodies) (N=122). Variables were registered for all patients: sex, age, date of hospitalization, time of the autolytic act, number of previous autolytic attempts, psychiatric disorders, method of choice, whether treatment was accepted or refused and whether the person needed hospitalization or was treated as an outpatient. The data was processed by SPSS 10.0 for Windows, making use of frequency analysis, descriptive analysis, cross analysis (cross tabulation), average comparison tests (ANOVA, T-Test) and parametrical chi-square tests.

Findings: Iași County Statistics Centre refers to the population aged 15-59, an age range similar to that inside the prison, the total value for this category being 542.000 citizens, this means that the autolytic phenomenon was 115 times more frequent in the prison environment than with the general population. Additional differences from the general population were registered in what concerned treatment refusal, hospitalization necessity and ATI hospitalization necessity.

Conclusions: This results in the conclusion that inmates produced less severe self-injuries and accepted treatment to a greater extent. It has been found that the patients who used mechanical means had a significantly higher average age, were more prone to relapses, had peak registration numbers in May and February, and on Mondays. Self-harm by substance abuse was produced by younger patients, who were less prone to relapses and who had peak registration numbers in May and September, and on Saturdays.

Keywords: Suicidal behavior, health policies, substance abuse, self-harm, non-lethal self-injury
Problem Statement: Johns (2010, p. 521) defines sickness presenteeism as “attending work while ill”, considering that in many situations, presenteeism can imply perseverance in the face of adversity. Arronson & Gustafson (2005) indicate that the risk of sickness presence can be impacted by personal and work-related demands for presence. Analysing the role of performance-based self-esteem, Persson, Albertsen, Garde, & Rugulies (2012) indicate that higher PBSE scores were positively associated with reports of efforts and strivings for work, as well as attending work while ill. From Hansen & Andersen’s perspective (2008), the most important factor, considered to be a personal circumstance of sickness presenteeism, is over-commitment.

Purpose of Study: Starting from these theoretical considerations, the present study explores, on a sample of Romanian employees, the role of two perseverance-related individual factors, namely performance-based self-esteem and over-commitment.

Research Methods: 113 employees from Romanian organizations participated in the current study (M=28.16, SD= 6.7). Performance-based self-esteem was measured using the work-related version of the PBSE scale (Hallsten et al., 2005, α=.76), over-commitment was assessed by a uni-dimensional scale (α=.78) focusing on the inability to withdraw from work obligations (Wirtz et al., 2007), and sickness presenteeism was measured using a single item, following Arronson et al.’s study (2000).

Findings: A logistic regression analysis was conducted having performance-based self-esteem and over-commitment as predictors. Nagelkerke’s R2 of .276 indicated a weak relationship between prediction and grouping. Prediction success overall was 73.5% (81.4% for staying home when ill and 60.5% for going sick to work). The Wald criterion demonstrated that only over-commitment made a significant contribution to prediction (p <.013), performance-based self-esteem not representing a significant predictor.

Conclusions: In the current study, only over-commitment was a predictor of sickness presenteeism, the magnitude of the relationship being small. From this point of view, Bergson (2009) argues that work factors in total have been indicated to have a stronger relationship with presenteeism than personal circumstances. New studies can be conducted in order to explore other perseverance-related individual predictors and the interaction of individual and work related predictors on sickness presenteeism.

Keywords: sickness presenteeism, performance-based self-esteem, over-commitment, cross-sectional study, Romanian employees
Problem statement: This study is part of the current trend of the neuropsychological research of evaluation of cognitive functions in conditions of diffuse affection. Given the high burden of atherosclerotic cardiovascular disease in dialysis patients, we hypothesized that executive testing would reveal subtle abnormalities (Pereira et al., 2007; Gibson, 2006).

Purpose of Study: The aim of the present study was to investigate the level of executive deficits at patients with chronic renal failure. In our study all patients received the same dialysis treatment.

Research Methods: We used an quasi-experimental design, with one independent variable, medical condition, with two levels: 33 dialysis patients and one control group (63 participants clinically healthy) and three dependent variables: mental flexibility (Wisconsin Card-sort Test), verbal fluency (Fluency Test), and psychomotor speed (COD Test, Wechsler). Patients and control group have been matched for age, academic degree and sex.

Findings: Chronic renal failure patients present the the executive performance which is significantly lower for psychomotor speed and verbal fluency only for the first half of the test, which means that patients shows a significant improvement in executive performance in the second half, even if this return is made with a significant loss in terms of accuracy performance.

Conclusions: It is found that chronic renal failure patients have some executive difficulties especially in the new information processing speed area, but not a lack of mental flexibility. Patients are able to manage new life situations (planning, decision making), even if they have a higher latency time and a significantly lower accuracy.

Keywords: executive functions, chronic renal failure, cognitive deficits, neuropsychology
Problem statement: The main aim when discovering a tumor is its resection for the complete healing. Sometimes this needs complex therapeutic procedures and the tissues loss and aesthetic appearance can be dramatic.

Purpose of Study: In this trial we studied patients with orbito-sinusal T3-T4 tumours, some operated with exenteration and some with conservative procedures. We checked at different time intervals the survival rate and also the visual QoL and the social QoL in both groups.

Research Methods: For the survival rate we used the Kaplan-Meier test after 2 and 5 years from the surgery. For the visual QoL we used a questionnaire with 4 questions related to: a) visual acuity, b) presence of diplopia, c) aesthetic appearance, d) autoevaluation. Every question was rated with 1 point with a maximum of 4 points (“very good”), 3p = “good”, 2p = “satisfactory”, 1p = “weak”; orbital exenteration was rated with 0 points (meaning “absence” of visual QoL). The social QoL was evaluated using the same pattern as the visual QoL, with 4 questions about: a) ability to perform the former activities before surgery at job, b) ability to perform the former activities before surgery at home, c) reintegration into society, d) lust of life. All the patients filled the questionnaires at 1 month after the surgery.

Findings: 66 patients were evaluated; 23 patients suffered exenteration and 43 had conservative surgery. The probability for surviving was a little bigger in the first group at 2 years, but it was the same at 5 years in both groups. The statistically analysis of social QoL did not point a major difference between the two groups (p>0.202), but the visual QoL was dramatically lower in the patients that suffered exenteration (p<0.0001).

Conclusions: Even if the major goal in treating a malignant tumour is to achieve the best survival rate, when choosing the surgical procedure we have to consider all the aspects that influence the patient’s QoL during the rest of his life.

Keywords: exenteration, quality of life, tumor
PAPER 96. THE EFFICIENCY OF A COGNITIVE-BEHAVIORAL PROGRAM IN DIMINISHING THE INTENSITY OF REACTIONS TO STRESSFUL EVENTS AND INCREASING SELF-ESTEEM AND SELF-EFFICIENCY IN THE ADULT POPULATION

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Problem statement: After the increase of requests and variations of the social life, stress becomes a major component, many times materialized by the negative influence of the emotional states experienced by a person. It has been determined that cognitive-behavioral programs have a positive effect of the participants, by returning or enforcing their self-esteem along with the self-efficiency by objective means.

Purpose of Study: The purpose of this study is to evaluate the efficiency of a cognitive-behavioral program used for adults in order to diminish the reactions to stressful events and increase the self-esteem and efficiency.

Research Methods: The Perceived Stress Scale (PSS, Cohen, Kamarck and Mermelstein, 1983), The Rosenberg Self-Esteem Scale, 1965) and the General Self Efficacy (GSES, Sherer, 1982). All participants (N=80) have been tested in two phases: at the beginning of the cognitive-behavioral program and at the end of it.

Findings: The t test has been applied to measure the difference between the means of the two dependent samples (repeated measures). The results (t=9.536; df=49 two-tailed, p<0.001) have shown data which confirms that the level of the stress coefficient is higher in the experimental group at the beginning of the CBT program compared to the one at the end. The differential measure of t test was used to evaluate the statistical significance of the difference between the means of the two sets of scores. The obtained result have shown a (t=-8.316; df=49 two-tailed, p<0.001) score in the case of self-esteem and a (t=4.875; df=49 two-tailed, p<0.001) for self-efficiency.

Conclusions: The results of this study allow us to conclude that using a cognitive-behavioral program is an efficient was of reducing the intensity of the reactions of individuals to the stress cause by experienced events. Also, this program has shown its efficiency in moderately increasing self-esteem and self-efficiency among the respondents who were included in the study. Despite this fact, we think that future studies are necessary in order to fathom and develop such undertaking.

Keywords: Stress; cognitive-behavioral programs; self-esteem; self-efficiency;
PAPER 99. DEVELOPMENT OF THE SELF-ASSESSMENT CAPACITY AND ITS INFLUENCES UPON HIGH-SCHOOL STUDENTS’ SCHOOL PERFORMANCES

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Problem statement: As shown by the specialist studies in the field, the perspective built by the young adolescent upon himself/herself is stronger than most value judgments from the exterior. Unfortunately, however, this perspective sometimes includes, to a variable and difficult to establish proportion, elements that are not in accordance to the factual effective state and the student’s actual potential.

Purpose of Study: Considering these premises, we assumed that the development of the self-assessment capacity of the students, by means of a set of methods and techniques including self-evaluation, controlled evaluation, reciprocal grading and the method of objective inter-grading will determine the growth of not only the accuracy of the student’s self-esteem but also of his performance levels.

Research Methods: In order to test the truth value of this hypothesis we utilized the experiment method. The experimental design was a classical one, of inter-subjective type; the data processing was accomplished by means of SPSS software, the statistical analysis of quantitative type being oriented towards the indicators given by the value of the T test and of the correlation coefficients.

Findings: The results received after the psycho-pedagogical intervention shows, in the case of experimental groups, significant growths of the capacity of the students to self-assess and in their school performance levels.

Conclusions: In conclusion, it can be said that the development of the self-assessment capacity of students induces beneficial effects not only at the level of the objectivity degree of self-esteem, but also regarding the students’ performance levels.

Keywords: self-assessment capacity, school performances, self-evaluation, controlled evaluation, reciprocal grading and the method of objective inter-grading.
Problem statement: We have adapted a learning model for acquiring interpersonal skills in a long term training program. Up to the present moment we have applied this model to develop the ability to communicate assertively and we intend to extend it in the future training program. The guidelines researches are based on Ten -Step TIPS Learning Model (2009) proposed and developed by Stephen P. Robbins (San Diego State University) and Phillip L. Hunsaker (University of San Diego).

Purpose of Study: To analyze the results of assertiveness development training. The participants were employees involved in a personal development program dedicated to entry level positions in the organization (N=48, 5 groups of 9-11 members).

Research Methods: In accordance with the description of the learning model we have applied a specific method to each step: 1) self-assessment (Assertiveness Questionnaire); 2) learning of the basic concepts underlying the skill; 3) feedback; 4) behavioral checklist; 5) modeling exercise; 6) group exercises; 7) summary checklist; 8) application question; 9) reinforcement exercises; 10) action plan.

Findings: After the first step, the subjects were divided into 3 with high scores of aggressive style (N=12), assertive (N=18) and passive (N=18). The subjects with high aggressive and passive scores have completed a personal development plan and participated more than group exercises and individual session with a psychologist. At the end of 10-th step, the results indicate that 10 out of the 12 participants with high scores of aggressive behavior and 10 out of 18 participants with high scores of passive behavior are able to practice assertive behaviors.

Conclusions: The forming and development skill to communicate in an assertive style have had a positive evolution for 20 out of 30 trainees with an initial aggressive or passive style. The assertiveness practice could be an important indicator for the positive evolutions in order to support the adjusting process of the new professional role. A follow up step will contribute to validate the study.

Keywords: learning model, assertive style, passive style, ten step, skills, feedback, action plan
PAPER 104. STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY AND ACADEMIC PERFORMANCE

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Problem statement: There is an international consensus that intelligence is an important predictor of academic performance. Still, recent research showed that there are also non-cognitive factors responsible for high academic performance: motivation, emotional intelligence, creativity and positive thinking. Along with these, personality is now an important factor studied in relationship with academic performance (e.g. Lesson et al., 2008; Heaven et al., 2007; O’Conner &Paunonen, 2007; Chamorro-Premuzic &Furnham, 2005).

Purpose of Study: To identify the relationship between personality and academic performance. We assumed that academic performance has a negative relation with Neuroticism, Extraversion and Psychoticism and a positive one with the level of organization during activities; and that there is a significant difference between the group with higher academic performance and the group with lower academic performance regarding self-esteem.

Research Methods: We used EPQ to measure Neuroticism, Extraversion and Psychoticism; MBTI for the level of organization during activities (Judgment-Perception dimension) and Rosenberg’s Self-Esteem Scale. Academic performance was evaluated by the final project grade and by the overall grade of the last academic year. N=80 participants aged between 22 and 28 who graduated university.

Findings: Academic performance negatively correlates with Neuroticism (r=-0,738 with the final project grade and r=-0,445 with the overall grade), Psychoticism (r=-0,358 with the final project grade and r=-0,314 with the overall grade) and the Perception dimension (r=-0,524 with the final project grade and r=-0,477 with the overall grade). Also academic performance positively correlates with Extraversion (r=0,214 only for the finale project grade), the Judgment dimension (r=0,499 with the final project grade and r=0,441 with the overall grade). The group with higher academic performance has higher self-esteem than the group with lower academic performance (p<0,01).

Conclusions: Neuroticism, Psychoticism and the level of organization during activities correlates with academic performance, while the relationship between Extraversion and academic performance is inconclusive. Validity studies are required in order to verify the causal relation between personality factors and academic performance. Accurate identification of individual differences in academic performance has serious implications for education.

Keywords: Academic performance, personality, self-esteem
Problem statement: A key priority in the reform of Romanian education is to develop the legal framework to support and promote excellence.

Purpose of Study: The motivation for choosing the theme focuses on specific applicative dimension, adequate to the needs and psychological profile of the category of gifted beneficiaries; is based on the existence of an informational vacuum existing currently in the Romanian educational system in terms of legislative framework, to promote practical dimension of training services of teachers in promoting talent. They aimed to examine legislative measures that encourage excellence support and training of teachers competent in managing educational services and psycho-pedagogical assistance for gifted children in the schools in Romania.

Research Methods: In this research we opted for a combination of pedagogical research methods that had a complementary contribution in the collection, analysis and interpretation of data: survey method based on written questionnaire, semi-structured interview method, the method of curriculum documents research and other school documents, aiming for a measurement of results from a quantitative and qualitative perspective.

Findings: With reference to the information obtained from a number of 100 teachers in pre-university education, were outlined the Findings: 85% of teachers do not know the law on education of gifted children capable of high performance, over 60% of teachers do not know the national strategy for Gifted Education, 45% on existence of mentorships for gifted children; was also recorded the lack of training on psycho-pedagogical direction, methodology and the curriculum they teach, lack of social-economical security policy at community level and directions of development of macro and micro level.

Conclusions: The diagnostic study obtained allowed the teacher on coordinating the activities and their efficiency, according to the forms of cooperation between educational policies outlined in this perspective and the political and legal framework. It also outlines legislative coordinates, and educational ones, showing conclusively and comprehensively the issues that circumscribe the real need for professional development in relation to quality results in promoting talents and collaboration opportunities for teachers involved in gifted education.

Keywords: framework, excellence, strategy
**Problem statement:** Communicative skills development and consolidation of knowledge in literary area through educational games create a space conducive to developing each child's specific skills and stimulate parents’ interest for knowledge of the children psycho-pedagogical features and their involvement in education.

**Purpose of Study:** The motivation of this research proposal is focused on specific applicative dimension, to the development of a coherent educational program, proper for the needs and psychological profile of the category of beneficiaries (96 students in pre-university education) and the formative character of educational game, which becomes a means of cognitive modeling, a method using simulated activity dominated by the teacher, who can capitalize at the instructional level the adaptive recreational type of finalities.

**Research Methods:** In this research we chose a methodology that included data collection methods (psycho-pedagogical experiment, interview-based survey, observation, the analysis of portfolios and pupils product, study of curriculum documents and other school documents), methods of survey data measurement.

**Findings:** With reference to information obtained, the study results have emerged: the interview-based survey shows that 76% of teachers want a flexible curriculum, 45% use in the classroom word games, 63% exercises to stimulate communicational situations with different partners on different themes. Through observation method 70% of teachers in their activities have approached through educational game an objective strategy with cognitive involvement, but also a subjective strategy, aimed at developing affective-emotional side. Using educational games in teaching activities contributed to an improvement of over 47% of oral speech reception techniques, active listening and the ability to express their opinions.

**Conclusions:** Educational game promoted an active and interactive learning, leading to a decrease in the frequency of manifestation of learning difficulties, a consolidation of knowledge in literary area, but also a significant increase of school results by developing communicative competence.

**Keywords:** educational game, teacher, communicative competence, literary area, student
PAPER 107. SURVEY ON THE DEGREE OF SOCIABILITY OF STUDENTS WITH SER (SPECIAL EDUCATIONAL REQUIREMENTS)

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**Problem statement:** Surveys carried out so far acknowledge that socialization is a challenge of the contemporary society, a necessity of knowledge from the perspective of the educational phenomenon and a process which incorporates positive human interrelationships.

**Purpose of Study:** Considering the specific of the educative-formative of the education units which train students with special educational requirements, in our research we focused on the possible influences which the implementation of the democratic-participative management at the concrete level of the students class has on the degree of sociability of this categories of subjects.

**Research Methods:** In order to highlight the effects which the construction of a relationship professor – class inspired by the principles of the democratic – participative management had on the students’ level of sociability we used the sociometric matrix and the analysis of the documents related to the situation of the periodicity of institutionalized students’ leave for the family.

**Findings:** The data offered by the use of the sociometric matrix completed by the analysis of school documents and the comparison of such data with those of the students of mass regular schools of the same city, show us the fact that there are no statistically significant differences between the students of the two categories, the said categories being comparable. Such state of fact indicates the fact that the degree of sociability of the students of the inclusive type educational entity and that of the students of mass schools is approximately identical. Subsequent to the investigation we have ascertained the fact that the importance of interpersonal relationships of sympathy, which is higher with the students of the special education training entity and the importance of the interpersonal relations of indifference which is higher with the students of mass schools, may be explained by the reduced number of students in the classrooms and also by the psycho-affective peculiarities of the children with special educational requirements, a situation which allows for and easy establishment of positive interrelations.

**Conclusions:** The conclusions of the survey confirm the fact that the practice of democratic-participative management at the level of the educational entity and the transfer of the managerial style at the micro – pedagogic level of the relationship professor – classroom, due to the secured socio-emotional climate established and also to the increased frequency of the situations in which students had the possibility to participate in informal activities (trips, visits, shows, contests) thus widening the sphere of social interactions, leads to the generation of visible beneficial effects also in what concerns the students’ degree of sociability, this being a basic formative priority for persons manifesting special educational requirements.

**Keywords:** special educational requirements, sociability, democratic-participativ management, interpersonal relationships.
Problem statement: Stress represents a complex psychological reaction. Whether it brings temporary discomfort or a long term, stress will be reflected in the quality of life. Self-criticism is a frequent factor among people who report a high level of stress. In the area of study related to stress and coping strategies the literature suggest that coping strategies may be gender-related.

Purpose of Study: The main objective of the study is to investigate the quality of life in a sample of students from the perspective of identifying the perceived stress level and reported self-criticism level. The second objective seeks the study of coping strategies used by the subjects according to gender particularities.

Research Methods: The following instruments have been used: The Perceived Stress Scale (PSS, Cohen, Kamarck and Mermelstein, 1983), The Quality of Life Scale (QOLS, Flanagan, 1978), The Coping Inventory for Stressful Situations (Endler & Parker, 1988) and The Levels of Self-Criticism (LOSC, Thompson and Zuroff, 2002).

Findings: Differences between groups were identified with T-Test. The results for the perceived stress of participants in group 1 (N=114) was significantly poorer than those in group 2 (N=114) t(df=68)=5.047; p<0.05 bilateral. The Pearson correlation coefficient suggests a significant negative correlation between the scores reported for the perceived stress and quality of life ($r=0.677; p<0.05$).

The chi-square test 6.845; p<0.001 confirmed that there is a significant difference found in coping strategies used between both genders. Results demonstrated that women prefer coping strategies oriented towards emotions whereas men prefer coping strategies oriented to task. ANOVA revealed that use of several coping strategies were significantly associated with self-criticism and perceived stress.

Conclusions: The obtained results reflect the fact that a high level of stress perceived by students is associated to a high level of self-criticism and a low level of quality of life. Also, the results revealed significant differences between males and females in the selection of coping strategies.

Keywords: Coping strategies, gender, self-criticism, quality of life.
Problem statement: Hypnosis plays an important part in the treatment of anxiety disorders. Applying hypnosis allows the patients to reach a lower level of anxiety symptoms.

Purpose of Study: The purpose of the study is to investigate the efficiency of certain therapeutic approaches on the patients who suffer from anxiety disorders. The methods were focused on applying the cognitive-behavioral therapy and applying clinical hypnosis along with the cognitive-behavioral intervention.

Research Methods: The following instruments have been used: Beck Anxiety Inventory (BAI, Beck et al., 1993), Hospital Anxiety and Depression Scale (HADS; Zigmond & Snaith, 1983) and Profile of Mood States (POMS; McNair, Lorr, & Droppleman, 1971).

Findings: The participants were divided into 3 groups (two, experimental and one control group) by random choice. The first group (N = 21) received during the therapeutic protocol cognitive-behavioral treatment. The second experimental group (N = 21) benefited from both hypnotherapeutic techniques and cognitive-behavioral interventions. The control group (N = 21) did not receive any kind of psychotherapeutic interventions. The pre and post BAI, HADS and POMS scores of 21 clients who received only cognitive – behavioral methods were compared to the pre and post BAI, HADS and POMS scores of 21 patients who received hypnosis and CBT. The scores on these tests were analyzed using t tests and analyses of variance. Also the BAI was completed for 3 groups and the results were studied by the repeated measures analysis of variance (ANOVA).

Conclusions: The obtained results reflect the fact that both the intervention based on cognitive-behavioral methods and the one using specific hypnosis strategies and cognitive-behavioral techniques have led to reducing the anxiety among the experimental groups. This decrease has been statistically significant compared to the results obtained in the control group.

Keywords: Hypnosis, Anxiety Disorders, cognitive-behavioral therapy.
Problem statement: Perfectionism is a multidimensional concept widely researched since the last 30 years. The empirical literature on the relationship of perfectionism and depression suggests the connection between these two. Perfectionistic self-presentation represents one of the sides of perfectionism which seems to cause higher depressive symptoms.

Purpose of Study: The purpose of the current study is to investigate the efficiency of a cognitive-behavioral intervention in reducing perfectionistic self-presentation and depressive symptoms on a sample of subjects which take part to a group therapy programs.

Research Methods: The following instruments have been used: Beck Depression Inventory (BDI, Beck, 1970) and Perfectionistic Self-Presentation Scale (PSPS; Hewitt et al., 2003).

Findings: The participants (N = 64) to this study have been investigated in three different moments, respectively before the cognitive-behavioral intervention, after its ending and a follow-up on a period of 6 months after the cognitive-behavioral program. The statistic procedure used was the analysis of variance with repeated measures ANOVA. The results have shown that the cognitive-behavioral intervention, evaluated in the three phases of the study has a significant effect on the perfectionistic self-presentation (Pillai’s Trace= 0,502, F(2, 60)= 37,342, p=0,000, $\eta^2$ partial = 0,502, observed power = 1).

Also, the results have shown that the cognitive-behavioral intervention evaluated in the three phases of the study has a significant effect on the depression level (Pillai’s Trace= 0,489, F(2, 60)= 35,375, p=0,000, $\eta^2$ partial = 0,489, observed power = 1).

Conclusions: Overall, these findings demonstrate the necessity of investigating the efficiency of cognitive-behavioral interventions in diminishing perfectionism and depressive symptoms. Further investigations using more data from larger number of subjects are required to better understand the mechanisms with whom cognitive-behavioral methods lower this kind of problems.

Keywords: Cognitive-behavioral intervention, perfectionistic self-presentation, depression
PAPER 126. PATHOLOGICAL GAMBLING AND DEPRESSION.

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Problem statement: Gambling is a socially acceptable and legal leisure activity which involves wagering something of value (usually money) on a game or event whose outcome is unpredictable and determined by chance (Ladoceur et al., 2002). A number of previous studies have indicated that pathological gambling is often associated with depression (Angst, 2002; Blaszczynski, 2010; Kessler et al., 2008; Lorains et al., 2011). Equally, a number of theoretical models of pathological gambling have included depression as a key variable (Blaszczynski & Nower, 2002; Oei & Raylu, 2008).

Purpose of Study: The objective of this study was to investigate the relationship between pathological gambling and depressive symptoms in pathological gamblers addicted to slot machines, seeking treatment for problem gambling. The study has the hypothesis that compulsive gambling symptoms and behavior are associated with depressive symptoms. Here we report a study of depression in pathological gamblers identified within a sample of 119 adults living in Bucharest, Romania, who decided to join the Responsible Gaming Project.

Research Methods: We used semi-structured interview designed to obtain demographic information and gambling history, the South Oaks gambling Screen in order to identify the pathological gamblers and the Beck Depression Inventory to evaluate depression.

Findings: Out of 119 pathological gamblers, 76.47% were found with different symptoms of depression; 28.57% presented mild depression; 34.45% moderate depression and 13.45% severe depression.
We offered them treatment for the pathological gambling and from the original group (N=119), only 53% (N=63) remained within the program until the end. The remaining group was divided in 2 based on the original SOGS scores. The Beck scores of pathological gamblers were positively correlated with the pathological gambling as indicated by the scores of South Oak Gambling Screen-SOGS. A correlation between depressive and gambling symptoms was found amongst the 2 study r(28)=0.783; p=0.001 (two-way); r(35)=0.723; p=0.009 (two-way).

Conclusions: This research supports the existence of a positive correlation between pathological gambling and depression among pathological gamblers presenting for treatment. Validity studies are required in order to verify the causal relation between the pathological gambling and depression to Romanian gamblers.

Keywords: pathological gambling, SOGS, depression.
PAPER 128. GENDER DIFFERENCES IN QUALITY OF LIFE OF INFERTILE COUPLES AND IN THE INTENSITY OF DYSFUNCTIONAL ATTITUDES, UNCONDITIONAL SELF-ACCEPTANCE QUESTIONNAIRE, PROFILE OF EMOTIONAL DISTRESS AND DYADIC ADJUSTMENT SCALE

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Problem statement: Infertility is a stressor that affects both husbands and wives. The literature suggests that infertility is more stressful for women, although most studies have not included men/husbands. If the experience of infertility is different for women and men, the next question is whether women and men cope differently. (C Jordan – 1999)

Purpose of Study: The aim of this study was to examine the gender differences in quality of life and Dysfunctional Attitude Scale (DAS), Unconditional Self-Acceptance Questionnaire (USAQ), Profile of Emotional Distress (PED) and Dyadic Adjustment Scale (DAS) scores on patients (men and women) suffering from couple infertility.

Research Methods: Demographics of participants – 42 couples, (ages 25-62) at their first presentation to an Infertility Clinic, they proceed with necessary investigation for infertility and diagnosed, were asked to participate to a face-to-face interview, FertYQoL, DAS, USAQ; PED and Dyadic adjustment scale instruments. Statistic Methods-independent samples T test, Pearson Correlation and Fisher's Z test

Findings:
- Health satisfaction and Satisfaction with QoL: 85.3% man and 80.5% women perceive QoL as good and very good (considering their economic level?)
- There is a significant difference between men and women in emotional dimension of QoL and in mind-body dimension of QoL.
- There is no significant difference between men and women in relational dimension of QoL, and in social dimension of QoL.
- 36.6% men and 39% women have high and very high dysfunctional attitudes
- There is a significant negative correlation between score of dysfunctional attitudes and all dimensions of FertYQoL, a low QoL on any dimension is associated with higher dysfunctional attitudes
- There is no significant difference between men and women in USAQ, PED, Dyadic Adjustment Scale scores.

Conclusions: Infertile couples, especially women, are at risk of a decreased quality of life when diagnosed and undergoing fertility treatment (or women are more open to express their frustration). The couples should be provided help and psychological support, in order to improve their health-related quality of life. Quality of life is one of the most important issues to be addressed in infertility counseling.

Keywords: infertility, quality of life, dysfunctional attitudes, emotional distress, unconditional self-acceptance

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Problem statement: The cancer diagnosis causes significant distress for the individual patient as well as for the entire family system. The individualized psychotherapy generates a lot of effects on each subject, including the therapist.

Purpose of Study: The effects of the psychotherapy must be known and recognized in order to not generate "side-effects”

Research Methods: In my clinical activity, the most commonly utilized interventions were the individual psycho-dynamically oriented psychotherapy, the supportive expressive therapy, the group and cognitive-behavioral interventions.

Findings: As clinical observation, these interventions could generate different effects on the participants in the therapy process. I consider as “direct effects” on the patients: the decreasing of depression and anxiety symptoms, the recovery of the balance and the dynamism of the family relationship, the improvement of the social insertion and the recovery of the motivation related to the results of the treatment. Also, the family members of the patient developed direct effects of the psychotherapy. An appropriate understanding of the patients’ needs, an open communication in the family and a sincere expression of the emotions and feelings are the most important. Therapists can help patients and their caregivers to cope with the diagnosis and the progression of the illness, sustaining the healing process. This activity is emotionally very demanding, especially when the illness progresses and the death is drawing near. Such emotional intensity can generate indirect effects on the therapist. Strong feelings of the therapist, which may develop death anxiety, fear, and desire to protect and “save” the patient or avoidance of the patient, could be considered as “side effects” of the psychotherapy.

Conclusions: The direct effects of the psychotherapy could be considered to be appropriate with the goals of this activity, so, it is not necessary to fight against. With the indirect effects, linked to the therapist, we must fight, because of the negative consequences which could appear in time. Awareness and adequate management of counter transference through peer consultation and supervision can allow the therapist to minimize the negative impact of such feelings on the therapeutic relationship and allow it to continue to be a predictable and supportive element in the patients’ life.

Keywords: side-effects of psychotherapy, patients with cancer
Problem statement: Attitudes toward animals and various uses of non-human species are becoming of increasing importance in areas such as human-animal interaction, animal welfare and biodiversity conservation, mainly because attitudes are relatively stable psychological tendencies and they vastly contribute to the prediction of behavior. While previous studies showed that attitudes to animals are influenced by social and demographical variables such as gender, age and pet ownership and also by psychological factors like human directed empathy and anthropomorphic beliefs, little agreement has been achieved within the literature.

Purpose of Study: To investigate the individual differences in attitudes to animals, in the attempt at finding a wider predictive model that includes both sociodemographic and psychological variables.

Research Methods: The adapted Romanian versions of The Attitudes to Animals Scale (Herzog, Betchart & Pittman, 1991), the Empathy to Animals Scale (Powell, 2010) and the Belief in Animal Mind Questionnaire (Hills, 1995) were administered to 2683 Romanian participants in an online survey. Respondents also offered information about their gender, age, past or present pet ownership, education and place of residence.

Findings: A strong positive correlation was observed between positive attitudes to animals and animal directed empathy ($r = .538, p < .001$). Although both cognitive and affective components of the animal directed empathy associate with attitudes ($r = .425, p < .001$, respectively $r = .528, p < .001$) the affective dimension seems to have a greater importance. A moderate positive correlation was also found between the level of anthropomorphic thinking and attitudes to non-human species ($r = .297, p < .001$). The multiple hierarchical regression analysis performed showed that gender, age, owning a companion animal, anthropomorphic beliefs, cognitive and affective dimensions of empathy to animals were significant unique predictors of attitudes to animals ($F(8, 2674) = 170.79, p < .001$) and explained an important amount in their variance ($R^2=.336$).

Conclusions: Previously observed associations were confirmed and connected in order to form a broader and more predictively powerful model to explain attitudes toward animals. The implications of the found relationships on a wide array of human-animal interactions in society are discussed.

Keywords: attitudes, empathy, attitudes toward animals, animal directed empathy, anthropomorphic beliefs
Problem statement: In his Introduction to his Collected Papers, Ryle underlines that “in order to understand a philosopher properly, it is not enough to answer the question: «Which were their main intellectual preoccupations?»” but rather, first ask: «Which was their chief preoccupation?»”. In keeping with that spirit, the present paper attempts to discover and take stock of some of the most important intellectual preoccupations of the British philosopher, while at the same time gathering them together to rebuild what seems to us his fundamental preoccupation: that of providing a new way of understanding of the human being in its most specific things, that is, its mental being and its specificities, but also in connection with its bodily component.

Purpose of Study: Moreover, Ryle actually places the mind/body issue on a philosophical basis, whereas functionalism is overzealous in distinguishing between hardware and software, “exporting” that distinction into the mental realm, and behaviorism focuses on a much-used conceptual pair (stimulus-response) which could not handle the new conceptual challenges brought on by the idea of software and implicitly by its components (algorithms and data). The final part of the present paper deals with the Ego matter.

Research Methods: Theoretical analysis

Findings: That metaphysical Ego, of “mysterious” nature, as Gilbert Ryle describes it, has an unquestionable self-evidence, provided by an intuition of its own mental processes, which only it can access. The problem that was left unsolved by the French rationalist was knowing the other Ego: that is the difficulty raised by solipsism – the classic aporia of an Ego-centered philosophy –, from which, according to many critics, Descartes was unable to exit. The form of the critique of the essentially metaphysical Cartesian solipsism is to be found with the analytic philosophers, including Gilbert Ryle, as the so-called “privileged access”; thus only the Ego finds itself in the privileged position of knowing its own mental states. Yet it cannot know another Ego, and vice versa. Hence self-knowledge is private and reduced to one’s own mental states, which cannot be accessible to an alter Ego, but only to one’s own Ego.

Conclusions:
The English philosopher's chief endeavor was to elaborate a theory of the mind and its relation the corporal realm, one different from dualism and reductionism which both omit elements essential to human mental life.

Keywords: Gilbert Ryle; mind/body; Ego; hardware/software
PAPER 146. FROM PLATO TO ELLIS. A SHORT OVERVIEW OF THE CONCEPT OF EMOTION.

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Problem statement: Ever since ancient times, emotions have been studied and analyzed by the scientists of those times.

Purpose of Study: In this article, we set out to see how perspectives upon the concept of emotions have changed over time and according to the approach. We quickly discuss about two of the major Greek school of thought representatives (Plato and Aristotle), then move on to more recent times with Descartes and Darwin, then change the pace again with Sartre as the representative of phenomenology and finally end up with discussing about cognitivists' approach such as Johson and Laird, Lazarus, Frijda and Ellis.

Research Methods: The study is a theoretical one, and we believe it helps grasp a better understanding of the role of emotions in all aspects of our life and ultimately the importance of emotions. The accent in this study lays on the ABC model based on the Rational Emotive Behavior Theory developed by Albert Ellis.

Findings: We found that there was little consensus between different authors and approaches when it comes to defining emotions. Nevertheless, the latest studies in research show the importance of emotions and emotion regulation in our lives and how we can control them so that we live a fulfilling life.

Conclusions: Building on the work of those before him, Albert Ellis develops a new and effective approach to emotion understanding and regulation called the ABC model, based on the Rational Emotive Behavior Theory. He basically continues some of the same ideas presented thousands of years ago by Stoics such as Epictetus and continued by phenomenologists such as Sartre. The idea that we are entirely responsible of the way we feel and behave and that we can control these emotions through the beliefs that determines them.

Keywords: emotions, approaches, theories, cognitions, rational emotive behavior theory, control, beliefs.
PAPER 147. A TRANSACTIONAL ANALYSIS GROUP PSYCHOTHERAPY PROGRAMME FOR IMPROVING THE QUALITIES AND ABILITIES OF FUTURE PSYCHOLOGISTS

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Purpose of Study: to study if a Transactional Analysis Group Psychotherapy Programme improves the qualities and abilities specific for the profession of psychologist in psychology students: tolerance, psychological mindedness, emotional self-control, empathy, sociability, amicability, self-satisfaction level.

Research Methods: A 12 sessions Transactional Analysis Group Psychotherapy Programme was conducted for 23 Psychology College students, randomly distributed into two therapy groups. The psychologist’s qualities and abilities were pretest and posttest assessed using the California Psychological Inventory 260 (CPI 260).

Findings: After the statistical analysis (using the 2 related samples Wilcoxon test), the results were statistically significant in the case of one psychological trait only: the Self-satisfaction level \( (z=-2.276, p\leq.05, (p=.023)) \). Statistical differences for Psychological mindedness are close to the limit of the statistical significance, thus accepting the possibility of the existence of statistically significant differences in the case of this variable, also \( (z=-1.813, p>.05, (p=.07)) \). Differences are recorded on two out of the seven specific qualities and abilities of the profession of psychologist. Statistically significant differences were also found within other psychological traits of the other twenty-two psychological characteristics assessed by CPI 260, which were not initially included among the specific qualities and abilities of the profession of psychologist: Self-acceptance \( (z=-2.062, p\leq.05, (p=.039)) \) and Creativity \( (z=-2.355, p\leq.05, (p=.019)) \).

Conclusions: The implementation of the Programme described in this paper responds to the needs for personal development and self-knowledge, and contributes to forming the qualities needed in the occupation of psychologists while still in the Bachelor's degree period, students being the recipients of the self-knowledge and personal development hours regardless their psychological specialization options.

Keywords: Transactional Analysis, Group Psychotherapy, qualities, abilities, psychologists
PAPER 148. THE EGO STATES AND THE „BIG FIVE” PERSONALITY FACTORS

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Problem statement: Transactional Analysis defines an Ego State as a “constant pattern of feeling, thinking and behaving” we are experiencing at a certain moment (Berne, 1970). The level of an individual’s “Big Five” factors can be predicted by behaviorally observing the Ego States the person is showing the most. This research is based on the work of Florin-Alin Sava, Phd (2008) on the “Big Five” personality factors, and on the work of Berne (1970) and Boholst (2003) on Ego States.

Purpose of Study: The purpose of this research is to determine the existence of relations between the Ego States as described by the Transactional Analysis and the “Big Five” personality factors.

Research Methods: A correlational study was conducted and the research sample consisted in 42 school Psychologists and Counselors. The Ego States were assessed using the Personal Styles Questionnaire, and the “Big Five” personality factors were assessed by the DECAS questionnaire.

Findings: After the statistical analysis was conducted (using the Bravais Pearson correlation), the results were statistically significant for the following relations: Critical Parent and Agreeability (r=-.406, p≤.01, (p=.008)); Adapted Child and Consciousness (r=.395, p≤.01, (p=.010)); Adapted Child and Emotional Stability (r=-.502, p≤.01, (p=.001)); Natural Child and Extraversion (r=.353, p≤.05, (p=.022)); Natural Child and Agreeability (r=-.313, p≤.01, (p=.044)).

Conclusions: By assessing the Ego States a person’s is showing most, on a observational level, the level of the “Big Five” personality factors can be predicted. People showing strong Critical Parent and Natural Child behaviors are perceived being less agreeable. Individuals with high Adapted Child characteristics will have a low level of Emotional Stability, and people having high Natural Child traits will be extroverted persons.

Keywords: Transactional Analysis, Ego States, Big Five Personality Factors

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Problem statement: The field of cyberbullying is relatively new and there is no universal consensus on its definition, measurement and intervention. Authors agree that bullying has entered into the digital domain and professionals require the knowledge and skills to help identify and prevent these behaviours.

Purpose of Study: To examine students’ experience (N=92) with different types (face-to-face; cyberbullying) and different degrees of associations (e.g. as bullied, bully, or as witness) with the bullying behaviour, to determine if distinct groups can be identified based on depression, anxiety and stress symptoms and environmental circumstances: judgments on adults’ behavior.

Research Methods: A questionnaire-based survey developed by Campbell (2010) was utilized to collect information from University students. A convenience sample was selected, and students volunteered after confidentiality and anonymity was guaranteed. The survey included sociodemographic information, bullying information, and it also included The Depression, Anxiety, Stress Scale (DASS-21) by Lovibond and Lovibond (1995), and The Strengths and Difficulties Questionnaire (SDQ) by Goodman (1997) that measures both positive and negative attributes (emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and pro-social behaviour).

Findings: Using SPSS, descriptive analyses revealed that 8.7% reported been cyber bullied this year; 2.2% cyberbullied someone this year; 18.5% know someone that has been cyberbullied this year; 18.5% have been bullied on some occasions, 2.2% have cyber bullied someone before this year; 10.9% know someone that has been cyber bullied before this year; 31.5% have been bullied face-to-face this year; 10.9% have bullied someone else face-to-face this year; 32.6% know someone being bullied this year; 6.5% have been both cyberbullied and bullied face-to-face this year. Reliability analyses for the Adults’ behaviour when facing cyber bullying were α=.80; for the Adults’ behaviour when facing face-to-face bullying was α=.84; Reliability of the DASS-21 was α=.92 and reliability from the SDQ was α = .70. Pearson’s correlations show significant and negative associations between judgments on adults behavior against cyberbullying andf anxiety rxy = -.217; p=.04), and difficulties (rxy = -.245; p=.02). Significant and negative association was found between having been face-to-face bullied this year and adults’ behavior when dealing with face-to-face bullying (rxy = -.250; p<.05). Significant and positive associations was found between having been face-to-face bullied this year and anxiety (rxy=.317; p<.01), and difficulties (rxy = .221; p<.05). Similarly, a significant and positive association was found between having been cyber and face-to-face bullied this year and anxiety (rxy=.212; p<.05).

Conclusions: 31.5% of the respondents have experience face-to-face bullying this year, and 32.6% know someone who has been bullied during this period of time. Although cyberbullying is not as frequent as face-to-face bullying, it is starting to be a significant problem for an increasing number of students. Further studies are required with larger and more diverse samples in order to verify current findings and to test for additional associations.

Keywords: cyberbullying, traditional bullying, anxiety,
PAPER 150. CONNECTING LIFE-WORLDS IN ORTHODOX CHURCH-RUN PROGRAMS FOR THE TREATMENT OF PROBLEMATIC SUBSTANCE USE IN ROMANIA

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Problem statement: A most recent trend in medicine and health care, with roots in the humanistic psychotherapy, emphasizes the necessity to re-organize the structure of the services around the experience and needs of the persons using and providing them. A critical place of this mutation lies at the interface between the personal universe (life-world) of the users and the professionalized world of the services. Since “there is no health without mental health” (WHO), the psychotherapy services, especially the ones for problematic substance users and addicted persons are a relevant case study of the challenges raised by integrating the professionals and their “problematic” partners as active co-producers of therapy and recovery.

Purpose of Study: To study the structure of life-worlds connectivity at the provider-users interface, within the subcase of the programs for problematic substance use and addiction run by the dominant church in Romania.

Research Methods: Qualitative research consisting in 6 semi-structured, in-depth interviews with key-informants from all the four existing programs: 5 addiction counselors, 2 priests, 1 nun (3 pretesting interviews with priests working with the Nazareth Center of Blue Cross International-Romania and a psychiatry clinic in Sibiu, Romania). Nine questions aided to uncover various aspects of connecting life-worlds in that specific therapeutic setting (“the other’s identity”, “common things”, “permeating identities”, “therapeutic aims”, “process”, “tools”, “offer”, “difference”, “therapeutic (in) completeness”).

Findings: For Orthodox-Christian psychotherapists, addiction is a symptom of a deeper condition; the addicts are persons in need of compassion, help and hope. Most of the professionals share with them similar addiction histories, the same need of “salvation”, and necessity to work the therapeutic program; are permanently confronted with themselves, accompany anew their journeys and consider blessed for that; recovery is based on authentic relationship with self and others, continuous and never lasting, not miraculous but comes in relationship with the deity, in need of multidisciplinary team, and integrated services.

Conclusions: The connections of professional and users life-worlds in Orthodox Church-run programs are of a “wounded healer” type. What connect most are common life-trajectories and mutual life-fulfilling gains.

Keywords: addiction, recovery, Orthodox Church-run programs, life-words, connection
Problem statement: According to the authors of dominant laterality theories (Sovak, Blumel, Froeschels, Kreindler, Fradis, etc.), to the children who are obliged to use their less skillful hand in learning handwriting may occur following phenomena (events): disorders of body scheme, disorders of the language, disorientation and confusion in spatial orientation, relation disturbances.

Purpose of Study: According to brain dominance theories we purpose to study if using less skillful hand in learning graphic act can influence the quality of school adaptation in children from primary school.

Research Methods: The study involved 126 children from primary school, divided into two right handed and left handed but using right hand in writing. The information obtained has been processed using statistical methods (average, standard deviation and correlation coefficient). Instruments: projective tests, test drawing disorders (C. Enachescu), analysis of school documents, calligraphy and spelling test (dictation and copying), and a sociometric test adapted for primary school children. The latter was used in making individual profile sociograms for three students from the study, in order to emphasize the degree of their integration in the class.

Findings: Quantitative and qualitative interpretation of the tests applied to those two samples, indicates a higher frequency for children that uses less skilled hand with the following problems: motor coordination (which could mean a disturbance of body scheme) and emotional problems related to the activities school (aversion to act of writing or school). We also find in the experimental sample a higher frequency of writing disorder and also disturbances of relationship during school activities.

Conclusions: This research but bring to the attention of specialists a need for better etiology of some school issues of adaptation and the need of a greater number of special education specialists. On the other hand we suggest more rigorous implementation of testing the laterality on the entry in the school in order to avoid significant development of disorders at children forced to use their less skillful hand.

Keywords: less skillful hand, language disorder, motor coordination, emotional problems, relationship disturbances
PAPER 153. SPECIFIC AFFECTIVITY AND THE RELATIONSHIPS IN PREADOLESCENTS WITH DIFFERENT IQ

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Problem statement: Although there is a complex interaction between the intellectual side and the affective one (according to J.Piaget), while they stimulate and adjusts each other, not always the intelligent people can cope with difficult situations or have a good way of relationship.

Purpose of Study: We propose to study in what way the level of intelligence at pubers with different IQ influence emotional feelings and the type of relationship.

Research Methods: The study involved 200 preadolescents with different IQ levels. We have applied Raven Progressive Matrices Test, The Questionnaire Evaluation of Emotional Expressions, The Family Test. The data has been processed using statistical methods (descriptive statistical procedures-frequency distributions, frequency graphs), Chi-Square Tests.

Findings: After applying the IQ test we created three samples: 80 preadolescents with IQ between 50-70, 80 preadolescents between 20-50, and 80 with normal IQ level. At the pubers with normal intellect we noticed safety feelings towards parents, impulsive tendencies, aggressive tendencies, desire to impress. Over 90% are kind to the people around them and are accepted by the collectivity. Only 7,5 are set aside, they avoid warm relationships and are moody. At the pubers with mental debility we noticed inner tension, anxiety, impulsivity and a poor rate of family integration; inferiority feelings, feelings of being inadequate, of insecurity, depressive and regressive tendencies. 70% are kind to the ones around them and are accepted by the collectivity, 20% avoid warm relationships, are closed to the others and are hesitating in their relationships. The ones with severe deficiency have inferiority feelings, inadequacy, insecurity, anxiety, depressive and regressive tendencies, they are in conflict or they fear one family member, they manifest inhibition and withdrawal. 60% are good willing, 35% are uncooperative, 45% are closed to themselves, hesitating in their relationships, withdrawn and 35% have unpredictable reactions.

Conclusions: All subjects, no matter the IQ level, registered the whole inventory of characteristics and affectional behaviour, and still there is a difference in the quality, the frequency and the intensity of their manifestation. The difficulties in structuring and developing the positive features of affectivity are not necessarily caused by mental deficiency; this one can only be a generating factor, leading to disturbance and disharmony. This research but bring to the attention of specialists a need for better etiology of some school issues of adaptation and the need of a greater number of special education specialists. On the other hand we suggest more rigorous implementation of testing the laterality on the entry in the school in order to avoid significant development of disorders at children forced to use their less skillful hand.

Keywords: intelligence, mental debility, affectivity, relationships, adaptation
Problem Statement: Present study aims to explore the impact of some legal and extralegal factors on judge’s penal decision. Until the beginning of XX century, the decision of the judges was described as a strictly rational process, the magistrates solving cases tacking into account only the normative framework and the evidences from files. Researches developed into the last century revealed the consistent impact of some internal and external factors (socials, economic, psychological or even physiological) on the decision process.

Purpose of Study: In this study we focused on the impact on decision of some specific factors: personal circumstances of offenders, the mass-media and public opinion pressure, personal experiences of magistrates, the overcrowded prisons problem and ensuring public protection.

Research Methods: The methodology of study consists in a self-administrated questionnaire and some interviews with magistrates from courts.

Findings: We found that judges take in consideration almost always personal circumstances of offenders (sometimes in cooperation with the probation service) by consider that personal experiences, mass media and public opinion not influence the decision. The study revealed a sequential approaching of penal process, judges been focused only on the procedures developed into the court but ignoring the institutional consequences of their decision. Thus, they consider that the problem of overcrowded prisons is just an administrative problem of prison administration without any connection with the penal decision. Despite these issues judges are concerned on the rehabilitative potential of sentences (especially noncustodial sentences) trying to find the best ways to solve offenders’ criminological needs.

Conclusions: Our study revealed that judges have a rational approach of sentencing policy, minimizing or even excluding the possibility to be influenced in their decisions by factors as mass media, public opinion or personal experiences. Also they are focused strictly on procedures from inside the court, ignoring the impact of sentence on other institutions but being focused on personal circumstances of the offender.

Keywords: judges, legal factors, extralegal factors, probation, prisons,
Problem Statement: Studies looking at why, how much, and how Romanian teenagers use Facebook are still scarce and inconsistent. While social networking sites appear to be prominent aspects of adolescents’ lives, their uses is still a virgin field of research.

Purpose of Study: This exploratory study focuses on analyzing the purposes of Facebook use in an undergraduate sample and explore motivations and time investment of those teenagers to Facebook social network site.

Research Methods: In order to understand social, daily and educational purposes while using Facebook, a questionnaire based survey was organized on an initial sample of 78 high school students (16 -18 years old).

Findings: About 20.51% of the respondents stated that they are not Facebook users yet. The reasons are diverse: not interested in Facebook (62.5% of non-users); some of them say that parents do not agree (25%) or have not spare time for (12.5%). Facebook members participated in this study reported that they had been on Facebook for 2 years or more, most of them have more than 250 Facebook friends and log in to Facebook several times in a day in order to look for pictures, movies, music or events of interest, chat with their friends, and very little for educational and school-related purposes.

Conclusions: Many of the adolescents (56.45%) in this sample says that the network provides a way to present themselves to the world in an unrestricted way, to say who they really are. Hence, their attitudes and behaviors when initiating actions in social networks seem to be less community related, and more individualistic, focusing on ways to present themselves to world and be networked with other individuals online.

Keywords: Facebook, social networking, teenagers, self-presentation
Problem Statement: Research in the area of the rehabilitation of drug dependent offenders and the Courts' decisions concerning their medical and/or psychological treatment suggests that, during the last years, the probation services struggle to cope with supervising of drug dependent offenders. The consumption of drugs in Romania especially among young people has become part of agenda of the specialized institutions, mass media and public opinion. Practical evidence demonstrated that the repressiveness of the law is rather ineffective, and this imposed the necessity of a new vision. The action should be not priorily focused on the punishment of the drugs consumers, but on facilitating their participation in a medical or psychological program in the hope of obtaining and maintaining their abstinence, while reducing the risks they present for the community.

Purpose of Study: Our study points out the way the period of surveillance is finalized in the case of the drugs dependent offenders. We followed and analyzed these cases from the total number of supervised persons during 2008-2011 with the aim to evaluate the impact of the judges' decisions to impose a treatment for addiction to these subjects. We consider that this kind of decisions allow in the case of drugs dependent offenders to finalize due time the surveillance period and to reintegrate.

Research Methods: A critical analysis of information offered by the Bucharest Probation Service (BPS)'s data base was performed. The main indicators followed in this study are: the total number of persons under supervision in the BPS evidence during the 2008-2011 (irrespective of offence committed); the number of persons convicted for crimes committed under the Law 143/2000 or as a result of drug consumption; demographics (age, gender), the offence for which the person was convicted in one the following categories: the offence as an object, as a need or as a facilitator; obligation imposed by the Court; frequency of drug consumption; the drug used; occupational status. The evolution of the persons who were obliged to follow a treatment their addiction was monitored from the beginning until the end of their supervision through a qualitative analysis of surveillance files.

Findings: The analysis demonstrates an upward trend in both the total number of convictions under supervision by the BPS, and the number of drug users during 2008-2011. The number of offenders convicted in court cases where drugs represented a crime object is significantly higher in 2010 than in 2008. Out of the total number of persons for whom the Court imposed an obligatory treatment, about 18% have finalized their probation period in due time.

Conclusions: Several changes in the dynamics of the relation between the crimes for which the offenders are convicted and drug consumption in the period analyzed can be noticed, with a clear interdependency between the number of the offenders for whom the Court have imposed the obligatory treatment and their period of supervision being finalized in time. The results of the study could lead to the improvement of both the collaboration between Court and BPS mostly in the case of drug users and the Probation Services' style of work.

Keywords: drugs free, supervision, probation services, Court's decision, drug user offenders
Problem Statement: Starting from the need to develop an appropriate methodology to identify risk indicators crime, report the discernment of delinquent children compared with those who did not commit antisocial acts, we tried to validate that support the theory according to which there is a difference significant emotional maturity levels between the two groups of children, the low level of emotional maturity representing a risk indicator criminal.

Purpose of Study: Examination of emotional maturity level of children (N = 209), children from rehabilitation centers, juvenile offenders (N = 111) and children in schools (N=98), with questionnaire C (MA) to assess the level of social and emotional maturity, in to identify differences between emotional maturity levels present in the two groups.

Research Methods: A questionnaire-based study-C (MA) to identify the level of emotional maturity and differences between the two groups, who did not have any medical condition. Subjects were instructed to answer the questions in the questionnaire, so as to avoid as much as possible socially desirable responses.

Findings: Processing and interpretation of the results we used SPSS software. Verification was performed using Kolmogorov-Smirnov test. Data were compared as independent elements two groups of subjects, A1-delinquent children in rehabilitation centers (juvenile offenders) and A2-normal children in educational establishments. Dependent element is expressed in the questionnaire survey results-C (MA), the level of emotional maturity. From Kolmogorov-Smirnov test results in emotional maturity variable (z = .691, p = .621), I decided to use parametric methods compared. The analysis performed (t = -2.406, p = 0.023), we concluded that the level of emotional maturity, significant differences in the two children groups.

Conclusions: It appears from media analysis, the level of emotional maturity is higher in the group of teenagers who have suffered a history from other lot (m1 = m2 = 221.6087 and 252.7143). Juvenile offenders are characterized by insufficient level of emotional maturity or by different states of disorder of affectivity.

Keywords: Emotional maturity, discernment, juvenile offenders.
PAPER 184. ATTITUDE AS A REFLECTION OF INTERPERSONAL RELATIONSHIPS-EVALUATION AND INTERPRETATION IN THE ORGANIZATIONAL CONTEXT

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Problem Statement: Starting from the simplest definition of attitude, described as "way of being or behaving", listing the main definitions provided by the human sciences authors, as: Eagly, Chaiken and Jung and studying the tripartite view offered by William J. McGuire, through this study we try to explain how attitudes are reflected in interpersonal relations and if they are the cause or the effect of those.

Purpose of Study: is to analyze the interpersonal attitudes of a group of 33 subjects, linking the attitude with the expression of preference or rejection, for someone from the reference group.

Research Methods: First a questionnaire of attitudes and interpersonal relationships, that provide information about subject’s attitude toward self and toward others and also about volitional traits, involved in this process. Another tool is the Sociometric Test or Moreno Method, used to identify the group’s member relations: attraction and rejection.

Findings: SPSS Descriptive statistics and Bivariate correlation reveals that “self-attitude” of the group’s members has a lower (mean = 2.83), than “the attitudes toward others” (mean = 4.06), while volitional traits are weak exhibited (mean = 1.96). Those means are the indicators of the overrating tendency and lack of interest in others opinions, but all these are offset by “selflessness”, “objectivity” and “diplomacy”, representative features for the members of the reference group. Regarding the way how “attitudes toward self”, influence “attitudes towards others”, correlation coefficients indicate a negative correlation between the two (Pearson Correlation = -0.359).

Conclusions: In the group, it can be observed the tendency to a lower „self-attitude”, the higher „attitude towards others” is manifested. That may appear as a compensation phenomenon, in terms of attitude. Also the subjects who have high scores on „attitude toward others” register „positive status” in the socio matrix of the studied group, suggesting that this group is integrated into the organizational environment.

Keywords: attitude, interpersonal relationships, group, organizational context, volitional traits
Theoretical foundation: Previous research on gender differences in mental rotation made by Roberts (1999) evidenced that adult males had faster reaction times, and activation patterns that are more indicative of a simple rotation task and females had slower reaction times and exhibited brain patterns indicating difficult type of rotation task.

Objective: to highlight gender differences in mental rotation ability computer task. Hypothesis: There are statistically significant differences in mental rotation ability computer task at young males comparing with young females at psychology.

Method: participants were 57 young students age between 20 and 24 years old (m=21.56; S.D.=1.42), 24 young females and 24 young males, undergraduate students at the Faculty of Psychology and Educational Sciences, University of Bucharest, Romania. Instruments: mental rotation cognitive task (Schuhfried, 2007).

Results: the hypothesis was confirmed regarding gender differences in mental rotation as computerized cognitive task (p<0.05).

Conclusions: According the behavioral-social specialization at psychology, both groups of students obtained the group means lower than groups from other specializations focused on technic and mathematics (Aniței & Chraif, in press). Talking about gender differences in mental rotation at psychology, young undergraduate students males obtained statistically significant higher differences than young undergraduate student females. A possible answer should be provided by future research regarding the youngsters’ environment: home conditions of doing homework, living style, the amount of money in the family on each family member.

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Keywords: mental rotation, brain pattern, reaction time, gender differences in mental rotation.