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Endogenous Population Dynamics and Economic Growth with Free Trade between Countries

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Abstract

This paper builds a model to deal with dynamic interdependence between different countries' birth rates, mortality rates, populations, wealth accumulation, and time distributions between working, leisure and children caring. The model shows the role of human capital, technological and preference changes on national differences in birth rates, mortality rates, time distributions, population change, and wealth accumulation. The economic mechanisms of wealth accumulation, production and trade are based the Solow growth model and the Oniki-Uzawa trade model. We use the utility function proposed by Zhang to describe the behavior of households. We model national and gender differences in human capital, propensity to have children, propensity to use leisure time, and children caring efficiency. We describe the dynamics of global economic growth, trade patterns, national differences in wealth, income, birth rates, mortality rates, and populations with differential equations. We simulate the model to show the motion of the system and identify the existence of equilibrium point. We also examine the effects of changes in the propensity to have children, the propensity to save, woman's propensity to use leisure, woman's human capital, and woman's emotional involvement in children caring on the dynamics of the global and national economies.

Keywords: propensity to have children; birth rate; mortality rate; population growth; gender; international trade; time distribution; wealth accumulation

JEL classification: O47, O57

1 INTRODUCTION

This study deals with global dynamic interdependence between economic growth, population growth, and inequalities in income and wealth in a multi-country model with free markets and free trade. It builds a trade model with endogenous wealth, endogenous birth and mortality rates, population dynamics, time distributions between leisure, work and children caring under perfectly competitive markets and free trade. The model is built on the basis of the Solow neoclassical growth model, the Oniki-Uzawa trade model, and some neoclassical growth models with endogenous population. We integrate these approaches by applying the utility function proposed in a unique manner by Zhang to determine saving and consumption.

This study is concerned with global economic dynamics with multiple countries. As far as a country's economy is concerned, this paper is strongly influenced by the Solow model (Solow, 1956; Burmeister and Dobell, 1970; Azariadis, 1993; Barro and Sala-i-Martin, 1995). The model of this study is built within the framework of neoclassical growth theory. We follow the Solow model in modeling economic production and wealth accumulation. Nevertheless, we analyze household behavior by the approach proposed by Zhang (1993). With regards to capital mobility and trade, our model is based on the neoclassical growth trade model. According to Findlay (1984), almost all the trade models developed before the 1960s are static in the sense that the supplies of factors of production are given and do not vary over time. An early trade model with endogenous capital and capital movements is provided by Oniki and Uzawa (1965). They examine trade patterns between two economies in a Heckscher-Ohlin model with fixed savings rates. Deardorff and Hanson (1978) propose a two country trade mode with different saving rates across countries. There are some other growth models with international trade (e.g., Brecher et al., 2002; Nishimura and Shimomura, 2002; Ono and Shibata, 2005). But none of these models with endogenous capital accumulation contain endogenous population changes. It should be also remarked that most of trade models with endogenous capital in the contemporary literature are either limited to two-country or small open economies (for instance, Wong, 1995; Jensen and Wong, 1998; Obstfeld and Rogoff, 1998). It is necessary to deal with trades and growth with an analytical framework with any number of countries as the world does consist of many countries and trades occur among multiple countries. Our model is built for any number of countries.

It is a challenging topic to introduce endogenous population dynamics into economic trade growth model. Even to describe dynamics of a world economy with

two national economies, it is almost impossible to avoid higher dimensional nonlinear dynamic analysis. Analysis of higher dimensional differential equations tends to be too complicated with help of computer. This is perhaps a main reason that most of economic growth theories omit dynamics of population, even though interactions between economic growth and population change have been a challenging question in economics even since Malthus published his *An Essay on the Principle of Population* in 1798. This study is to examine dynamic interactions between wealth accumulation and population dynamics with endogenous birth rates and mortality rates in a multi-country neoclassical growth framework. There are many factors, such as changes in gender gap in wages, labor market frictions, and age structure (Galor and Weil, 1999; Adsera, 2005; Hock and Weil, 2012). Bosi and Seegmuller (2012) study heterogeneity of households in terms of capital endowments, mortality, and costs per surviving child. Varvarigos and Zakaria (2013) examine interactions between fertility choice and expenditures on health in the traditional overlapping-generations framework. Another determinant of population change is mortality rate (Robinson and Srinivasan, 1997; Lancia and Prarolo, 2012). This study is influenced by these studies.

Our study is strongly influenced by the literature of the neoclassical growth theory and the literature of population growth and economic development. A unique contribution of this paper is to model population growth of multiple countries in the framework of the Solow growth model with endogenous wealth accumulation and gender time distribution between work, leisure and children caring. The paper analyzes the link between wealth growth, economic growth, gender division of labor, and population growth. The physical capital accumulation is built on the Solow growth model. The birth rate and mortality rate dynamics are influenced by the Haavelmo population model and the Barro-Becker fertility choice model. We synthesize these dynamic mechanisms in a compact framework, applying an alternative utility function proposed by Zhang (1993). The model is actually a synthesis of Zhang's two models. Zhang (1992) develops a model of global growth model with capital accumulation and international trade. Zhang (2015) develops a growth model with endogenous population with a homogenous household. The paper is organized as follows. Section 2 introduces the basic model with wealth accumulation and population dynamics. Section 3 simulates the model. Section 4 carries out comparative dynamic analysis with regard to some parameters. Section 5 concludes the study.

2 THE BASIC MODEL

The model is a synthesis of the two models by Zhang (1992, 2015). The production aspects are based on the Solow growth model (Solow, 1956). The world consists of J countries. Countries are indexed by j , $j = 1, \dots, J$. All the countries produce the internationally homogenous capital good. Each national economy has one sector, producing a single commodity for consumption and investment. In country j capital depreciates at a constant exponential rate δ_{kj} which is independent of the manner of use. This assumption follows the traditional Oniki-Uzawa trade model. Ikeda and Ono (1992) show that most of trade models with endogenous capital are structured like Oniki-Uzawa trade model and its various extensions with one capital good. Like Zhang (1992), we also follow this traditional analytical framework. Households own assets of the economy and distribute their incomes to consume and save. The production sectors use capital and labor. Exchanges take place in perfectly competitive markets. Factor markets work well; factors are inelastically supplied and the available factors are fully utilized at every moment. Saving is undertaken only by households, which implies that all earnings of firms are distributed in the form of payments to factors of production. We omit the possibility of hoarding of output in the form of non-productive inventories held by households. We require savings and investment to be equal at any point in time. Let prices be measured in terms of the capital good and the price of the capital good be unit. We denote wage and interest rates by $w_j(t)$ and $r_j(t)$, respectively, in the j th country. In the free trade system, the interest rate is identical throughout the world economy, i.e., $r(t) = r_j(t)$. Households own assets of the economy and distribute their incomes to consumption, child bearing, and wealth accumulation. The population of each gender is homogeneous. We assume that each family consists of husband, wife and children. All the families are identical. We use subscripts $q = 1$ and $q = 2$ to stand for man and woman respectively. We use $N_j(t)$ to stand for the population of each gender in country j . Country j has the population, $2N_j(t)$. We use (j, q) to index a person of gender q in country j . Let $T_{jq}(t)$ and $\bar{T}_{jq}(t)$ stand for work time and time spent on taking care of children of (j, q) and $\bar{N}_j(t)$ for country j 's flow of labor services used in time t for production. We have $\bar{N}_j(t)$ as follows

$$\bar{N}_j(t) = \sum_{j=1}^J [h_{j1} T_{j1}(t) + h_{j2} T_{j2}(t)] N_j(t), \quad j = 1, \dots, J, \quad (1)$$

where h_{jq} is the level of human capital of person (j, q) .

The production sector in country j

The production sector uses capital and labor as inputs. Let $K_j(t)$ stand for the capital stock employed by country j at time t . We take on the following form of the production function

$$F_j(t) = A_j K_j^{\alpha_j}(t) \bar{N}^{\beta_j}(t), \quad \alpha_j, \beta_j > 0, \quad \alpha_j + \beta_j = 1, \quad (2)$$

where $F_j(t)$ is the output level, and A_j , α_j , and β_j are parameters. Markets are competitive; thus labor and capital earn their marginal products. The marginal conditions are

$$r(t) + \delta_{kj} = \frac{\alpha_j F_j(t)}{K_j(t)}, \quad w_j(t) = \frac{\beta_j F_j(t)}{\bar{N}_j(t)}, \quad w_{jq}(t) = h_{jq} w_j(t). \quad (3)$$

Consumer behaviors

We use an alternative approach to household proposed by Zhang (1993). Households decide time distribution, consumption level of commodity, number of children, and amount of saving. To describe behavior of consumers, we denote per family wealth by $\bar{k}_j(t)$. Per family current income from the interest payment and the wage payments is

$$y_j(t) = r(t) \bar{k}_j(t) + [h_{j1} T_{j1}(t) + h_{j2} T_{j2}(t)] w_j(t).$$

We call $y_j(t)$ the current income in the sense that it comes from consumers' payment for efforts and consumers' current earnings from ownership of wealth. The total value of wealth that a family can sell to purchase goods and to save is equal to $\bar{k}_j(t)$. Here, we assume that selling and buying wealth can be conducted

instantaneously without any transaction cost. The disposable income per family is given by

$$\hat{y}_j(t) = y_j(t) + \bar{k}_j(t). \quad (4)$$

Let $n_j(t)$ and $p_{bj}(t)$ stand for the birth rate and the cost of birth. According to Soares (2005) parents' utility depends not only on their surviving offspring, but also on length of each surviving child's lifespan. Following Zhang (2015), we assume that children will have the same level of wealth as that of the parent. In addition to the time spent on children, the cost of the parent is given by

$$p_{bj}(t) = n_j(t)\bar{k}_j(t). \quad (5)$$

Here, we neglect other costs such as purchases of goods and services. We consider the following relation between fertility rate and the parent's time on raising children

$$\bar{T}_{jq}(t) = \theta_{jq} n_j(t), \quad \theta_{jq} \geq 0. \quad (6)$$

The specified function form implies that if the parents want more children, they spend more time on child caring. This linear formation is a strict requirement as child caring tends to exhibit increasing return to scale. For instance, the time per child tends to fall as the family has more children. Clothes and housing are shared among family members. In this stage of modelling we assume constant return to scale because this assumption makes the analysis mathematically tractable.

The household distributes the total available budget between saving, $s_j(t)$, consumption of goods, $c_j(t)$, and bearing children, $p_{bj}(t)$. The budget constraint is

$$p_j(t)c_j(t) + s_j(t) + \bar{k}_j(t)n_j(t) = \hat{y}_j(t). \quad (7)$$

We consider that except work and child caring, parents also have their leisure. We denote the leisure time of person (j, q) by $\tilde{T}_{jq}(t)$. Each person is faced with the following time constraint

$$T_{jq}(t) + \bar{T}_{jq}(t) + \tilde{T}_{jq}(t) = T_0, \quad (8)$$

where T_0 is the total available time for leisure, work and children caring. Substituting (8) into (7) yields

$$p(t)c_j(t) + s_j(t) + \bar{k}_j(t)n_j(t) + \bar{T}_{j1}(t)w_{j1}(t) + \bar{T}_{j2}(t)w_{j2}(t) + \tilde{T}_{j1}(t)w_{j1}(t) + \tilde{T}_{j2}(t)w_{j2}(t) = \bar{y}_j(t) \quad (9)$$

where

$$\bar{y}_j(t) \equiv (1 + r(t))\bar{k}_j(t) + (w_{j1}(t) + w_{j2}(t))T_0.$$

The right-hand side is the “potential” income that the family can obtain by spending all the available time on work. The left-hand side is the sum of the consumption cost, the saving, the opportunity cost of bearing children, and opportunity cost of leisure. Insert (6) in (9)

$$c_j(t) + s_j(t) + \tilde{w}_j(t)n_j(t) + \tilde{T}_{j1}(t)w_{j1}(t) + \tilde{T}_{j2}(t)w_{j2}(t) = \bar{y}_j(t), \quad (10)$$

where

$$\tilde{w}_j(t) \equiv \bar{k}_j(t) + h_j w_j(t), \quad h_j \equiv \theta_{j1} h_{j1} + \theta_{j2} h_{j2}.$$

The variable $\tilde{w}_j(t)$ is the opportunity cost of children fostering. We assume that the parents’ utility is dependent on the number of children. We assume that the utility is dependent on $c_j(t)$, $s_j(t)$, $\tilde{T}_{jq}(t)$, and $n_j(t)$ as follows

$$U_j(t) = c_j^{\xi_{j0}}(t) s_j^{\lambda_{j0}}(t) \tilde{T}_{j1}^{\sigma_{j01}}(t) \tilde{T}_{j2}^{\sigma_{j02}}(t) n_j^{v_{j0}}(t),$$

where ξ_{j0} is called the propensity to consume, λ_{j0} the propensity to own wealth, σ_{j0q} the gender q 's propensity to use leisure time, and v_{j0} the propensity to have children. The first-order condition of maximizing $U_j(t)$ subject to (13) yields

$$c_j(t) = \xi_j \bar{y}_j(t), \quad s_j(t) = \lambda_j \bar{y}_j(t), \quad \tilde{T}_{jq}(t) = \frac{\sigma_{jq} \bar{y}_j(t)}{w_{jq}(t)}, \quad n_j(t) = \frac{v_j \bar{y}_j(t)}{\tilde{w}_j(t)}, \quad (11)$$

where

$$\xi_j \equiv \rho_j \xi_{j0}, \quad \lambda_j \equiv \rho_j \lambda_{j0}, \quad \sigma_{jq} \equiv \rho_j \sigma_{jq0}, \quad v_j \equiv \rho_j v_{j0}, \quad \rho_j \equiv \frac{1}{\xi_{j0} + \lambda_{j0} + \sigma_{j10} + \sigma_{j20} + v_{j0}}.$$

The birth and mortality rates and population dynamics

According to the definitions, the population change follows

$$\dot{N}_j(t) = (n_j(t) - d_j(t))N_j(t), \quad (12)$$

where $n_j(t)$ and $d_j(t)$ are respectively the birth rate and mortality rate. Our modelling of birth and mortality rates is influenced by different ideas in the literature of economic growth and population change (e.g., Haavelmo, 1954; Razin and Ben-Zion, 1975; Stutzer, 1980; Yip and Zhang, 1997; Chu *et al.*, 2012; and Tournemaine and Luangaram, 2012). Following Zhang (2015), we assume that the mortality rate is negatively related to the disposable income in the following way

$$d_j(t) = \frac{\bar{v}_j N_j^{b_j}(t)}{\bar{y}_j^{a_j}(t)}, \quad (13)$$

where $\bar{v}_j \geq 0$, $a_j \geq 0$. We call \bar{v}_j the mortality rate parameter. As in the Haavelmo model, an improvement in living conditions implies that people live longer. The term $N_j^{b_j}(t)$ takes account of possible influences of the population on mortality. For instance, when the population is overpopulated, environment is deteriorated. We may take account of this kind of environmental effects by the term. In this case, it is reasonable require b_j to be positive. It should be noted that the sign of b_j is generally ambiguous in the sense that the population may also have a positive impact on mortality. Insert (10) and (13) in (12)

$$\dot{N}_j(t) = \left(\frac{v_j \bar{y}_j(t)}{\tilde{w}_j(t)} - \frac{\bar{v}_j N_j^{b_j}}{\bar{y}_j^{a_j}} \right) N_j(t). \quad (14)$$

The equation describes the population dynamics.

Wealth dynamics

We now find dynamics of wealth accumulation. According to the definition of $s_j(t)$, the change in the household's wealth is given by

$$\dot{\bar{k}}_j(t) = s_j(t) - \bar{k}_j(t) = \lambda_j \bar{y}_j(t) - \bar{k}_j(t). \quad (15)$$

The value of physical wealth and capital

The value of global physical capital is equal to the value of global wealth

$$\sum_{j=1}^J \bar{k}_j(t) N_j(t) = K(t). \quad (16)$$

Global capital being fully employed

The assumption that the global capital is fully employed implies

$$\sum_{j=1}^J K_j(t) = K(t). \quad (17)$$

Demand for and supply of goods

As the global output is the sum of the net savings and the depreciations of capital, we have

$$S(t) - K(t) + \sum_{j=1}^J \delta_{kj} K_j(t) = \sum_{j=1}^J F_j(t), \quad (18)$$

where $S(t) - K(t) + \sum_j \delta_{kj} K_j(t)$ is the sum of the net saving and depreciation and

$$S(t) = \sum_{j=1}^J s_j(t) N_j(t), \quad C(t) = \sum_{j=1}^J c_j(t) N_j(t).$$

The trade balances of the economies are given by

$$B_j(t) = (\bar{K}_j(t) - K_j(t))r(t). \quad (19)$$

When $B_j(t)$ is positive (negative), we say that country j is in trade surplus (deficit). When $B_j(t)$ is zero, country j 's trade is in balance.

We have thus built the dynamic model. It can be seen that the model is a unification of the neoclassical growth theory, the neoclassical growth model with trade, and some ideas in the literature of population dynamics with Zhang's approach to the household behavior. For instance, the Solow model, the neoclassical one-sector growth trade model, and the Haavelmo model can be considered as special cases of our model. Moreover, as our model is based on the some well-known mathematical models and includes some features which no other single theoretical model explains, we should be able to explain some interactions which other formal models fail to explain. We now examine dynamics of the model.

3 THE DYNAMICS AND ITS PROPERTIES

This section examines dynamics of the model. First, we introduce

$$z_1(t) \equiv \frac{r(t) + \delta_{k1}}{w_1(t)}.$$

We show that the dynamics can be expressed by differential equations with $z_1(t)$, $\{\bar{k}_j(t)\}$ and $(N_j(t))$ as the variables. Here, $\{\bar{k}_j(t)\} \equiv (\bar{k}_2(t), \dots, \bar{k}_J(t))$.

Lemma

The dynamics of the economic system is governed by

$$\begin{aligned}\dot{z}_1(t) &= \Omega_1(z_1(t), \{\bar{k}_j(t)\}, (N_j(t))), \\ \dot{\bar{k}}_j(t) &= \Omega_j(z_1(t), \{\bar{k}_j(t)\}, (N_j(t))), \quad j = 2, \dots, J, \\ \dot{N}_j(t) &= \Lambda_j(z_1(t), \{\bar{k}_j(t)\}, (N_j(t))), \quad j = 1, \dots, J.\end{aligned}\tag{20}$$

where $\Omega_j(t)$ and $\Lambda_j(t)$ are functions of $z_1(t)$, $(\bar{k}_j(t))$ and $(N_j(t))$ defined in the Appendix. Moreover, all the other variables are determined as functions of $z_1(t)$, $(\bar{k}_j(t))$ and $(N_j(t))$: $r(t)$ and $w_{jq}(t)$ by (A2) $\rightarrow \bar{k}_1(t)$ by (A13) $\rightarrow \bar{N}_j(t)$ by (A7) $\rightarrow \bar{y}_j(t)$ by (A3) $\rightarrow c_j(t)$, $s_j(t)$, $\tilde{T}_{jq}(t)$, and $n_j(t)$ by (11) $\rightarrow \bar{T}_{jq}(t)$ by (6) $\rightarrow T_{jq}(t)$ by (A6) $\rightarrow K(t)$ by (A7) $\rightarrow F_j(t)$ by (2).

The differential equations system (20) has $2J$ variables. As demonstrated in the Appendix, the expressions are complicated. It is difficult to explicitly interpret economic implications of the equations. We simulate the model to illustrate behavior of the system. We specify the parameters as follows

$$\alpha_j = 0.25, \quad b_j = 0.5, \quad a_j = 0.4, \quad \delta_{k1} = \delta_{k2} = 0.05, \quad \delta_{k3} = 0.06, \quad T_0 = 24,$$

$$\begin{pmatrix} A_1 \\ A_2 \\ A_3 \end{pmatrix} = \begin{pmatrix} 1.2 \\ 1 \\ 0.8 \end{pmatrix}, \quad \begin{pmatrix} h_{11} \\ h_{21} \\ h_{31} \end{pmatrix} = \begin{pmatrix} 2 \\ 1.5 \\ 1 \end{pmatrix}, \quad \begin{pmatrix} h_{12} \\ h_{22} \\ h_{32} \end{pmatrix} = \begin{pmatrix} 1.5 \\ 1 \\ 0.5 \end{pmatrix}, \quad \begin{pmatrix} \xi_{10} \\ \xi_{20} \\ \xi_{30} \end{pmatrix} = \begin{pmatrix} 0.2 \\ 0.2 \\ 0.2 \end{pmatrix}, \quad \begin{pmatrix} \lambda_{10} \\ \lambda_{20} \\ \lambda_{30} \end{pmatrix} = \begin{pmatrix} 0.6 \\ 0.55 \\ 0.5 \end{pmatrix}, \quad \begin{pmatrix} v_{10} \\ v_{20} \\ v_{30} \end{pmatrix} = \begin{pmatrix} 0.5 \\ 0.6 \\ 0.7 \end{pmatrix},$$

$$\begin{pmatrix} \sigma_{110} \\ \sigma_{210} \\ \sigma_{310} \end{pmatrix} = \begin{pmatrix} 0.1 \\ 0.12 \\ 0.16 \end{pmatrix}, \quad \begin{pmatrix} \sigma_{120} \\ \sigma_{220} \\ \sigma_{320} \end{pmatrix} = \begin{pmatrix} 0.13 \\ 0.14 \\ 0.18 \end{pmatrix}, \quad \begin{pmatrix} \bar{v}_1 \\ \bar{v}_2 \\ \bar{v}_3 \end{pmatrix} = \begin{pmatrix} 0.02 \\ 0.03 \\ 0.035 \end{pmatrix}, \quad \begin{pmatrix} \theta_{11} \\ \theta_{21} \\ \theta_{31} \end{pmatrix} = \begin{pmatrix} 0.1 \\ 0.2 \\ 0.1 \end{pmatrix}, \quad \begin{pmatrix} \theta_{12} \\ \theta_{22} \\ \theta_{32} \end{pmatrix} = \begin{pmatrix} 0.5 \\ 0.3 \\ 0.2 \end{pmatrix}.\tag{21}$$

For the same gender, country 1's human capital is higher than country 2's and country 2's human capital is higher than country 3's. The total productivity factors vary between countries. It should be remarked that although the specified values are not based on empirical observations, the choice does not seem to be

unrealistic. In many studies (for instance, Miles and Scott, 2005, Abel *et al*, 2007) the value of α in the Cobb-Douglas production function is approximately 0.3. The relative propensities are listed as follows

$$\begin{pmatrix} v_1 \\ \lambda_1 \\ \xi_1 \\ \sigma_{11} \\ \sigma_{12} \end{pmatrix} = \begin{pmatrix} 0.327 \\ 0.392 \\ 0.131 \\ 0.065 \\ 0.085 \end{pmatrix}, \quad \begin{pmatrix} v_2 \\ \lambda_2 \\ \xi_2 \\ \sigma_{21} \\ \sigma_{22} \end{pmatrix} = \begin{pmatrix} 0.373 \\ 0.342 \\ 0.124 \\ 0.075 \\ 0.087 \end{pmatrix}, \quad \begin{pmatrix} v_3 \\ \lambda_3 \\ \xi_3 \\ \sigma_{31} \\ \sigma_{31} \end{pmatrix} = \begin{pmatrix} 0.402 \\ 0.287 \\ 0.115 \\ 0.092 \\ 0.103 \end{pmatrix}.$$

Country 1's propensity to have children is lower than country 2's and country 2's propensity to have children is lower than country 3's. Both man and woman of country 3 have the highest propensities to stay at home. Country 1 has the highest propensity to save. The father has lower propensity to pursue leisure than the mother. In regard to the preference parameters, what are important in our study are their relative values. To follow the motion of the system, we specify the initial conditions

$$z_1(0) = 0.38, \quad \bar{k}_2(0) = 34, \quad \bar{k}_3(0) = 10, \quad N_1(0) = 91200, \quad N_2(0) = 39900, \quad N_3(0) = 22900.$$

The simulation result is plotted in Figure 1. The population grows from its low initial condition. As the population rate rises, the mortality rate is also increasing. The labor force is increased and the wage rates are reduced. The falling wage rates reduce the opportunity cost of children fostering, resulting in the rise of birth rate. The rising in birth rate is associated with rising in both man's and woman's time of children fostering. As the income falls, both men and women work longer hours. Their leisure hours are reduced. The national wealth and output are increased in association with rising labor force. Nevertheless, both consumption level and wealth per household are reduced. Some studies confirm that there is a decline of the fertility rate along the process of economic development (e.g., Kirk, 1996; Ehrlich and Lui 1997; Galor, 2012). From Figure 1 we can see that relations between consumption and birth rates vary for different groups in different stages of economic growth.

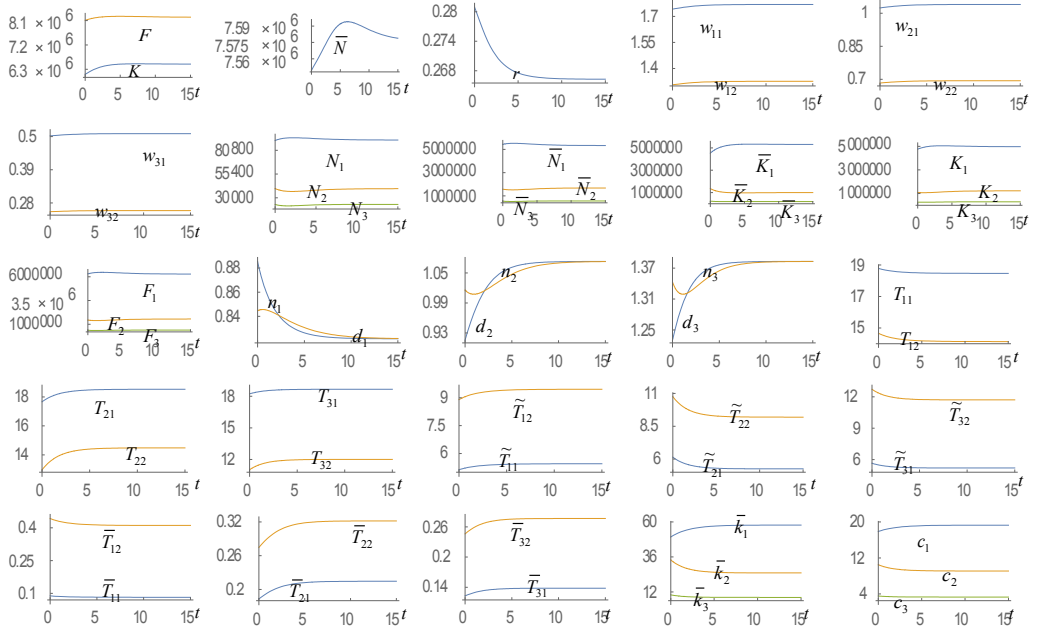


Figure 1. The Motion of the Economic System

It is straightforward to confirm that all the variables become stationary in the long term. This implies the existence of an equilibrium point. The simulation confirms the existence of the following equilibrium point

$$\begin{aligned}
 &K = 6.49 \times 10^6, \quad \bar{N} = 5.33 \times 10^6, \quad F = 8.22 \times 10^6, \quad r = 0.266, \quad N_1 = 91667, \quad N_2 = 39741, \\
 &N_3 = 22991, \quad \bar{N}_1 = 5.33 \times 10^6, \quad \bar{N}_2 = 1.68 \times 10^6, \quad \bar{N}_3 = 567067, \quad K_1 = 4.97 \times 10^6, \\
 &K_2 = 1.23 \times 10^6, \quad K_3 = 295285, \quad F_1 = 6.28 \times 10^6, \quad F_2 = 1.55 \times 10^6, \quad F_3 = 385368, \\
 &n_1 = d_1 = 0.82, \quad n_2 = d_2 = 1.07, \quad n_3 = d_3 = 1.38, \quad w_{11} = 1.77, \quad w_{12} = 1.33, \quad w_{21} = 1.04, \\
 &w_{22} = 0.69, \quad w_{31} = 0.51, \quad w_{32} = 0.26, \quad T_{11} = 18.47, \quad T_{21} = 18.53, \quad T_{31} = 18.66, \\
 &T_{12} = 14.14, \quad T_{22} = 14.48, \quad T_{32} = 12.02, \quad \tilde{T}_{11} = 5.45, \quad \tilde{T}_{21} = 5.25, \quad \tilde{T}_{31} = 5.20, \\
 &\tilde{T}_{12} = 9.45, \quad \tilde{T}_{22} = 9.19, \quad \tilde{T}_{32} = 11.71, \quad \bar{T}_{11} = 0.08, \quad \bar{T}_{21} = 0.22, \quad \bar{T}_{31} = 0.14, \\
 &\bar{T}_{12} = 0.41, \quad \bar{T}_{22} = 0.32, \quad \bar{T}_{32} = 0.28, \quad \bar{k}_1 = 57.86, \quad \bar{k}_2 = 25.05, \quad \bar{k}_3 = 8.29, \\
 &c_1 = 19.29, \quad c_2 = 9.11, \quad c_3 = 3.32.
 \end{aligned}$$

The countries have different populations. These differences are due to the differences in human capital, the propensities to have children, and other factors. Our dynamic comparative statics will demonstrate how changes in these determining factors will affect the population dynamics. Before effectively conducting dynamic comparative analysis, we guarantee stability of the equilibrium point. We calculate the six eigenvalues

$$-2.97, -2.13, -1.63, -0.68, -0.6, -0.54.$$

As the eigenvalues are negative, the unique equilibrium is locally stable. Hence, the system always approaches its equilibrium if it is not far from the equilibrium.

4 COMPARATIVE DYNAMIC ANALYSIS IN SOME PARAMETERS BY SIMULATION

We simulated the motion of the national economy under (21). We now examine how the economic system reactions to some exogenous change. As the lemma gives the computational procedure to calibrate the motion of all the variables, it is straightforward to examine effects of change in any parameter on transitory processes as well stationary states of all the variables. Before conducting dynamic comparative analysis, we introduce a variable $\bar{\Delta}x_j(t)$ to stand for the change rate of the variable, $x_j(t)$, in percentage due to changes in the parameter value.

Human capital of country 1's woman being improved

Stotsky (2006: 18) argues that "the neoclassical approach examines the simultaneous interaction of economic development and the reduction of gender inequalities. It sees the process of economic development leading to the reduction of these inequalities and also inequalities hindering economic development." There are many other studies about gender inequalities (e.g., Beneria and Feldman, 1992, Forsythe, et al. 2000). As our model is a general equilibrium model with international trade, endogenous wealth, and endogenous population, we can deal with complicated relations between different variables. We now examine how the following rise in the human capital of country 1's woman affect the global economic and population dynamics: $h_{12}: 1.5 \Rightarrow 1.7$. The result is plotted in Figure 2. The global labor force, global output, and global capital are enhanced. The rate of interest is reduced. The wage

rate of country 1's woman is increased and the wage rates of other groups are slightly increased. Country 1's population and labor force are increased and the other two countries' labor force and population are slightly affected. For country 1, the opportunity cost of child fostering is increased in association with the mother's wage rising. At the same time, the wage rate increased. The net result on the country's birth rate is that it falls. Country's mortality rate falls more than the birth rate till the two rates converge. All the countries produce more and employ more capital. Country 1's level of national wealth is increased and the other two countries' levels of national wealth are slightly affected. Country 1's representative household has more wealth and consume more. The consumption and wealth levels of the other two countries' households are slightly affected. Country 1's man works less hours and woman more hours. The time distributions that country 1's parents spend change correspondingly. The mother from country 1 works more hours and the father works less hours. The father has more leisure time and the mother has less. The parents reduce the hours on children fostering. With regard to the effects on the other two countries' time distributions, each one works longer hours and has less leisure time. The long term effects reduce slightly the two countries' birth and mortality rates.

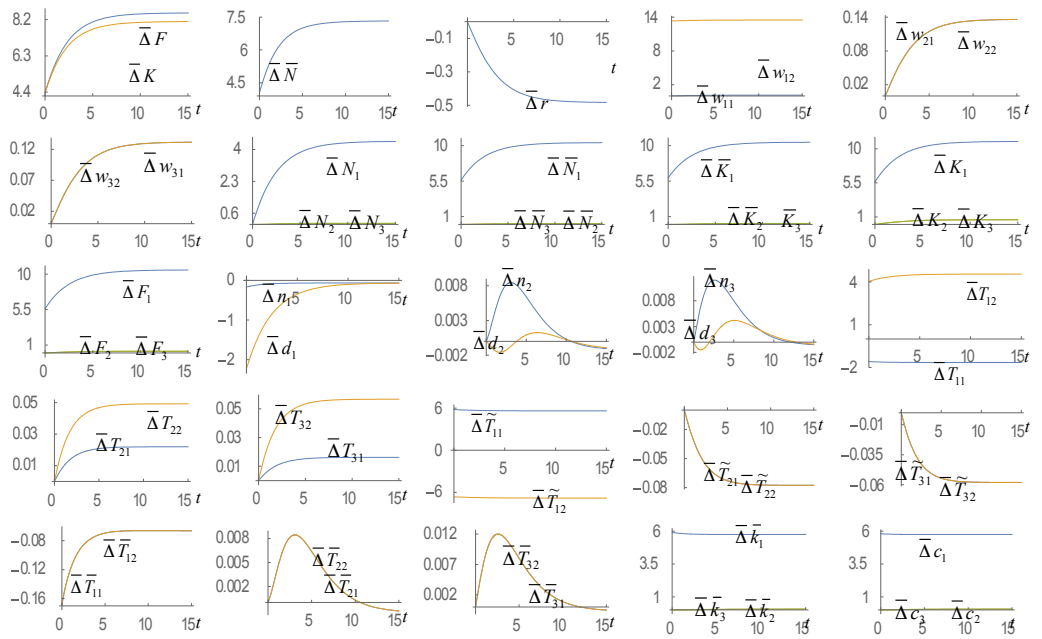


Figure 2. Human Capital of Country 1's Woman Being Improved

Country 1's mother spending more time on per child fostering

We consider what happen to the global economic growth and population dynamics when country 1's mother spends more time on per child fostering in the following way: $\theta_{12} : 0.5 \Rightarrow 0.7$. The result is plotted in Figure 3. Country 1's mother spends more time on children caring and the father slightly changes his time on children caring. Both the father and the mother spend less time on leisure. The mother works less hours and the father works a little more hours. The other two countries' parents slightly increase work hours and reduce leisure time. The global wealth, capital and output are reduced. The rate of interest falls and all the wage rates rise. Country 1's population is reduced and other two countries' populations are slightly increased.

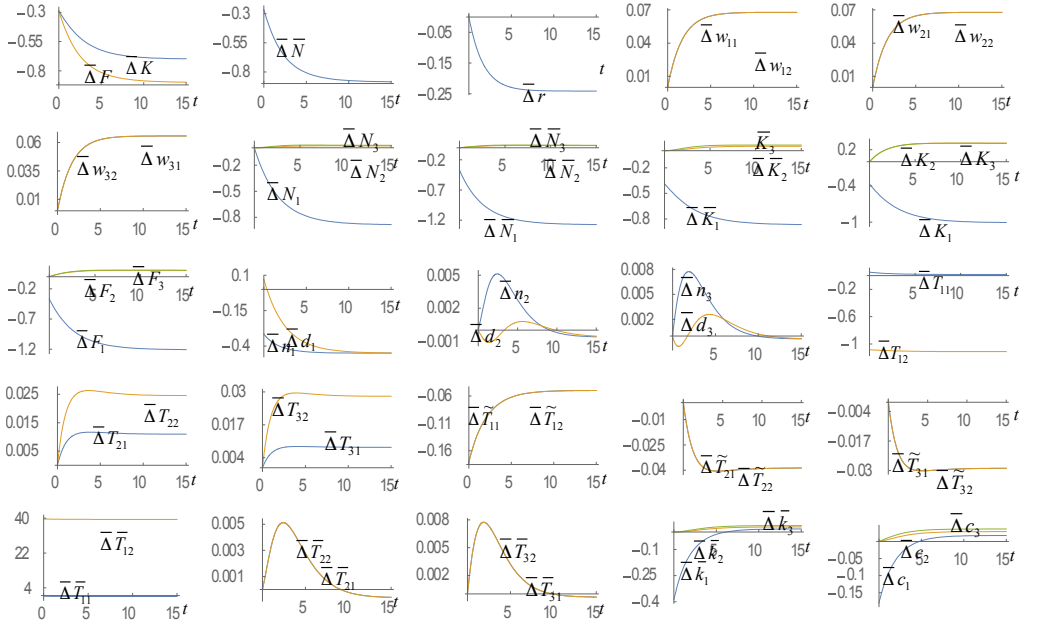


Figure 3. Country 1's Mother Spending More Time on per Child Fostering

A rise in country 1's total factor productivity

We are now concerned with how country 1's total factor productivity affects economic growth and population change. Technological change in the traditional Solow model has positive effects on the long-term economic growth. We now increase country 1's total factor productivity as follows: $A_1 : 1.2 \Rightarrow 1.3$. The simulation results are plotted in Figure 4. As the productivity is enhanced, the global output, wealth and labor force are increased. In the long term all the wage rates are increased. The rate of interest rises initially and falls in the long term. Country 1's population rises. The other two countries' populations are reduced slightly and are affected slightly in the long term. Country 1's birth rate is increased and mortality rate is reduced initially. They are slightly affected in the long term. The other two countries' birth and mortality rates vary initially and are slightly affected in the long term. As shown in Figure 4, country 1's representative household consumes more and holds more wealth.

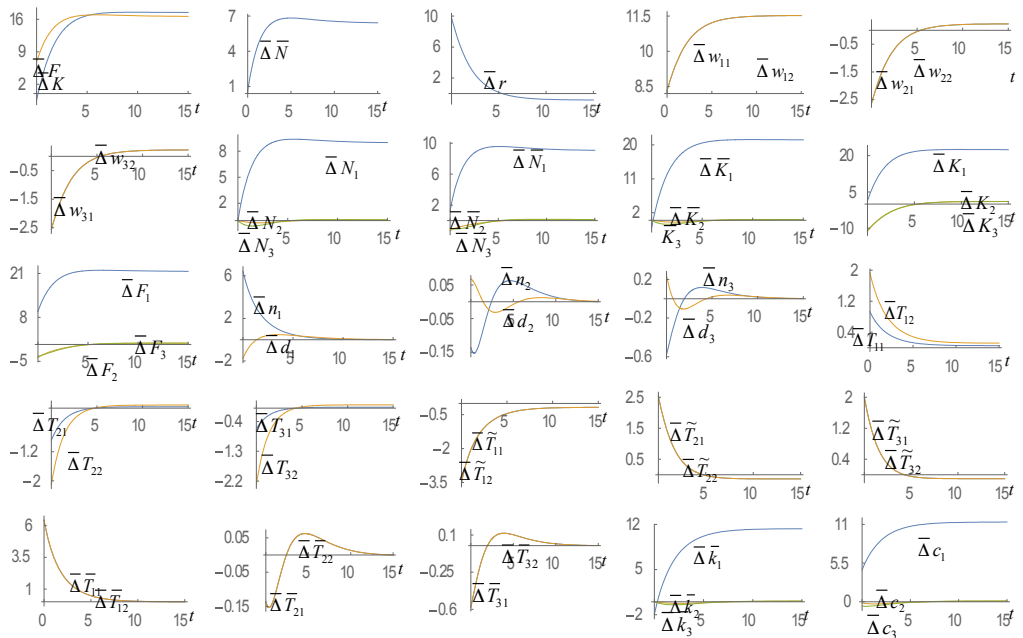


Figure 4. A Rise in Country 1's Total Factor Productivity

A rise in country 1's propensity to have children

Tournemaine and Luangaram (2012: 925) observe that “depending on the country, population growth may contribute, deter, or even have no impact on economic development. This ambiguous result is explained by the fact that the effects of population growth change over time. For example, a higher fertility rate can have a short-term negative effect caused by the cost of expenditures on children whereas it has a long-run positive effect through the larger labor force it generates.” As interactions between population change and economic growth are complicated, it is expected that there may be positive, negative or even neutral interdependence between economic growth and population change. We now examine the effects of the following rise in country 1's propensity to have children: $v_{10}: 0.5 \Rightarrow 0.52$. The simulation results are plotted in Figure 5. As country 1 has more interest in having more children, the country's birth and mortality rates rise. The rise in the mortality rate is due to the reduction in consumption level and the rise in the birth rate is due to the strengthened preference for more children. The net consequence results in the population expansion. We see that the other two countries' mortality and birth rates vary. In the long term the birth and mortality rates in the two countries are increased slightly. The global output, capital and labor force are increased. The rate of interest rises and the wage rates of all the groups fall. Country 1's population is increased and the other two countries' populations are reduced slightly. Country 1 produces more and employs more capital. The other two countries produce less and employ less capital. Country 1 has more wealth and the other two countries have less wealth. Country 1's man and woman work more hours, spend less hours on leisure, and spend more hours on children caring. Country 2's (3's) man and woman work less hours, spend more hours on leisure, and spend less hours on children caring initially and more hours in the long term. The per household consumption and wealth levels are reduced for all the households in the in the global economy.

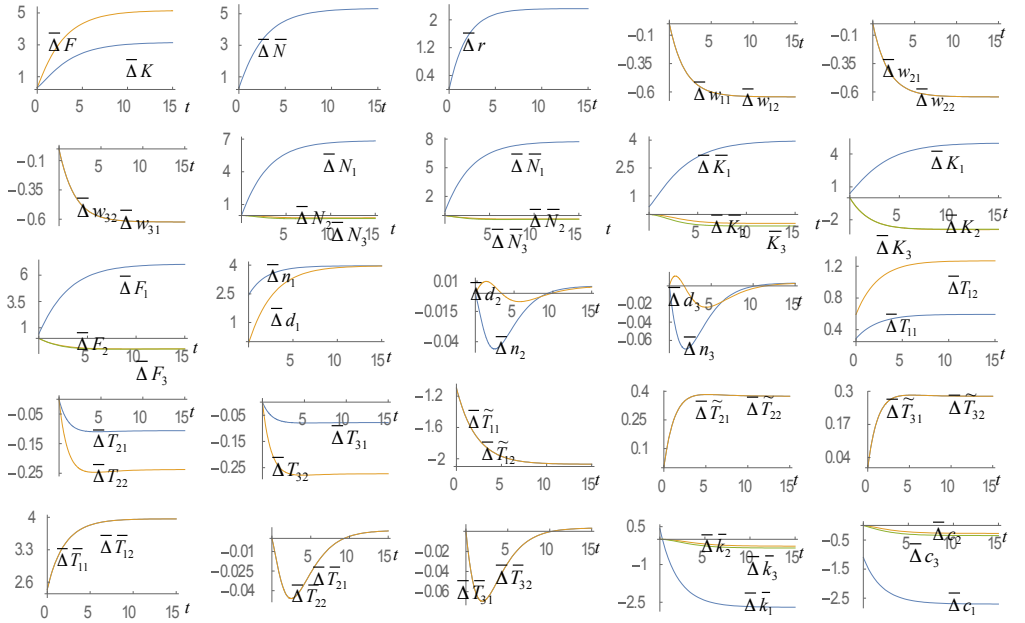


Figure 5. A Rise in Country 1's Propensity to Have Children

Country 1's income having stronger impact on the mortality rate

We now examine what will happen to the economy when country 1's mortality rate is more negatively related to the disposable income in the following way: $a_1: 0.4 \Rightarrow 0.41$. The result is plotted in Figure 6. Country 1's population and labor force are increased. The other two countries' populations and labor forces are slightly affected. The global labor force, capital and output are increased. The rate of interest falls and the wage rates of all the groups rise. Country 1's output and capital input are increased and the other two countries' output levels and capital inputs are slightly increased. Country 1's mortality rate is reduced and birth rate is slightly affected. The other two countries' birth and mortality rates slightly vary over time. There are also slight changes in the time distributions. The consumption and wealth levels of all the groups are increased.

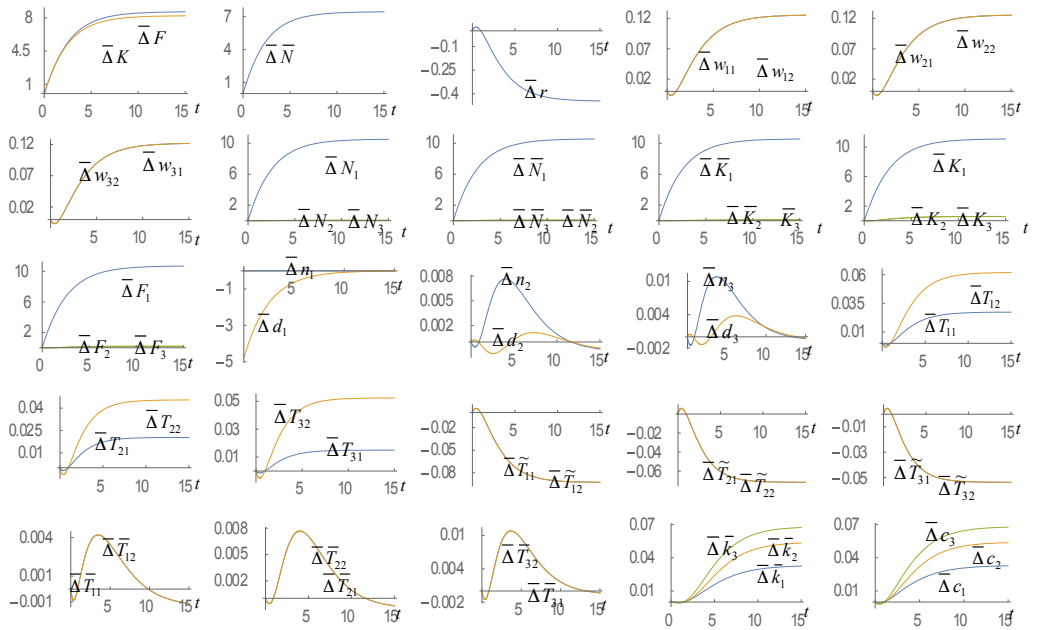


Figure 6. Country 1's Income Having Stronger Impact on the Mortality Rate

A rise in woman's propensity to pursue leisure activities

It is important to examine the economic consequences when woman strengthens her preference for pursuing leisure activities. We now deal with the effects when country 1's woman increases her propensity to pursue leisure as follows: $\sigma_{120}: 0.13 \Rightarrow 0.15$. An immediate consequence of the preference change is that the wife from country 1 spends more time on leisure and the husband has less leisure hours. Country 1's birth and mortality rates are reduced. The husband works more and the wife works less. Both the husband and wife reduce their time of children fostering. The other two countries' households slightly vary their time distributions.

t

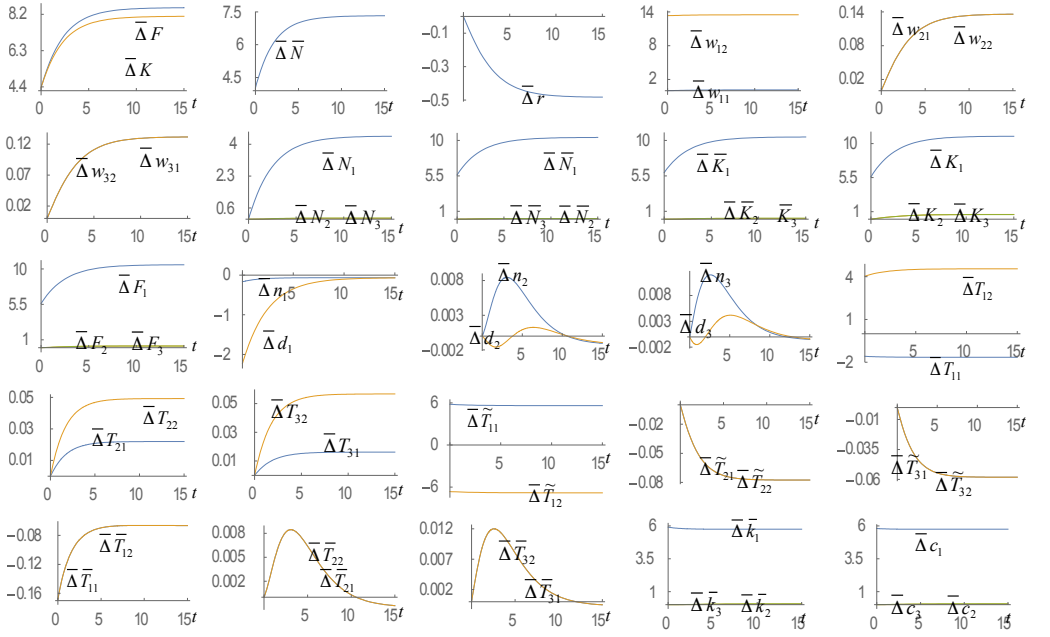


Figure 7. A Rise in Woman's Propensity to Pursue Leisure Activities

Impact of a rise in country 1's propensity to save

According to the Solow model, a rise in the propensity to save will increase per capita wealth but reduce per capita consumption level. We will show that the impact in our model is different from the result in the Solow model in the long term. We now allow country 1's propensity to save to be enhanced as follows: $\lambda_{10} : 0.6 \Rightarrow 0.62$. Country 1's per household consumption level falls initially and rises in the long term. The per household wealth in all the countries is augmented. The households in countries 2 and 3 increase their consumption levels. Both man and woman from country 1 work more hours initially and slightly change their work hours in the long term. In the long term the global output, global capital and global labor force are reduced. The rate of interest falls and the wage rates rise. Country 1's population and labor force are reduced. The other two countries' populations and labor forces are increased.

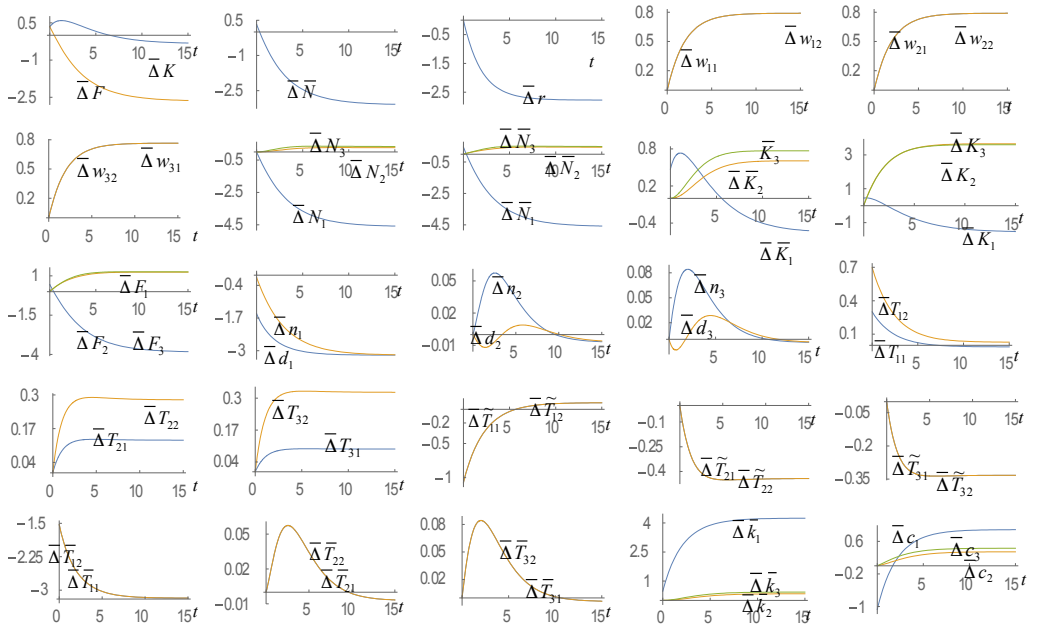


Figure 8. Impact of a Rise in Country 1's Propensity to Save

5 CONCLUDING REMARKS

This paper introduced endogenous population into an Oniki-Uzawa growth model with multiple countries and free trade. The paper is a synthesis of Zhang's models on endogenous population (Zhang, 2015) and on a multi-country growth model with trade (Zhang, 2012). The study dealt with a dynamic interdependence between different countries' birth rates, mortality rates, populations, wealth accumulation, and time distributions between work, leisure and children caring. We emphasized the role of human capital, technological and preference changes on the birth and mortality rates and time distributions. We applied the utility function proposed by Zhang to describe the behavior of households. In our approach the global wealth and income inequality is due to differences in households' preferences and human capital levels as well as the households' initial wealth. We also modelled gender differences in human capital, the propensity to use leisure time, and children caring efficiency. We simulated the model to show the motion of the economic growth and population change and identified the existence of equilibrium point. We examined the effects of changes in the propensity to have children, the propensity to save, woman's propensity to use leisure, woman's human capital, and woman's emotional involvement in children caring. As our model is built on some economic theories, we can generalize and extend our model.

APPENDIX: PROVING THE LEMMA

We now show that the dynamics can be expressed by differential equations system. From (3), we obtain

$$z_j \equiv \frac{r + \delta_{kj}}{w_j} = \frac{\tilde{\alpha}_j \bar{N}_j}{K_j}, \quad (\text{A1})$$

where $\tilde{\alpha}_j \equiv \alpha_j / \beta_j$. From (2) and (3), we have

$$r = \alpha_j A_j \left(\frac{z_j}{\tilde{\alpha}_j} \right)^{\beta_j} - \delta_{kj}, \quad w_j = \beta_j A_j \left(\frac{\tilde{\alpha}_j}{z_j} \right)^{\alpha_j}, \quad w_{jq} = h_{jq} w_j. \quad (\text{A2})$$

Hence, we determine r , w_j and w_{jq} as functions of z_j . From (A2) we have

$$r(z_1) = \alpha_1 A_1 \left(\frac{z_1}{\tilde{\alpha}_1} \right)^{\beta_1} - \delta_{k1}, \quad z_j(z_1) = \tilde{\alpha}_j \left(\frac{r + \delta_{kj}}{\alpha_j A_j} \right)^{1/\beta_j}. \quad (\text{A3})$$

From the definition of \bar{y} and (3) we have

$$\bar{y}_j = (1 + r) \bar{k}_j + h_{j0} w_j, \quad (\text{A4})$$

where $h_{j0} \equiv (h_{j1} + h_{j2}) T_0$. By (8) and (11), we have

$$T_{jq} = T_0 - \bar{T}_{jq} - \tilde{T}_{jq} = T_0 - \left(\frac{\theta_{jq} v_j}{\tilde{w}_j} + \frac{\sigma_{jq}}{h_{jq} w_j} \right) \bar{y}_j. \quad (\text{A5})$$

Insert (A3) in (A4)

$$T_{jq} = \chi_{jq} - \frac{\tilde{r}_{jq} \bar{k}_j + \bar{r}_q}{\tilde{w}_j} - r_{jq} \bar{k}_j, \quad (\text{A6})$$

where

$$\chi_{jq} = \left(1 - \frac{(h_{j1} + h_{j2})\sigma_{jq}}{h_{jq}} \right) T_0, \quad \tilde{r}_{jq} \equiv \theta_{jq} v_j (1 + r), \quad \bar{r}_{jq} \equiv h_{j0} \theta_{jq} v_j w_j, \quad r_{jq} \equiv \frac{(1 + r)\sigma_{jq}}{h_{jq} w_j}.$$

Insert (A6) in (1)

$$\bar{N}_j = \left(\chi_j - \frac{\tilde{r}_j \bar{k}_j + \tilde{h}_{3j}}{\tilde{w}_j} - \tilde{r}_{0j} \bar{k}_j \right) N_j, \quad (\text{A7})$$

where

$$\chi_j \equiv h_{j1} \chi_{j1} + h_{j2} \chi_{j2}, \quad \tilde{r}_j \equiv h_{j1} \tilde{r}_{j1} + h_{j2} \tilde{r}_{j2}, \quad \tilde{h}_{3j} \equiv h_{j1} \bar{r}_{j1} + h_{j2} \bar{r}_{j2}, \quad \tilde{r}_{0j} \equiv h_{j1} r_{j1} + h_{j2} r_{j2}.$$

By the definition of z_j , we have

$$K_j = \frac{\tilde{\alpha}_j \bar{N}_j}{z_j}. \quad (\text{A8})$$

From (16) and (17) we have

$$\sum_{j=1}^J \bar{k}_j N_j = \sum_{j=1}^J K_j. \quad (\text{A9})$$

Insert (A8) in (A9)

$$\sum_{j=1}^J \bar{k}_j N_j = \sum_{j=1}^J \frac{\tilde{\alpha}_j \bar{N}_j}{z_j}. \quad (\text{A10})$$

Insert (A7) in (A10)

$$\Lambda_0 - \frac{\tilde{r}_1 \bar{k}_1 + \tilde{h}_{31}}{\tilde{w}_1} - \bar{\Lambda}_0 \bar{k}_1 = 0, \quad (\text{A11})$$

where

$$\Lambda_0(z_1, \{\bar{k}_j\}, (N_j)) \equiv \chi_1 + \frac{z_1}{\tilde{\alpha}_1 N_1} \left[\sum_{j=2}^J \left\{ \left(\chi_j - \frac{\tilde{r}_j \bar{k}_j + \tilde{h}_{3j}}{\tilde{w}_j} - \tilde{r}_{0j} \bar{k}_j \right) \frac{\tilde{\alpha}_j}{z_j} - \bar{k}_j \right\} N_j \right],$$

$$\bar{\Lambda}_0(z_1) \equiv \tilde{r}_{01} + \frac{z_1}{\tilde{\alpha}_1}.$$

Insert $\tilde{w}_1 = \bar{k}_1 + h_1 w_1$ in (A11)

$$\bar{k}_1^2 + m_1 \bar{k}_1 + m_2 = 0, \quad (\text{A12})$$

where

$$m_1(z_1, \{\bar{k}_j\}, (N_j)) \equiv h_1 w_1 + \frac{\tilde{r}_1 - \Lambda_0}{\bar{\Lambda}_0}, \quad m_2(z_1, \{\bar{k}_j\}, (N_j)) \equiv \frac{\tilde{h}_{31} - h_1 w_1 \Lambda_0}{\bar{\Lambda}_0}.$$

Solve (A12)

$$\bar{k}_1 = \varphi(z_1, \{\bar{k}_j\}, (N_j)) \equiv \frac{-m_1 \pm \sqrt{m_1^2 - 4m_2}}{2}. \quad (\text{A13})$$

In our simulation the following solution of (A13) has a meaningful solution

$$\bar{k}_1 = \frac{-m_1 + \sqrt{m_1^2 - 4m_2}}{2}.$$

The following procedure shows how to express the variables as functions z_1 , $\{\bar{k}_j\}$ and (N_j) : r and w_{jq} by (A2) $\rightarrow \bar{k}_1$ by (A13) $\rightarrow \bar{N}_j$ by (A7) $\rightarrow \bar{y}_j$ by (A3) $\rightarrow c_j$, s_j , \tilde{T}_{jq} , and n_j by (11) $\rightarrow \bar{T}_{jq}$ by (6) $\rightarrow T_{jq}$ by (A6) $\rightarrow K$ by (16) $\rightarrow F_j$ by (2). From this procedure, (15) and (14), we have

$$\dot{\bar{k}}_1 = \Omega_0(z_1, \{\bar{k}_j\}, (N_j)) \equiv s_1 - \bar{k}_1, \quad (\text{A14})$$

$$\dot{\bar{k}}_j = \Omega_j(z_1, \{\bar{k}_j\}, (N_j)) \equiv s_j - \bar{k}_j, \quad j = 2, \dots, J,$$

$$\dot{N}_j = \Lambda_j(z_1, \{\bar{k}_j\}, (N_j)) \equiv \left(\frac{v_j \bar{y}_j}{\tilde{w}_j} - \frac{\bar{v}_j N_j^{b_j}}{\bar{y}_j^{a_j}} \right) N_j, \quad j = 1, \dots, J. \quad (\text{A15})$$

Take derivatives of (A13) with respect to t

$$\dot{\bar{k}}_1 = \frac{\partial \varphi}{\partial z_1} \dot{z}_1 + \sum_{j=2}^J \frac{\partial \varphi}{\partial \bar{k}_j} \dot{\bar{k}}_j + \sum_{j=1}^J \frac{\partial \varphi}{\partial N_j} \dot{N}_j. \quad (\text{A16})$$

Insert (A15) in (A16)

$$\dot{\bar{k}}_1 = \frac{\partial \varphi}{\partial z_1} \dot{z}_1 + \sum_{j=2}^J \Omega_j \frac{\partial \varphi}{\partial \bar{k}_j} + \sum_{j=1}^J \Lambda_j \frac{\partial \varphi}{\partial N_j}. \quad (\text{A17})$$

Equal the right-hand sides of (A14) and (A17)

$$\dot{z}_1 = \Omega_1(z_1, \{\bar{k}_j\}, (N_j)) \equiv \left(\Omega_0 - \sum_{j=2}^J \Omega_j \frac{\partial \varphi}{\partial \bar{k}_j} - \sum_{j=1}^J \Lambda_j \frac{\partial \varphi}{\partial N_j} \right) \left(\frac{\partial \varphi}{\partial z_1} \right)^{-1}. \quad (\text{A18})$$

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Determine Teacher Candidate Students' Views on Peer Assessment

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Abstract

The aim of this study is to expose the effect of peer assessment on teacher education and determine students' views about this practice. In the scope of this study three dimensions are discussed: Students' evaluation of peer assessment, students' opinions about the difficulties through this process and their suggestions about the implementation. This is a case study in qualitative research paradigm. This study was conducted with eight students in Guidance and Psychological Counselling Department of Education Faculty at Necmettin Erbakan University in 2014-2015 spring semester. In order to get in-depth understanding about the perceptions of the students, a semi structured interview technique was used in the data collecting process and data were analysed by descriptive analysis method. At the end of the research, the practice of peer assessment was found effective on motivating students to study and to learn, developing their thinking, problem solving, gaining knowledge from different sources and studying in cooperation skills.

Keywords: Peer assessment, Qualitative research, Teacher education

JEL classification: A2

1 INTRODUCTION

Peer assessment is one form of innovative assessment, which more and more is seen as a tool for learning rather than only as a tool for benchmark the knowledge at the end of the learning process. Peer assessment focuses on learning and aims to bring together learning and assessment, making the involvement of students desirable, which is also an important preparation for life and work.

Peer assessment is defined as a scenario where students review artifacts as learning outcomes of other students on the basis of a set of criteria. Peer assessment as formative as well as summative assessment is widely applied in higher education and Topping (1998) provided a general review of the usage and the effects of peer assessment. If peer assessment is established and delivered carefully it can yield gains in cognitive and social skills. He also mentioned that summative, correctional feedback has lower effects than formative feedback. A similar issue is also discussed in Black and Wiliam (1998), where studies suggest that comments plus grades can lead to lesser learning than formative feedback. Thus, formative assessment with peers should be encouraged.

Peer assessment has many benefits for students, including the fact that it can foster students' feelings of ownership for their own learning and can motivate them. If collaborative tasks are included in the peer assessment it becomes a shared activity rather than a lone one, and can produce a community of learning. Students also have to take up different positions - as assessee they get reviewed and as assessors they give feedback to other learners. This can make students think more deeply and see how others solve problems. In general, the use of peer assessment can lead to greater motivation and "deeper" learning.

1.1 The Aim of the Research

The aim of this research is to introduce the effects of peer assessment in preparing students to teaching profession and to state students' view about this implementation. For this purpose we seek an answer for following questions;

1.1.1 How does students evaluate peer assessment?

1.1.1.1. What are the views of students about the effectiveness of peer assessment?

1.1.1.2. Which skills do students develop at the end of the peer assessment practice?

1.1.1.3. What are the students' views about differences between peer assessment and other assessment methods?

1.1.2. What are the students' views about difficulties encountered in the process of implementation?

1.1.3. What are the students' suggestions for implementation?

1.2 Method

This research aiming to determine students' views about peer assessment is a case study model in the qualitative research paradigm. Main features of qualitative research are; identification of problem (it is not compulsory to make problem identification at the start of research) studying environmental factors within the frame of attendants, gaining datum from small groups of attendances chosen purposefully, and using interpretive approaches which are not quantitative to attain descriptive history of attendants and their society (Gay, Mills & Airasian, 2006). In the case study composing research design, longitudinal and in-depth investigation is made on an event or a case, instead of dealing with limited number of variables in a strict way by using extensive sample (Flyvbjerg, 2006).

This study was conducted with eight students in Guidance and Psychological Counselling Department of Education Faculty at Necmettin Erbakan University in 2014-2015 spring semester. Before the implementation students were informed about peer assessment.

1.3 Implementation

Implementation was carried out by researcher. Researcher took on training leader task. Eight study groups were created in literature review lecture. Each group was composed of five students. Groups were assigned to make research on the subject they chose. In the process of research writing, introduction and problem status of research are going to be created by using the data gained in the literature review lecture and a report is going to be delivered on behalf of group. Within the process of this study the performance of groupmates was tried to be revealed using peer assessment and the scores emerged at the end of the peer assessment of students affected their final exam in the rate of %20. After completing group work and handing the report in, students were asked to share group score taking each other contribution into consideration. Students prepared assessment form on their own and handed in. Students don't know what each student score is. Researcher calculated the arithmetic means of scores adding up the points and then dividing it into five, and assigned each student's peer assessment score.

1.4 Data and Data Collection

In this study semi-structured interview was made to determine students' views about problem based learning approach. For this purpose an interview form was developed by researcher. In the process of developing form, related field literature was reviewed and opinions of specialists' were asked to provide the validity of the research.

Interviews were made on 11-15 May 2015 with four volunteer group leaders. Interviews took approximately 25-30 minutes.

1.5 Data Analysis

Descriptive analysis method, mentioned in qualitative research data analysis, was used in the process of data analysis. The purpose of descriptive analysis is to submit the data in an organized and interpreted way to readers. Afterwards; these descriptions are explained and interpreted, cause effect relationship is studied and some conclusions are drawn (Yıldırım ve Şimşek, 2005).

After completing interviews, sound recordings were put down on paper. Dialogs put down on paper was read and interpreted by researcher in detail. At the first stage, interview records were encoded by colleagues of researcher independently to provide the validity of data. Then, authors discussed their view and at the first stage of analysis, they reached a consensus on theme classification.

2 FINDINGS AND INTERPRETATIONS

In this part, findings gained from the analysis of interviews made with students are included. These findings are subsumed under three themes as peer assessment, difficulties experienced during the implementation process, and the suggestions for implementation. Detailed information about these three themes is given below.

2.1 Evaluation of Peer Assessment Implementation

Three sub –category emerged from the analysis of students' views about peer assessment. These categories are "effectiveness of peer assessment, skills peer assessment fostered and the differences of peer assessment from other types of assessment".

2.2 Effectiveness of Peer Assessment

In the matter of effectiveness of peer assessment students stated that peer assessment is effective in making them face facts, helping to notice their abilities and inabilities, and so raising awareness with regard to improve themselves. A student makes a remark on an impression peer assessment left by these words;

Initially I thought that "assessment is made only by teachers". To tell the truth, after I experienced peer assessment implementation, I realised that it is possible for us to be included in assessment process. It urges you to study more, observe, and improve yourself (Harun).

Along these lines any other student explains the effectiveness of peer assessment with regard to noticing her weaknesses with these words;

I took remarkable steps, teacher. First of all, I hesitated if I assess my friends. Because, all of them are my good friends. But I saw I did it. At least I understood the importance of this progress (Tuba).

Students stated that this implementation had made them satisfied and during the process they had taken part in group work willingly. An attendant emphasizing that peer assessment motivated her to study hard and learn, stated that he attended the work willingly during the process and she was aware of her responsibility on this matter. And she expresses her thoughts with these words;

I think peer assessment encourage students to take more responsibility. Personally I see that it motivated me more. For example, there were some times I had exams but I spared time for it. I felt obliged but I was not troubled with that (Seher).

Any other student shared his thoughts stating that taking part in assessment process motivates the students to study avocationlly and he adds;

.....In addition, as I said, peer assessment whetted my appetite for my profession. It reminded me my role in assessment process and how I should behave my students (Rıdvan).

A student stating that she felt special during the peer assessment process expresses her thoughts saying that with the help of peer assessment she gained self-esteem and respect for her profession and she adds;

During the process of peer assessment I felt special, I wasn't worthless. Isn't it great? I mean feeling special (Betül).

Any other student emphasizes the effectiveness of this implementation in terms of presenting assessment making and confronting students with assessment and she adds:

.... As I said before when I make assessment, I shape my friend's future at the same time. This is a big responsibility. And my friend's judgement on me have impact on my future (Çiğdem).

When the students' statements are considered, it is seen that peer assessment implementation urges students to search and improve themselves and it motivates students to study and learn more. Studies included in related field literature also supports these findings of research (Albanese & Mitchell, 1993). In addition, from the statements of students it is understood that peer assessment implementation is effective in preparing students to teaching profession. In terms of teacher training, peer assessment approach is compatible with adult learning theories. *Because* practise is essential in peer assessment approach, and using this approach in teacher training brings to mind that it will be a compatible way of learning with the nature of teaching profession (Lyons, 2006).

2.2.1 Skills Peer Assessment Implementation Fostered

In the process of peer assessment implementation students attended, it is understood that study skills, and thinking skills of students developed and students made progress in getting information from different sources, sharing this information with each other, and fulfilling their responsibilities. A section taken from a student dialoguing with regard to the skills peer assessment fostered is presented below:

I think my study skills and questioning skill developed. And, if it is skill, I made progress in making collaboration, meeting with group, and I fostered sense of belonging to the group (Betül).

A student stated that this implementation developed the sense of responsibility and shared his opinions with these words:

I can say that; in the group, studying skills developed and students made progress in taking and fulfilling their responsibilities (Harun).

In parallel with these remarks any other student stated that he made decision about others and he fostered decision making skill and exemplified:

For example, I have never thought of Harun. Now I have noticed and observed him. Now I know more about him (Çiğdem).

Students express that in the process of peer assessment implementation they fostered self- confidence:

I really have difficulty in making decision. I am often undecided. I forced myself into making decision. I suppose I did it (Seher).

Above, it is obvious from the students' remarks that peer assessment process fostered self confidence, questioning, taking responsibility, and making decision. A research conducted by Sluijsmans and others in 2001 showed that peer assessment improved problem solving skills of students. Giving students a chance for solving the problems they encounter, helps the students to improve their problem solving skills.

Students stated that peer assessment implementation fostered the ability of getting information from different resources, collaborative working, and communication skill. On the same topic, similar results were obtained from the research conducted by Akpınar and Ergin (2005).

2.2.2 Differences of Peer Assessment from other Types of Assessment

Students are included in assessment process with peer assessment implementation. A student stating that peer assessment makes practice attractive expresses her thought with these words:

What makes this group attractive and the reason why attended this group is actually lack of such kind of implementation in our other lectures. By this means, I can make assessment (Çiğdem).

For example, a student states that peer assessment process is motivating and effective in qualifying in the field of application and from those aspects peer assessment process is more attractive and satisfying in proportion to other assessment methods. And he adds:

I have always gone to school because I have had to. But now I observe the group and think about what to do (Harun).

2.3 Difficulties Encountered in the Process of Implementation

It is understood from the interviews made with students that initially, students had a feeling of desperation and inadequacy and they got confused under the responsibilities they took. In their answers relating to the difficulties they encountered in the process of implementation, students shared their feelings and the experiences they got. For example, a student expresses her at the implementation time feelings with these words:

I felt desperate. I worried if I make a mistake and needed a help of someone (Tuba).

It is understood that because the students experience such kind of implementation for the first time, they have difficulty in understanding procedures.

First of all I want to state that at the start of this implementation I wasn't sure about when and how many points to give. But later, it become clearer in my mind (Harun).

2.4 Suggestion for Implementation

Students in their interviews, made some suggestions about how to conduct peer assessment implementation in a more effective way. These suggestions centre on the timing of peer assessment implementation, and the proportion of peer assessment score in final score.

It is emphasized that at its first stage peer assessment scores can be implemented without reflecting it to the real scores of students but the subsequent assessments should be reflected.

You take some information, this is ok. But it have an impact on our real scores at once. This made me think. If there is injustice? I would be lying if I said I didn't think (Çiğdem).

A student states his suggestions with regard to that it will be more motivating if peer assessment score's propotion is more than %20 in final score.

I think we would try hard if peer assessment score had impact at the rate of %30 or %40 on our final score. I mean this makes our assessment scores more important (Harun).

4 CONCLUSION

Students stated that peer assessment implementation was effective in making them face the facts, helping them to notice their own abilities and disabilities, raising awareness for improving themselves better. In addition, students state that peer assessment implementation contented and motivated them to work and learn.

Students stating that peer assessment is effective in preparing to teaching profession emphasized that the implementation motivated them avocationally and they felt special when they made assessment.

At the end of the research, it is concluded that peer assessment implementation is effective in preparing students to teaching profession, helping students to notice their abilities and disabilities, motivating students to working and learning, developing skills such as thinking, getting information from different resources, collaborative working.

5 SUGGESTIONS

Some suggestions were made below for the use of peer assessment in the study and research area with regard to teacher training:

Extending over the peer assessment implementation a long period of time such as a education year or a school year raise the effectiveness of peer assessment implementation because students face more assessment practice.

Besides descriptive studies dealing with experiences of students and instructors, studies based on qualitative research paradigm can also give in depth-information about teaching process.

In this study, peer assessment implementation was conducted to teacher candidates of Psychological Counselling and Guidance and effectiveness of the implementation is tried to be proven from different aspects. Effectiveness of peer assessment in training teachers from other field of study can be studied.

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Transparency of Accounting Information in Achieving Good Corporate Governance. True View and Fair Value

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Abstract

One of the key factors affecting the efficient use of resources, the increase of shareholders confidence in the managers of the company, the success in achieving objectives and economic efficiency is the system of corporate governance by which a company is managed and controlled. We cannot talk about a culture of corporate governance without thinking of the criteria of transparency, of responsibility in ensuring the accuracy of data from financial reports. Transparency is a prerequisite of good communication between the company and the interested parties. This paper examines the concepts of true image and fair value as premises of transparency of the accounting information in order to accomplish good corporate governance.

Keywords: accounting information, transparency, true view, fair value, corporate governance

JEL classification: M 41, M 14.

1 QUALITATIVE CHARACTERISTICS OF ACCOUNTING INFORMATION IN THE LIGHT OF INTERNATIONAL STANDARDS

In analyzing a company's worldwide efficiency, the quality and quantity of financial and accounting information are of extreme importance, information that we use at some point in time, and that is preferably more analytic (Creacă, 2000). The quality of accounting information was the engine of development, so that the entire knowledge is built on the framework of the existing one, thus certifying its quality every time (Todea, 2009). This is not just a support for the managers' decisions, but it can highlight the relationships between the departments of a company, too, namely the levels of collaboration and cooperation in order to achieve the fundamental objective - creating value for shareholders and for the other stakeholders. We must not lose sight of the following elements: the information is not a built object, but a symbol deliberately created by the socioeconomic actors; information creates representations and induces behaviors according to complex mechanisms; alongside formalized sciences, the economic knowledge plays a very important role (Greiner, 2007).

The product provided by the accounting is the information and, like any other product, in order to be accepted by the clients, it has to meet some qualitative standards to please the needs of beneficiaries. As stated by the IASB General Framework for the elaboration and presentation of financial situations, the four main qualitative characteristics of the information are: intelligibility, relevance, reliability and comparability.

Intelligibility is the main characteristic of accounting information. An essential quality of the information provided by financial statements is that the information must be easily understood by its users (General Framework of the IASB, paragraph 25). In this regard, it is assumed that users have reasonable knowledge of business and economic-financial activities, of accounting notions and they are also willing to thoroughly investigate the information received. For this purpose, they must maintain a balance between the accounting knowledge, the one regarding business and financial, economic activities which should be sufficient, on the one hand, and the users' interest to study upon the information reflected by financial statements, on the other hand. However, the information on some complex issues, which should be included in the financial statements due to their relevance in economic decisions making, should not be excluded just because the information might be too difficult to understand by some users.

The relevance of information is affected by its nature and by the threshold of significance. In some cases, the nature of information is sufficient, by itself, to determine its relevance. In other cases, both the nature and the threshold of significance are important. It is considered that the information is significant if its omission or its erroneous presentation could influence the economic decisions of the users, made on the basis of annual financial statements. In analyzing the significance of an element, they take into consideration the size and/or the nature of omission or of the erroneous declaration judged in the given context. The relevance of accounting information is defined in relation to three other qualities: the opportunity, the retrospective character and the predictive value. The opportunity involves providing the accounting information in due time. The retrospective character of the accounting information is proved by the permissibility of past decisions evaluation. The predictive value of the accounting information refers to its ability to improve forecasts based on the results of the decisions made in the past.

The credibility of information is given by: fidelity in presentation; the prevalence of the economic on the legal; completeness (no part of the economic activity should escape from being reflected into accounting); neutrality and prudence (Epstein & Jermakowic, 2010). These are subject to some constraints cost/benefit and, in practice there will always be compensation between these features. In order for the information to be relevant and reliable, the following are required: the information is appropriate for decision making by the users; the benefits from the information will surpass its cost; a balance will be established between the qualitative features of the financial information. Under some circumstances, there may appear a certain imbalance between relevance and reliability. Thus, in case of an exaggerated delay in disseminating the financial or accounting information, it may lose its relevance. The management of the company may find themselves in the situation of choosing between disseminating the information in due time, but with certain relativity, or disseminating reliable information, but with a certain delay. The dissemination of opportune information often requires reporting the significant aspects of a transaction or of an event, before they were known as certainty, which affects credibility. On the other hand, if the reporting of financial or accounting information is delayed, until all aspects have been known, there is a possibility that credibility could not be challenged. However, usefulness is reduced for the users who meantime have had to make decisions. Ensuring a balance between relevance and credibility requires a permanent monitoring of the overall objective: adequately

meeting with the users' need in the process of making economic decisions (Toma, 2010).

Users should compare the financial statements of a company, both in time and space. By comparing the financial information of a company in time, users can identify the evolution of the financial position, changes of financial position and performances of the company. The comparability of the information in space offers the users the possibility to analyze and decide by comparing the financial statements of different companies. Thus, the measurement and presentation of the financial effect of the same transactions and events must be conducted in a consistent manner within the company and over time for the same company, but also in a consistent manner for different companies.

2 THE QUALITATIVE CHARACTERISTIC OF THE ACCOUNTING INFORMATION IN THE LIGHT OF CORPORATE GOVERNANCE EXIGENCES

At the level of corporate governance, accounting is the most important element of the information system because: most of the decisions at micro economic level are made based on the information provided by the accounting; it enables managers, shareholders and stakeholders to have an image of the entire activity; it connects other components of the information system of the company by integrating the information regarding these activities into a common basis. Corporate governance gives great importance to the quantity and quality of the financial-accounting information that the company uses at a certain point in time, preferably the information that is more and more analytic. It is obvious that the managers, in order to achieve a superior capitalization of the entire economic activity within the company they manage, have to maximize the economic function of the profit, to minimize costs and to create value for shareholders. These desiderata can only be achieved by using some information of economic quality.

Questions arise constantly: which are the expectations of managers, shareholders and stakeholders from the financial-accounting information? This information should enable findings: are things going right or wrong? It should draw attention to: which problems should they pay attention to so that the activity should carry out optimally? The information should help solving problems: Out of alternative solutions, which is the most viable?

Companies must be convinced that the disclosure of information is an advantage, not a burden. In this context, the lack of concerted request from the current or potential investors, is the main reason why the companies with state or

private capital show no interest in publishing the information. With regards to listed companies, if there is no active primary or secondary market, there will be no incentive in making the information available.

Corporate governance has as main objective the transparency of share ownership. The existence of a transparent structure of ownership is necessary for shareholders so that one could evaluate to what extent they can influence the decision-making process and also for the fight against unfair transactions, especially against transactions between related parties or between those based on personal information, thereby protecting market integrity. In order to ensure equal access to information and, consequently, an equitable treatment for shareholders, all shareholders should simultaneously have access to the same information. Special accent should be put on the modern methods of information communication, which are effective methods to ensure the requirements and targets regarding information disclosure. The companies and all regulation bodies which receive information in accordance with the regulations in force have to ensure that the information is transmitted directly to the shareholders and to the public, in a fair and timely manner. The usual means of communication used by companies have to be clearly defined and agreed upon by those who finance the company, namely by the shareholders. It is important for the companies that seek to attract foreign capital to provide additional non-financial information to the market, which would help improve the image of corporate governance and would increase its market value. The decisive role lies within the Board of Directors who has to decide which information is relevant so that a domestic or foreign investor should objectively evaluate the financial-economic activity and the possible results in the near future. The corporate governance, as a complex system of management and control of the financial-economic activity of the company, is seen as an information system which collects raw information, processes it through the accounting department, and presents it to the decision making parties - managers and shareholders and other groups of interest. Still, the main feature of the financial-accounting information lies in obtaining the knowledge and skills needed to participate in some important economic decisions making at the company level.

3 TRANSPARENCY AND RESPONSIBILITY IN DRAFTING FINANCIAL STATEMENTS

Accounting aims at permanently adapting the supply to the existing demand and it actually occupies the central place in the information system of the company. Information is a means of ensuring financial stability. In the ensemble of a system with exhaustible resources, the continuous regenerative information tends to become the most important resource.

As remarked by some authors (Heem, 2004), the financial statements, in general, and the IFRS ones, in particular, are built to enable a better financial communication oriented, mainly, to the shareholders. These situations correspond to a greater extent to the requirements of the end-users and, especially, to the financial analysts. The interests of the users of accounting information are different, which makes some of them, such as the managers, to intervene in the application of politics and accounting methods so that they get advantaged. Then, the position held by some of the users confers them a privileged status in relation to information.

Thus, the literature speaks about several ways a transparency within a company: the politics transparency (objective bases), economic transparency (data and models used), procedural transparency (decisions, votes), transparency regarding the results of the politics used and operational transparency. The lack of transparency of the company reduces the sensitivity of the groups of interest to possible sudden changes of financial-economic politics. The increase of transparency is associated in part with the efforts of accountability in achieving the primary objective of the entities and namely creating value for shareholders and the others stakeholders. The transparency of the strategy used and of decisions can make the groups of interest understand the current stage of the financial-economic policy of the entity. This is a fundamental element in the good functioning of a system of corporate governance, and it can be achieved by means of information dissemination. The accounting information is decisive in ensuring both the economic transparency and the operational and political ones.

The recent corporate scandals and financial failures which led to the global crisis that spread all over the world have been caused mainly by the deficiencies of the control system and of the audit function. On this background, the inappropriate presentation of information negatively affected the overall situation. Consequently, information transparency has become a critical element for the optimal functioning of an efficient capital market and also an important characteristic of a solid mechanism of corporate governance. Providing useful and transparent information regarding the participants on the market and the transactions carried out by them is

one of the most important prerequisite conditions for the proper functioning of a market economy and for good corporate governance. We cannot discuss about a culture of corporate governance without thinking of the transparency, of the responsibility criteria in ensuring the accuracy of data from the financial reports. The accounting profession continues to play an important role in the corporate governance culture, having responsibilities towards the public interest and towards a balanced and sustainable economic development. Every professional account must understand their role in making sure that the corporate governance is effective and efficient. The account expert or the professional account is also the basis of best practices in the context of proper corporate governance within a company, as the accounting profession has to take responsibility in promoting good practices in the service of corporate governance (Iorgulescu & Marcu, 2015; Ionescu, 2015).

Transparency is a condition of communication between the company and the co-interested groups. More than transparency in communication, credibility involves an agreement between the statements and the shares of the company. Transparency allows investors, creditors and market participants to be able to evaluate the financial position of an entity. In addition, in order to help investors make better decisions, transparency increases trust in capital markets. It allows the Board of Directors of the company to evaluate the efficiency and effectiveness in resource management and to take prompt and corrective measures, if necessary, as a response to the deterioration of financial situation.

Both the quantity and the quality of the information available to the market participants and to the audience are essential. Quality is of high priority. Improving the quality of the information required by the market participants and by the regulators is closely related to improving the companies' own information system, so as to gain a reputation for providing good information in terms of quality.

According to the degree of transparency, the information provided by the accountancy is grouped into two large categories: totally transparent information and partially transparent information. The totally transparent information is the one that refers to the position and financial performance. This is subject to the financial accounting, which is considered the external face of the company, the one that delivers information on property management, necessary to the internal decision makers of the company, as well as the information on financial results necessary to external users, including the State. It is obtained by strict rules set out by the Ministry of Public Finance; therefore, it has a standardized character, being published so that all interested persons should be correctly informed. The less transparent information

is the one that refers to the costs calculation, to the budget structure of the company, to the knowledge of internal performances, etc. It is subject to management accounting, considered as the internal face of the company. It does not have a standardized character and it isn't disclosed to the public.

4 TRUE AND FAIR VALUE, PREMISES OF THE ACCOUNTING INFORMATION TRANSPARENCY

At the moment, the main concern of the two international bodies of accounting regulation, IASB and FASB, is the creation of a modern accounting system that accurately and quickly informs the users on the accounting and financial information, being at the same time an active concept since it renders an objective view of the company as a whole. Actually, we consider that image is mostly desired, especially in Romanian economy, a genuine and objective image that provides sincere information, based on which the decision making can lead to adopting strategies in line with the economic truth.

Both true view/image and fair value are concepts perceived by the supporters of the Anglo-Saxon model of accounting as premises of the information transparency and, indirectly, of good corporate governance. Many authors make a connection between transparency and true view which have to deliver to the financial statements the necessary safety and presence.

The concept of fair view is reflected in the Anglo-Saxon doctrine and it has been formulated since 1974 in section 149 of The Companies Law in the phrase "true and fair view", true and correct (fair) picture where it is stated that each sheet must render a true and correct (fair) picture of the financial and patrimonial situation of the company at the end of the exercise and each account of results has to render a true and correct (fair) image of the company's profit or loss in the financial exercise.

An Anglo-Saxon concept, later adopted by the IV-th Directive of the European Economic Community, "fair view" is a concept to be achieved and not a principle which aims at the accounting truth (Ristea, 1998). One of the few definitions belongs to G.A. Lee (1981), who stated in 1982: Today, the fair view has become a term of art. It requires the presentation of accounts prepared in accordance with the general accepted accounting principles, the use of figures as accurate as possible, the achievement of estimations as reasonable as possible, and their arrangement in such a way that they can provide, with all the limits of current accounting practices, the most objective possible image, free of errors, distortions, manipulations or significant omissions. In other words, both the letter and the spirit

of the law must be taken into consideration. For the accounting from other European countries, this concept represents an objective of financial statements, while for the Anglo-Saxon accounting; it is a fundamental principle towards which all the other principles converge.

According to the International Accounting Standards and to the regulations of the IV-th European Directive, the objective of a company's accounting is that to provide synthesis papers that offer a fair view of the patrimony, of the financial statements and of the result, so that it delivers useful information to the assembly of users when they make economic decisions. The international body of accounting normalization, IASC, has a formulation quite close to the financial accounting objective, joining the fair view to the fair presentation of financial statements, but which does not refer to the concept of fair view.

In paragraph No. 46 from the General Code of the IASC it is stipulated: The financial statements are described as presenting a fair image of the financial position, of the performance and of the changes of the financial position of a company. Although the general framework does not directly approach such concepts, the implementation of the main qualitative characteristics and of the adequate standards of accounting has, normally, as a result, the preparation of financial statements that generally reflect a fair view of the company. This concept is differently interpreted by the French doctrine (*l'image fidele*) and the Anglo-Saxon doctrine. The French doctrine states that the principle of fair view would be useful in three essential areas, namely: it would force the company to present in the appendix the information useful to the balanced sheet and to the profit and loss account; it would allow the company to make a rational choice between several applicable rules; it would be the last resort should there be no rules regarding a problem or another. In contrast, under the projector of the Anglo-Saxon meaning, the fair view has three essential features: it translates an idea of life and judgment; it requires the obligation of correct information of the users; it is a landmark of communication (Feleagă N., Ionașcu I., 1998).

The Romanian researchers opine for the implementation of the Anglo-Saxon concept which renders another meaning to the fair view, enabling to obtain some annual accounts in accordance with reality, getting a real and loyal accounting information, based on honesty and faithfulness. Addressing the fair view as an objective to be accomplished, the accounting truth perceived as a result of having complied with the accounting principles or conventions, has to aim at the possibility

that the synthesis papers should reflect true, correct information on the patrimony, on the financial statements and on the outcome of a company.

The concept of fair view is closely related to that of true value, both concepts being in continuous motion, influencing each other. The American origin of this notion is explained by the fact that the financial-future instruments emerged in the U.S.A where they witnessed a quick development. Although references to the concept of true value existed since 1984 when F.A.S 80 "Accounting for futures contract" was issued, the American standard which established the evaluation to the true value as a new accounting convention of evaluation of the majority of financial instruments was F.A.S 133 "Accounting for Derivative Instruments and Hedging Activities", which appeared in 1998. The American standardization released the F.A.S 157 "Fair Value Measurements" standard, which sets out a conceptual framework for carrying out the evaluations required by the existing norms and it also details the explanations.

The fair value represented the concept which confused both the evaluation and the financial analysis, the one that decodes and gives meaning to numbers, to the accounting language. Despite the waves created by the true value, we state that, since the evaluation to the true value aims at a large number of financial/non-financial assets and liabilities, it can represent the basis of a new model of accounting representation of the company, by means of which the uncertain financial conditions will be followed, conditions which affect the forecast of financial flows and the opportunities of short term and long term investments.

The International Accounting Standards/The International Standards of Financial Reporting retain the following definition of true/fair value: the amount for which an asset could be changed freely between informed parties, in a transaction in which the price is objectively determined (IAS 16-6, IAS 21-7, IAS 32-5, IAS 38-7, IAS 39-8, IAS 40-4, IAS 41-8, IAS 148-7). The alternative valuation models, provided by IAS 40 "Property investments" and by IAS 39 "Financial instruments: recognition and measurement", based on fair value, raise the problem of placing the true value on the same conceptual level with the other valuation bases stipulated in the General framework. Also, the fair value measurement is stipulated in IAS 39 "Financial instruments: recognition and measurement", which states that the best evidence of fair value is represented by the prices quoted in an active market.

In some fields of activity, the absence of an active market is obvious, and the fair value cannot be determined by using valuation and estimation techniques based on the management estimations related to the future flows of cash and to actualization rates adjusted depending on the risk.

An opinion in this respect formulates M. Ristea (1998), characterizing the fair value as follows: a hope, if not a panacea to overcome the limitations of other valuation bases used in preparing the financial statements. Specialists (Niculescu, 2003) consider that at the origin of introducing the concept of fair value by the international accounting norms there lies the pressure exerted by the objective of creating value for shareholders. Researchers from France (Casta & Colasse, 2001) believe that the fair value does not designate an impartial value or a more fair one, but it includes to the idea of caution. The term “fair value” from English has not been translated into “valeur juste” in French, but into “juste valeur”.

Resorting to fair value as a criterion of evaluation is justified by the theory of efficient markets, which stipulate that, at a certain moment, the course of a share reflects all available information that led to its formation, or that the share price does not only show its value, but also its shareholders' expectations. The efficient market theory, also known under the name of the theory of random motion or the Brownian movement or the Wiener process, being formulated in 1900 by the French mathematician Louis Bachelier, became controversial especially after some abnormalities of the capital market had been detected.

The fair value represents one of the evaluation forms that is increasingly felt both in the accounting language and in the accounting norms/rules. Incorporating this concept into the accounting rules in Romania, contributes to the implementation of an accounting which assumes the role of a bridge to the future. In the Romanian accounting environment, there was the option to combine the evaluation system based on historical cost with the system based on fair value. This concept was created in order to help replacing the shortcomings of evaluating the rival of fair value, and that is the historical cost by adjusting the acquisition costs of assets with their value on the market, which was achieved through a permanent reevaluation of balance sheet items (Ionaşcu I., 2003).

The accounting of fair value is the prevalent accounting system of the 21st century, representing an approach to accounting reporting in which the companies are required to or allowed to measure or report, on a progressive basis, certain assets and liabilities at the estimated price to be received for the sale of assets or to be paid for the release of liabilities. Moreover, the financial globalization and the constraints that it imposes on national normalization indirectly increase the importance of fair value and it provides extra complexity (Deaconu, 2009). We believe that, in our country, the extension of this evaluation concept into practice is not easy to be achieved because there are plenty of rules which play an accent on the legal

approaches in accounting in the detriment of the economic ones. And we must not forget the strong interference of the fiscal right in the accounting area.

The fair value represents a step forward in the history of accounting and it can bring substantial benefits to the financial reporting and, implicitly, to the users of accounting and financial information. This basis of evaluation/assessment, even if it is not expressly stipulated in the General framework, it is often used by the IFRS as a basis for the assessment of many assets and debts. The fair value is defined by the IASB as follows: “the amount for which an asset could be transacted or a debt discounted between interested and informed stakeholders/parties, during a transaction carried out objectively”. It is, therefore, about an appraisal, not a finding as in the case of the market value. The fair value includes the market value and tends to cover all values arising from the estimates based on economic calculation.

These expressions, the market value and fair value, as they usually appear in the international accounting standards, are generally compatible, though they are not entirely equivalent. The fair value is generally used for the financial reporting of both the market value and the values which are not based on market development. When the market value of an asset can be determined, this value will equal the fair value.

The fair value represents one of the reassessment forms which is increasingly felt both in the accounting language, and in the accounting norms. Incorporating the concept of fair value into the accounting norms contributes to the implementation of an accounting which takes the role of a bridge to the future. Generally, in the accounting environment, both national and international, there was the option of combining the assessment system based on historical cost with the system based on fair value. We consider that, the extension of fair value into practice is not easy to be achieved because there are not few rules which focus on the legal approaches in accounting in the detriment of the economic ones. Moving from an accounting based on historical costs to one based on fair value has been catalogued as a conceptual revolution in the accounting. The objective of the accounting based on fair value is to reflect market values in financial statements and its amendments to the consolidated results obtained by the company. This role has already raised many practical problems because the estimate of the fair value remains a subjective process, especially when this has to be done in the lack of a market, which involves many professional judgments and the possibility of manipulation by the one that estimates. To our country, the fair value, as well as all other changes of the accounting system starting with 2001, represents a novelty. For the first time, the fair value was mentioned in the Romanian accounting regulations, harmonized with the international standards in 2001, and later in 2002, when they chose to link the

Romanian accounting to the international accounting norms and, secondary, to the European ones. The fair value allows an assessment of the financial position as close to reality as possible (Grabara & Bunaciu, 2015; Jivan, 2016). The Romanian accounting regulations applied after 2009 accepted the valuation model at fair value only in certain situations, namely: optionally, for the purpose of reassessment of tangible assets, thus reflecting the results of the re-evaluation operation within individual financial statements, the evaluation at fair value is allowed only in the case of consolidated financial statements. In practice, the companies in Romania use the fair value to reflect the goods obtained free of charge or for those that came as a plus at inventory.

The use of fair value can significantly contribute to the improvement of accounting information released from financial statements thus increasing their usefulness for their users, but it can also be extremely subjective allowing the manipulation by those who estimate it and the emergence of distortions in financial statements, when the use of fair value is not accompanied by an adequate presentation of the information on it in the explanatory notes, it proves to be much more dangerous than the historical costs.

In the communication process of the company, there is the essential difference between fidelity and sincerity, honesty representing the care to prepare a piece of information as close to reality as possible, with no concern to the way it is understood, while fidelity involves complementary care of a good reception of the message by third parties. Resorting to fair value as a criterion of valuation is justified by the faith in the efficiency of markets.

However, the application of fair value brings about a lot of criticism, too, namely:

- The fair value leads to a high volatility of the result because the valuation at fair value involves the inclusion of some virtual elements into the result, elements generated by market evolution and which are only potential gains or losses;
- The fair value brings about an overvaluation of the values presented in financial statements;
- The fair value disregards the principle of continuity as long as it requires setting the value at current moment (and not during the normal cycle of activity);
- The fair value would require the banks to reduce the value of assets within the balance sheet at lower values as the ones reflected by the market;
- The fair value is meaningless in liquid markets;

- Estimating the fair value is the prerogative of an external estimator of the company, in the worst case of an internal estimator, a person different from the professional accountant.

In our country, the fair value has a restricted use, limited by the conditions of the existing economic and legal environment, characterized by the priority of some regulations which favor legal and fiscal aspects in the detriment of the economic ones; the mentality of the accountant who does not accept the new concept with all its implications; insufficient development of the capital market which is the main source of obtaining information for the fair value; ignorance of current standards, etc. (Deaconu, 2003).

At first, one should notice the attention granted to the concept of fair value, both by professionals in the accounting-financial area and by the bodies of accounting normalization. Although the area of applicability of the accounting model based on fair value has expanded, the area of great interest is that of financial instruments. The development of financial markets and the complexity of the financial instruments traded have imposed the use of this alternative model of valuation. Nevertheless, the debate on fair value confronts two categories of actors: on the one hand, the managers of companies who wish a much better estimate of the performances achieved, and, on the other hand, the creditors who wish, firstly, the estimate of the risks they assume, of the immediate solvency of the company in the case of total liquidation of its assets.

The fair value is supported especially by jurists who take into account the real bankruptcy of the company, situation when all assets have a certain value, for that moment, for that market where they operate and, sometimes, for a certain use. Jurists try to defend the interests of creditors and of the public in the event of liquidation of the business. They are interested only to a little extent in what the managers of state or private capital seek (Voinea, 2015; Vladutescu, Budica, Dumitru & Stanescu, 2015). The traditional model of valuation, that of historical costs, doubled by the principle of prudence, it is nowadays severely criticized for its approximate estimations, thus, subjective, especially when it comes to assets impairments. Criticism is also for the dependence of estimates on the intentions influenced upon by the different levels of interest of those responsible for the accounts. The authors of critics argue in counterweight the virtues of fair value which consist of:

- They lead to more objectivity, to more neutrality, since such an accounting model of valuation would be protected from the influences and current opportunism of a responsible of accounts;

- The application of fair value in accounting seems to allow the elaboration of financial statements which offer third parties a much better information regarding current and future performances of the company, therefore the possibility of substantiating their decisions;
- The financial statements in fair value facilitate a better control of the managers, guiding the decisions more efficiently towards the investors' interests;
- The assessment of the resources of the company at fair value, by determining the control indicators regarding managers, based on their shareholder value, just as the economic added value (EVA) or the market added value (MAV).

We ask ourselves the following question: can the valuation at fair value contribute to the creation of value for shareholders? Can it dominate the valuation at historical cost? We state that the assessment at fair value cannot create value for shareholders and for other stakeholders if only in accordance with the principle of historical cost.

As an exception to the principle of historical cost, the Member States of the E.U can allow or impose the valuation of fixed assets at fair value. Member States may allow or impose companies to assess the financial instruments, including derivative financial instruments, to fair value or to evaluate certain categories of assets, others than the financial instruments at fair value. The option of Member States to allow or require the valuation of fair value can be used at the level of individual or consolidated statements. Member States may permit or impose the recognition, valuation and presentation of financial instruments in accordance with international standards of accounting. The main concern of the European Union on the concept of fair value consists in the efforts made in order to reach an international agreement with regards to accounting standards which should not disturb companies by intensifying the economic trends, guaranteeing at the same time a clear view on their finances. Thus, they will ensure that the accounting standards, whose main objective is to provide useful information to all users in decision-making, better reflects the core values of the company. This objective is connected to other strategic objectives, including prudential regulation and financial stability.

5 CONCLUSIONS

Ensuring a greater degree of transparency in financial communication represents an important objective pursued by international accounting and financial standards. In the financial-economic activity of the company one can identify possible associations between the characteristics of ownership and the level of disclosure of information on corporate governance, starting from the general meaning according to which transparency and quality of the system of corporate governance are two concepts that inter-relate, a high level of transparency of the financial and accounting information denotes the existence of a practice of high quality corporate governance. A good financial communication can highlight the stability of a business, sales growth, thus attracting the confidence of the public. Usually, the lack of transparency of a company regarding its financial results determines suspicion from its users, bringing shadow over its image. The relationships with the investors, bankers, with the analysts and the consultants in investments, with the financial media are extremely important to achieve the objectives related to the financial image and suppose a specialized communication. The financial communication refers not only to specialized financial environment, but also to the shareholders of the company. The loyalty of shareholders is as important as that of the clients.

The role of financial communication is that to protect and also to enhance the company's value assets. It actually represents an investment in the value of the company, in informing the shareholders, the current or potential investors, as well as an opportunity to identify the perceptions of the target audience. The phenomenon of financial communication can be defined as the possibility to provide accounting and financial information by means of financial statements and analysis, so as the external environment of the company should be pleased.

Ensuring a greater degree of transparency of the accounting information can also be achieved by forming an Audit Committee of the company. This committee represents a factor in improving the quality of accounting information both within the company and in the relationships with third parties. The principles that lie at the basis of the activity of this committee aim at: cultivating the control climate, in the sense of cultivating the personnel on the necessity and usefulness of control; identifying specific risks; risk evaluating and monitoring; identifying possible and necessary forms of control, updating their content and quality; stimulating the processes which ensure information and communication inside and outside the company; supervising the preparation of financial reports; monitoring the activity and resources of the internal control function and the relationship of the company

with the financial auditor; examining the interim and annual financial information, as well as other information published by the entity in order to ensure their balance and transparency.

Ensuring a greater degree of transparency of accounting information can also be achieved through: transparency in the operations of the entity, in the audit and accounting procedures as well as in all procurement operations, in all business relationships in general, thus attacking the methods based on personal relationships, corruption that lead to the depletion of the companies, eliminate the ability of competition and chase away investors; information on the ownership structure for the listed companies or the ones publicly held must be accessible to all shareholders, as well as to the general public; regulation with regards the continuous presentation of information may exempt companies from transmitting specific information; avoiding preferential information; stock exchanges should create a policy on the continuous presentation of information.

The primary objective of good corporate governance refers to promoting transparency, certainty and responsibility at the level of the company. Transparency is a condition of communication between the company and the co-interested parties. Transparency allows investors, creditors and market participants to be able to evaluate the financial situation of a company. In addition, in order to help investors make better decisions, transparency increases the confidence in capital markets. More than that, transparency is important to corporate governance, since it allows the Board of Directors to evaluate the effectiveness of management and to take prompt corrective measures, if necessary, as a response to the deterioration of financial situation. Providing transparent and useful information regarding the market participants and the transactions carried out by this is one of the most important preliminary conditions through which a market discipline can be imposed.

Today there is an increasing requirement for transparency in business. Investors, as well as other groups affected by the assets of a company, ask for a higher access to information regarding companies' management. They need information regarding not only the financial and economic performances, but the ethical, social and environmental performances of firms, too. Interested groups, employees, creditors, business partners, customers and local communities and, to a larger extent, government agencies require managers to publish reports on social, environmental and sustainable development politics of the companies. So, we can say that the

business world was born and the concept of triple reporting was imposed: the economic, social and environmental one.

In the politics of corporate responsibility, transparency means: to define an ethical code, the principles which guide the company in its actions or a set of ethical standards to establish the rights and obligations that a company has towards the co-interested groups; to publish and promote the ethical code among its employees and business partners; to develop social periodic reports which should reflect the extent to which the company meets with the obligations it assumes; to publish the standards of reporting used, as well as the auditor who developed the reports (Batâr, 2004; Grozea, 2011); to assess the social investment programs, their impact on target social groups; to publish the programs of social investment, as well as the progress made every year.

In democratic states, transparency is considered a demand that must be met by any authority or public institution. Transparency is seen as an elementary requirement of democracy, a tool to interfere with the governance process and supervise the actions of the authority, a way to prevent corruption or abuses. Economists also offer a pragmatic argument for transparency, considering that the chances to make rational decisions are even higher as public policies are more transparent.

Transparency is part of the five principles available to all types of governance: global, European, national, regional and local. The five principles are the following: transparency (openness); responsibility; participation; effectiveness; coherence. As a principle, transparency claims the necessity to adopt an open, sincere way, by all institutions, in the activity that they carry out. At general level, institutional investors claim a higher transparency regarding the activity of the company (for example, by publishing monthly/ quarterly/ half-yearly/ annual results, the remuneration of managers and the presentation of synthesis documents). In particular, they exert pressure so as this kind of documents meet with the international accounting standards.

A better information or transparency explains the way accounting and financial information is obtained and allow their criticism. Transparency refers to the principle of creating an environment where the information regarding the existing conditions, decisions and actions are accessible, visible and intelligible for all market participants. Transparency is necessary so as responsibility be installed among the major groups of market participants: debtors and creditors, issuers and investors, national authorities, international financial institutions. Transparency, namely the open, sincere feature of the company's politics: improves the predictable character

and, thus, the efficiency of decisions; it forces institutions to face the reality of a situation; it determines officials to be more responsible, to justify decisions and actions; it is a means to encourage responsibility, internal discipline and a better governance. We believe that transparency is crucial to the credibility of a company. This has to do with the professional side of the employees. It requires an entity to communicate openly what may truly interest the internal and external users, which may affect the actions, trust or evolution. A company has to know to whom and what to communicate, and when it does so, to make sure the communication is based on truth.

In our opinion, transparency is a prerequisite for an efficient communication between the company and the co-interested groups. Transparency has to be directed to the main ambassadors of the brand, to the employees. Transparency also has to be directed to consumers. They are entitled to be informed upon the product/service they wish for completely, without any reservations. If not, in the absence of information, the consumer/audience fills the gap with imagination. As all who lived under communism know that the lack of information does not deflate, but amplifies the phenomenon by rumors and speculations. When companies stop treating transparency as an obligation or as something fearful, they will be able to use it to their advantage and they will enjoy public trust, success and sustainability.

The current practices of a good governance in the European Union can lead to improving the transparency of accounting and financial information in the activity of the listed and unlisted companies in our country. These practices aim at: adapting the codes of ethics; disseminating information (financial, social, etc); building a legal and regulatory framework under safety conditions for investors; developing a new code of corporate governance; building new indicators to measure performance (social, economic, environmental aspects etc.); bench-marking; publishing the black lists of the companies.

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Values as predictors of teacher trainees’ self-esteem and perceived social support

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Abstract

The aim of this study is to investigate whether the values of an individual can significantly predict the individual’s self-esteem and social support or not. The study has a general survey design. The population of the research consists of 547 teacher trainees. Teacher trainees, 304 (%55.6) were female while 243 (%44.4) were male. Data collection instruments included Self-esteem Scale developed by Arıcak (1999), Schwartz’s Values Inventory and Perceived Social Support Scale developed in 1988 by Zimet et al. Data was analysed using stepwise regression analysis. The results indicated that dimensions of the values inventory predict both self-esteem and the dimensions of the perceived social support scale.

Keywords: Values, Self-esteem, Social Support, Teacher trainees

JEL classification: A2

INTRODUCTION

Human beings have strived to comprehend the human self and behaviours for thousands of years (Bacanlı, 1997), and they have defined both themselves and the outside world in terms of the relationship with their surroundings. The concept of self, which includes all definitions in relation to the individual, is the most fundamental structure that distinguishes man existentially and makes us unique (Arıcak, 1999). The development of the concept of self is a dynamic process that proceeds in line with the ways in which an individual perceives his experiences with his surroundings, and the development of a healthy concept of self depends on the harmony between the individual and his experiences. The attitudes of the people who are close to the individual, in particular, are highly significant (Geçtan, 1993). The fundamental elements of the individual's perception of the self also include his values system on self-affection and basic sufficiency (Eisenberg and Patterson, 1979). Through various satisfying or disappointing experiences the feeling of self-esteem develops (Geçtan, 1993). Coopersmith (1967; 1974) and Rosenberg (1965) defined self-esteem as the individual's appraisal of his worth and explained it as an expression of the individual's belief in self-sufficiency, importance, success and values as well as his attitude of self-approval or disapproval. On the other hand, Demo and Saving-Williams (1992) regard self-esteem as the individuals' complete set of appraisals of themselves. These appraisals indicate self-judgements such as personal worth, approval and disapproval. Human beings need the care and attention of others when they come into the world. Therefore, the child interacts with others from the very first moments. During this period, the quality of parental care and attention is an important contributor to the development of child's both physical and psychological attributes. Research emphasises that the most important factor in the development of self-esteem is family (Coopersmith, 1974; Kulaksızoğlu, 2004; Yörükoğlu, 1978; 1986; Calhoun and Acocella, 1990; Yavuzer, 1991). People with high self-esteem take risks of failure in order to realise their aims, have self-confidence and are more ambitious. People with low self-esteem and who are characterised with their tendency to protect their self tend to avoid rejection and stressful and embarrassing situations (Baumeister, Tice and Hutton, 1989; Tice, 1993).

Individuals' development of the self, along with their moral development levels, significantly contributes to the acquisition of value judgements of the relevant society and to become a harmonious member of that society (Özden, 1997). Thus, values play an important role in human life (Bacanlı, 1999; 2002; Doğanay, 2006 and Agle & Caldwell, 1999). Values can also be regarded as the individuals' beliefs in

terms of what is right and what is wrong in their lives and our desirable and undesirable judgements. In one sense, values are also the judgements developed in order to make life respectful (Robbins, 1993; Özbay, 2004; Halstead & Taylor, 2000). Values, for thousands of years, have been the most important humanistic elements of being human. These elements shape the individuals' paradigms, hold the society together and ensure the continuity of culture (Sıgır, Tabak and Ercan, 2009). Values influence individuals' existing attitudes, their behaviours and all perceptive and behavioural patterns (Ayrıl, 1992). Moreover; values have an important function in identifying and directing existing attitudes and behaviours of the people (Kulaksızoğlu and Dilmaç, 2000; Dilmaç, Kulaksızoğlu and Ekşi, 2007).

Values are individually or socially possessed beliefs that guide our decisions conscious or unconsciously, linguistic or symbolically; and that represent criteria for our cognitive, emotional and behavioural judgements. Whilst values influence societies, societies also have the power to influence values (Shearman, 2008). Individuals' upbringing and their personality structures play an important role in the generation of values. Especially in terms of individual differences, structures of personality show parallels to structures of values (Bilsky and Schwartz, 1994). The concept of self as a critical component of personality, social support and individual's relevant judgement of worthiness, i.e. self-esteem, have been the focus of researchers who study values and personal characteristics (Eccles, Wigfield, Flanagan, Miller, Reuman and Yee, 1989; Goodwin, Costa and Adonu, 2004). According to Feather (1991) a strong relationship exists between values and self-esteem. Achievement, competence and self-direction, in particular, are major substances of self-esteem. Such values that are emphasised within the culture also impact the progress of self-esteem. Thus, power, achievement and self-direction were identified as the main value dimensions of Schwartz's model of values (Bilsky and Schwartz, 1994; Sagiv and Schwartz, 1995; Schwartz and Boehnke, 2004). Specifically, values categorised under power and achievement such as "to have social power", "to be able to sustain social image", "to be competent", "to be successful", "to be an influential person" are the ones frequently emphasised in literature in relation to self-esteem (See Coopersmith, 1967; Heatherton and Wyland, 2003; Humphrey, 2004; Wigfield and Eccles, 1994). Another important element that affects the process of the development of personality is social support. Schwartz (1992) and Goodwin et al. (2004) reported strong relationships between an individual's values and perceived social support. Values are important contributors to the development of personality. Loss or damage of values results in personality and identity disorders and feelings of distrust (Öner, 1999). Value is defined as a social actor, which is employed in the

selection of behaviours and actions, the appraisal of events and people and the explanation of behaviours and actions (Schwartz, 1999).

Social support, on the other hand, according to Yildirim (1997), can be defined as social and psychological support the individual receives from his surroundings. Researchers elaborate on the significance of social support in dealing with stress. Therefore, the family, the bigger family, friends, partners, teachers, colleagues, and neighbours of the individual, ideological, religious or ethnic groups and the society in which the individual lives constitute the social support resources of the individual. Due to changes in the individual himself or in his support resources, his level of social support may vary. For instance, situations such as conflict among the family members or between spouses, one of the parents' being made redundant at work or the death of one of the spouses, lack of social skills or sexual deviation, lack of individual's knowledge on formal and informal support resources, immigration, illnesses, or marrying someone of the religion or ethnicity which is not approved by the family may decrease the individual's level of social support.

Social support has two categories; structural and functional. The people who provide support, the number of these people and their degree of affinity are important elements of structural support. Functional support, however, involves the importance of the support for the individual and what it means, as well as how much the support can and cannot meet the needs (Yildirim, 2005). Cohen and Wills (1985) defined two models that explain the aspects of social support and its role. The first of these is the main-effect model. Social support in this model generates positive effects on the individual regardless of stress levels. The model advocates that social support is beneficial both in times of stress and no stress. Accordingly, wide social networks provide positive experiences and this kind of support is related to the individual's health. The second is the buffering model. This model suggests that sufficient social support diminishes and stabilizes the influence of stress on health. The model argues that social support protects the individual from the harmful effects of stress on health and well-being. Both models emphasise that social support has a positive influence on individual's health. Lee and Robbins (1995), based on their studies on the psychology of self, stated that people meet their needs to have a sense of belonging by participating in and identifying with the social world. They define these social experiences as the cognitive representation of the self in relations with others. Social connectedness reflects the internal sense of belonging and is defined as the subjective awareness of being in close relationship with the social world. People with high levels of social connectedness can manage their own emotions and needs better through cognitive processes such as self-evaluation and social comparison.

These suggest that values of the individuals might potentially be an important variable in predicting the individuals' self-esteem and perceived social support. Hence, the aim of this research is to investigate whether values of the individual can significantly predict individual's self-esteem and social support.

2 METHOD

2.1 Participants

This study has a relational survey design. The population includes teacher trainees studying at the Education Faculty, Technical Education Faculty and Vocational Education Faculty of Selçuk University in Konya, Turkey. The participants were selected using convenience sampling among the voluntary teacher trainees. Among a total of 547 participating teacher trainees, 304 (55.6 %) were female while 243 (44.4 %) were male.

2.2 Data Collection Tools

Self-esteem Scale: Self-esteem scale developed by Arıca (1999) consists of 32 items. It is a five-point Likert type scale with options of "strongly agree", "agree", "undecided", "disagree" and "totally disagree". Reliability tests of the scale were conducted using Cronbach Alfa internal consistency coefficient and test-retest techniques. Internal consistency of the scale was .90 ($n=152, p<.001$) and test re-test reliability coefficient was .70 ($n=92, p<.001$). To ensure the validity of the scale, 34 expert views were gathered from nine different universities and scale items were revised accordingly. In order to identify the validity coefficient of the scale in relation to a similar scale Rosenberg Self-esteem Scale was used and the relationship between the scales were found to be .69 ($n=92, p<.001$). The scale scores are between 32 and 160 where higher scores mean increased self-esteem.

Schwartz's Values Inventory: Developed by Schwartz in 1992, Schwartz Values Inventory consists of 57 value expressions and ten dimensions (Schwartz and Boehnke, 2004). Turkish translations of main dimension and value types as well as of the values in each value type by Kuşdil and Kağıtçıbaşı (2000) were adopted. Three social psychology experts translated the values from English to Turkish. After reading a total of 57 values and the relevant explanations provided next to them in parenthesis, the participants evaluated each value in terms of their importance as a principle that guides their life on a scale from 1 (contradicts my principles) to 7 (most important). In the study by Kuşdil and Kağıtçıbaşı (2000) reliability coefficients of value types were between .51 - .77, and of value groups were between

.77 - .83, and these coefficients were .77 for universalism, .76 for benevolence, .54 for hedonism, .75 for power, .66 for achievement, .70 for stimulation, .69 for self-direction, .63 for tradition, .51 for conformity and .59 for security. Moreover, internal consistency results of the main value groups were as follows; .80 for conservation, .81 for openness to change, .81 for self-transcendence, and .84 for self-enhancement.

Social Support Scale: Zimet et al. developed the scale in 1988. Eker and Arkar (1995) and Eker et al., (2001) conducted its validity and reliability studies, and the Cronbach Alpha coefficients of the scale were found to be between .80 and .95. The scale consists of 12 items within three sub-scales of family, friend and a special person. Each item is scored between 1 and 7. Each sub-scale consists of four items and the aggregate scores of these items constitute sub-scale scores, while the aggregate score of all sub-scales constitutes the total score of the scale. The lowest score of the scale is 12 and the highest score is 84. High scores indicate high perceived social support (Zimet et al , 1998; Cited in, Eker and Arkar, 1995; Eker, Arkar and Yaldız, 2001).

Procedures

The scales were administered in November 2010 with teacher trainees studying at Selçuk University. Voluntary participation and accessibility were essential. Following data collection, data was input into SPSS 15 (2006) program by the researcher. All analyses were conducted in SPSS 15 for Windows (2006). Stepwise regression analysis was conducted.

RESULTS

Table 1. Hierarchical Regression Analysis for Values as Predictor of Self-

Variable	B	SE B	β	Adjusted R2
Step 1				0,090
Achievement	1.351	0.182	0.303*	
Step 2				0.099
Achievement	1,720	0.233	0.386*	
Power	-0.594	0.236	-0.132*	
Step 3				0.112
Achievement	1,364	0.260	0.306*	
Power	-0.783	0.243	-0.174*	
Security	0.592	0.199	0.164*	
esteem				

For Step 1 $R^2 = 0.092$; for Step 2 $\Delta R^2 = .103$; for Step 3 $\Delta R^2 = 0.117$

* $p < .01$, B = Non-standard regression coefficient, $SE B$ = Standard Error of B ,

β = Standard regression coefficient

In order to investigate the power of the dimensions of the values scale to predict self-esteem, stepwise regression analysis was conducted. In Table 1, self-esteem is the dependent variable and dimensions of the values scale are independent variables. The analysis revealed three models. In the first step in Table 1, achievement ($\beta = -0.303$) was the first variable that predicted self-esteem ($R^2 = .090$, $F = 55.18$, $p = .000$). In the second step, achievement ($\beta = -0.386$) and power ($\beta = -0.132$) significantly predicted self-esteem ($R^2 = .099$, $F = 31.04$, $p = .000$). In the third step, achievement ($\beta = 0.306$), power ($\beta = -0.174$) and security ($\beta = 0.164$) predicted self-esteem ($R^2 = .0112$, $F = 23.94$, $p = .000$).

Table 2. *Hierarchical Regression Analysis for Values as Predictor of Family Support*

Variable	B	$SE B$	β	Adjusted R^2
Step 1				0,136
Achievement	0.409	0.044	0.371*	
Step 2				0.143
Achievement	0.0442	0.046	0.401*	
Stimulation	-0.114	0.049	-0.098*	
Step 3				0.154
Achievement	0,367	0.056	0.333*	
Stimulation	-0.131	0.049	-0.112*	
Tradition	0.118	0.051	0.118*	

In order to explore the power of the dimensions of the values scale to predict family social support, stepwise regression analysis was conducted using SPSS 15 package program. In Table 2, family social support is the dependent variable and the dimensions of the values scale are independent variables. In Table 2 in the first step, achievement ($\beta = -0.371$) was the first variable to predict family support ($R^2 = .0136$, $F = 86.703$, $p = .000$). In the second step, achievement ($\beta = -0.401$) and stimulation ($\beta = -0.098$) significantly predicted self-esteem ($R^2 = .0143$, $F = 46.44$, $p = .000$). In the

third step, achievement ($\beta=0.333$), stimulation (-0.112) and tradition ($\beta=0.118$) predicted family social support ($R^2=.0154$, $F=33.00$, $p=.000$).

Table 3. *Hierarchical Regression Analysis for Values as Predictor of Friend Support*

Variable	<i>B</i>	<i>SE B</i>	β	Adjusted R^2
Step 1				0,170
Benevolence	0.294	0.028	0.415*	
Step 2				0.177
Benevolence	0.234	0.038	0.199*	
Tradition	-.133	0.057	-0.125*	

In order to explore the power of the dimensions of the values scale to predict friend social support, stepwise regression analysis was conducted using SPSS 15 package program. In Table 3, friend social support is the dependent variable and the dimensions of the values scale are independent variables. In Table 3 in the first step, benevolence ($\beta=-0.415$) was the first variable to predict friend support ($R^2=.0170$, $F=112.97$, $p=.000$). In the second step, benevolence ($\beta= 0.330$) and tradition ($\beta=-0.124$) significantly predicted friend social support ($R^2=.0177$, $F=59.66$, $p=.000$).

Table 4. *Hierarchical Regression Analysis for Values as Predictor of Perceived Social Support Received from a Special Person*

Variable	<i>B</i>	<i>SE B</i>	β	Adjusted R^2
Step 1				0,069
Benevolence	0.232	0.036	0.266*	
Step 2				0.074
Benevolence	0.254	0.038	0.291*	
Stimulation	-0.135	0.067	-0.087*	

In order to explore the power of dimensions of the values scale to predict perceived social support received from a special person, stepwise regression analysis was conducted using SPSS 15 package program. In Table 4, perceived social support received from a special person is the dependent variable and the dimensions of the values scale are independent variables. In Table 4 in the first step, benevolence ($\beta=-0.266$) was the first variable to predict perceived social support received from a

special person ($R^2=.0.069$, $F=41.33$, $p=.000$). In the second step, benevolence ($\beta=0.291$) and stimulation ($\beta=-0.087$) significantly predicted perceived social support received from a special person ($R^2=-0.087$, $F=22.82$, $p=.000$).

DISCUSSION

The main aim of this study was to investigate whether individual values significantly predict individual's self-esteem and social support. First result revealed three models. The achievement dimension of the values scale was the first variable that predicted self-esteem. In the second step, the achievement and power dimensions of the values scale significantly predicted self-esteem. In the third step, achievement and security dimensions of the values scale predicted self-esteem. According to Sagiv and Schwartz (2000) and Goodwin, Costa and Adonu (2004) low levels of traditional values is an indicator of low levels of both self-esteem and social support. As a critical component of personality structure, the concept of self and self-esteem, which is the individual's judgement of worthiness of the self, have been the focus of researchers exploring especially values and personal characteristics (Eccles, Wigfield, Flanagan, Miller, Reuman and Yee, 1989). Raghavan (2006) researched the relationship between values and self-esteem, the results of which indicated the existence of a relationship between values and self-esteem. This finding by Raghavan (2006) is parallel to the finding presented here which suggested a relationship between values and self-esteem. According to Feather (1991) values and self-esteem are strongly related. Achievement, competence and self-direction, in particular are important sources of self-esteem. These values, which are emphasised within the culture, stimulate positive progress in self-esteem. Hence, Schwartz's theory of values also acknowledges power, success and self-direction as main value dimensions (Bilsky and Schwartz, 1994; Sagiv and Schwartz, 1995; Schwartz and Boehnke, 2004).

The findings of Yiğit, Dilmaç, Arıcak and Deniz (2010) are also parallel to that of the current study. They revealed a relationship between the values and self-esteem levels of adult participants. Lönnavist, Verkasalo, Helkama, Andreyeva, Bezmenova, Rattazzi, Nitt & Stetsenko (2009) also found a relationship between self-esteem and values among high school student and adult participants from five different countries. Goodwin, Costa, Adonu (2004) investigated the relationship between individual values, self-esteem and social support in their study conducted in four different countries. Values categorised under the dimensions of power and achievement, in particular, such as "to have social power", "to be able to sustain one's

social image”, “to be competent”, “to be successful”, “to be an influential person” are values frequently emphasised in literature in relation to self-esteem (See Coopersmith, 1967; Heatherton and Wyland, 2003; Humphrey, 2004; Wigfield and Eccles, 1994). Kinnunen, Feldt, Kinnunen and Pulkkinen (2008) stated that people with high self-esteem have healthy and plenty of relationships with other people. Values are part of the basic beliefs system in the development of social relations and problem solving (Dönmezer, 1994). Another finding of Yiğit, Dilmaç, Arıcak and Deniz (2010) was that the most important value that predicted self-esteem was “universalism”. In other words, as the level of self-esteem increases, also does the awareness of having universal values. Brase and Guy (2004) revealed a relationship between self-esteem and values among spouses and that values predict self-esteem. Moreover, Gürşimşek and Göregenli (2009) observed a relationship between teachers’ values and beliefs. In addition to being a belief and behaviour style, values also function as a guide for the acceptable and unacceptable. This is an indication that values play a role in guiding our decision and behaviours and directing the individual in situations composed of various factors (Leenders & Veugelaers, 2009; Naagarazan, 2006, cited in; Oruç, 2010).

Another finding of the present study is related to the analysis in which family social support dimension of the social support scale was the dependent variable and the dimensions of the values scale were independent variables. In the first step, achievement dimension of the values scale was the first variable to predict family support dimension of the social support scale. In the second step, the achievement and stimulation dimensions of the values scale significantly predicted self-esteem. In the third step, achievement, stimulation and tradition dimensions of the values scale predicted self-esteem. In another analysis, friend social support dimension of the social support scale was the dependent variable and the dimensions of the values scale were independent variables.

In the first step, benevolence dimension of the values scale was the first variable to predict friend support dimension of the social support scale. In the second step, benevolence and tradition dimensions of the values scale significantly predicted self-esteem. One of the findings of Goodwin, Costa and Adonu (2004) also indicated that values predicted perceived social support. In the present study, the dimension of the values scale which predicted family support dimension of the perceived social support scale was achievement and which predicted friend support of the perceived social support scale was benevolence. Schwartz (1992) identified the relationship between values and perceived social support. Moreover, social support can be defined as the attention, love, respect, appreciation and trust received from the surroundings,

as well as receiving information and financial help as social, psychological and economical support (Budak, 1999).

The concepts of social support can also be acknowledged as a component of values. Hence, the findings demonstrate that perceived social support could be theoretically explained by values, too. Robbins (1995), based on the studies on the psychology of self, stated that people satisfy their needs of belonging through participation in and identification with the social world. These social experiences are defined as the cognitive representation of the self in relationships with others. In a final analysis in the current research, perceived social support received from a special person dimension of the social support scale was the dependent variable and the subscales of the values scale were independent variables. In the first step, benevolence dimension of the values scale was the first variable to predict perceived social support received from a special person. In the second step, benevolence and stimulation dimensions of the values scale significantly predicted perceived social support received from a special person. While values influence all human attitudes and behaviour as well as all perception and behavioural patterns (Ayril, 1992), they also have an important role in identifying and directing individuals' attitudes and actions (Kulaksızoglu and Dilmaç, 2000; Dilmaç, Kulaksızoglu and Ekşi, 2007). Therefore, values do not represent a structure that aims to define an action, but an active mechanism for search, preference and yearning for that action (Grünberg, 2000, cited in; Oruç, 2010). We believe that similar studies conducted with students and adults in various learning contexts would have significant contributions to the field.

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Schooling adaptation of Romanian remigrants pupils to the primary education in Romania

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Abstract

The way and the level a school-aged pupil adapts to different learning systems are mainly influenced by the family, the social background, the educational background, all of which will later reflect upon school success. The theme of the present study places us on a new territory, being of interest for the specialists in the field of educational sciences, for all those who have concerns in the field of education, as well as for parents. Its main purpose has been the research of the impact this fact has on the students that returned to their homeland, who are at the early schooling stage, as well as how elementary teachers respond to the real needs of their adaptation through specialized psycho-pedagogical assistance to such children. The method used in this investigative approach was the questionnaire-based research. The study was carried out on elementary teachers from the Olt county, who, during the current school year, have enrolled remigrants pupils in their classroom.

The study objectives were aimed at analyzing the factors involved in adapting remigrants pupils to schools: the environment in which we find the school establishment, the essential term to adapt, the difficult school subjects; the ways in which teachers mediate the adaptation to school for the remigrants pupil, as well as the correlations between school adaptation and the call of teachers for psycho-pedagogical counseling to remigrants pupils.

Keywords: remigration; school; adaptation; teachers; pupils.

JEL classification: A2

1 PAPER RATIONALE

The topic concerning the adaptation of the remigrants school children to the education system requirements of their native country has become an important subject for study worldwide, because of the increasing number of families who return to their native country after having been residents in a foreign country for a longer or shorter period of time.

The case with the adaptation of the young schoolchildren to the elementary school has been of great importance, hence the child's future school performance and stream depend on this adaptation, on the child's success or lack of success at this very point.

Family is of much importance, as important as the way the child perceives school as a challenging, constructive and stimulating fact; last, but not least, the teacher's pedagogical skills are important, as well.

Pupils' adaptation to school refers to their compliance with all school rules and regulations. The adaptation process becomes enhanced, it is more focused on the attention towards a new adult and is no longer limited to the child's parents. This adult – the he or she elementary school teacher – starts to play a leading role in the life of such child, for he or she represents the society, watches for the rules to be applied in the society and at school, at the same time being the person who trains the psychic energy, shapes the child's intellectual activity and organizes the school life, sets patterns for thinking and acting.

One of the stages of development is represented by starting school at a small age, the so-called third childhood, which develops between 6/7 – 10/11 years of age. This stage is representative as being a stage of acquiring solid general adaptive experience for life, which is mainly analyzed in terms of school and learning, two defining processes for shaping a human being. „Learning has been so profoundly lodged in human mind, that it has become almost automatic, our skill, as a species, is skill in learning” (J. S. Bruner et al., 1966).

Therefore, when starting education process, the child will be taught learning strategies, contributing to the structuring of the child's own identity and own proficiency, traits specific to each individual. The first school years, even if the children have been previously accommodated with it in consequence of having attended kindergarten, still change the condition, behavior, pressure and the plan of the leading events in the child's life. Along with the integration into the school community, it starts the accommodation with the prerequisites of the social life. The

child gradually assimilates rules of individual and collective behavior, according to which he adjusts his position and his relationships with other persons.

The pupil's social life is now becoming arduous, as well. We can talk about the "age of friendship", of "amity". The pupil's need to live in collective community, his need to take part in the team work activities becomes more striking. The lack of adaptation is being shown forth through an improper attitude or through an attitude of rejection of these traits, which further on is materialized into several forms of deviant behavior: lies, theft, running away from school, violence etc. Some of these causes are emotional and they can be observed with children who experience lack of affection from one of the parents; some other reasons are of socio-cultural origin and they affect mainly the children who returned to their native country, but more precisely the remigrants, because most of their parents returned home due to lower economical possibilities they encountered in the country they had previously settled; these children were educated either in a very strict and authoritative manner or, on the contrary, in a very liberal manner. Irrespective of the reasons that have led to this deviant behavior, educational therapy has to be applied hand in hand with the other class teachers and most importantly, with parents.

Depending on the age group of the child, pupils act disparate. The maladjustment to a new learning system, to a new timetable implemented in the pupil's life, is a consequence of several factors, among which we can mention: a teacher / an elementary teacher who stigmatizes, or wrongs pupils, or an educator who believes that the problems and issues raised by such a child would be solved by themselves, an aggressive classmate (we mention physical, as well as psychic aggressiveness, even if the children are of small age), but mainly that group aggression, known as bullying- which is becoming more and more common (<http://www.unicef.ro/media/fenomenul-bullying-cum-il-depistam-si-cum-il-combatem-pentru-scoli-mai-sigure/>)

In Greece the problem of the remigrants has been studied extensively (Hatzichristou, Chryse, and Diether Hopf 1995, 1992). The aim of their study was to explore the patterns of adjustment of Greek remigrants children (coming from the former Federal Republic of Germany) as compared to their peers in the Greek public schools. Another topic of their study explores the adjustment of Greek remigrants students in Greek public schools after their families' return to Greece from the Federal Republic of Germany.

In Portugal, Neto, Felix (2012) conducted a study in order to investigate the degree of psychological and socio-cultural adaptation among adolescents from returned Portuguese immigrant families and the factors that may predict adaptation.

In Puerto Rico, the growing number of Puerto Rican remigrants face sociological, psychological, linguistic and social adaptation problems. Some studies indicate that, compared to non-migrant students, remigrants students are more poorly adjusted to school, lack confidence, feel inferior, have low self-esteem, and are often described by teachers as low achievers, troublemakers, aggressive, undisciplined, disrespectful, lacking identity and unable to speak either English or Spanish well. However, some teachers believe that remigrants will react positively when they feel that teachers and their non-migrant peers are trying to understand them (Nogueras, Juan A., and Joseph O. Prewitt-Diaz, 1980.). The problem of the remigrants student should be regarded not only as a linguistic problem, but also as one of adjustment to two cultures.

In Romania, we can only find a few case studies regarding this phenomenon for our country. Brebulet, Silviu-Daniel. et all. (2013) by using a child-focus methodology has made a research that provides empirical evidence of the effects of migration and remigration on children.

Pupils have returned to our country to attend Romanian school, some of them having nice memories, some others having bad memories, some of them after having returned after short periods of time, holidays, while some others having returned to the home country after longer periods of time, after some years. The time they spent outside the country has had a certain influence on the small children mostly, especially because most of them have been impaired while returning, because in most cases, this meant they have been set apart the previously whole- gathered family.

In the year 2014, in the on-line magazine kidsnews.ro, Antonia Noël reckoned that „when a change in the environment of living occurs, there comes a change in the behavior as well, inherently, which can lead to very good results when the change is anticipated and the preparation is made progressively. When we talk about the remigration phenomenon, the change is unexpected most of the times, and there can be no such thing as preparing for this change in the way of living.

Most simple definition of migrate is: to move from one country or place to live or work in another. This word, remigrate, doesn't usually appear in our dictionary, but we can accept this meaning: to migrate again or back. The origin of remigrate can be the latin *remigratus* past participle of *remigrare* to remigrate, from *re-* + *migrare* to migrate (www.merriam-webster.com/dictionary).

The remigrant student may be defined as the student who moved with his/her migrant parents to a different country in view of eliminating the “orphan” children with alive parents phenomenon and of being raised, educated and taken care of by them, later relocated in Romania, due to the remigration of both parents, which was mainly caused by social and/or cultural lack of adaptation and financial difficulties (Catalano, 2014).

Very few of the migrants have thought that, when leaving the country, among the consequences of this freedom / choice, they might face the phenomenon of their children remigration. From this point of view, in this study case has been carried on an instructive and illustrative example on how a major change on a social, political and economic level can generate a new social issue, very little known so far, and to which the society should turn their utmost attention.

The statistics available at the time clearly show that the phenomenon of Romanian children remigration is considerable. Between 2013-2015, just at the level of the primary school in the Olt county have been reported 65 pupils who have returned home with their families and have enrolled into the Romanian school system.

2 METHODOLOGY

2.1 Objectives of the research

The purpose of the study is to investigate:

1. The factors involved in the adaptation of remigrants pupils: school area, time required for adaptation, difficult subject matters;
2. The manner in which the educators mediate the remigrants pupil adaptation to school;
3. The association between school adaptation and the call of the educators/ teachers to psychological and pedagogical guidance for remigrants pupils.

2.2 The working hypotheses of the study:

1. There is a significant difference between experienced teachers and the less experienced ones in point of the call for psycho – pedagogical guidance for primary school remigrants pupils, with a view to their swifter adaptation to the Romanian school prerequisites.

2. There is a significant difference between experienced teachers and the less experienced ones as regards the time required for adapting primary school remigrants pupils to the Romanian school prerequisites.

2.3 Description of the instrument:

The method used in this investigative approach was the questionnaire-based investigation. The questionnaire was structured based on the following dimensions:

4. Extracting information from the teachers on the subject of the adaptation issues of the remigrants primary school pupils to the Romanian school prerequisites, as well as to the time required for accomplishing this process and regarding the difficult subject matters of study.
5. Extracting information from the teachers regarding the ways they help these pupils in their adaptation process;
6. Factual data – socio- professional statute, proficiency at desk, school.

2.4 Target group:

The study was carried out on a group of 60 primary school teachers from rural and urban area, who are very widely experienced teachers from the Olt county.

3 FINDING AND RESULTS

In order to check the working theories, we have implemented the method of variance analysis ANOVA One-Way.

Statistically speaking, based on the results obtained, significant dissimilarities have been observed, dependent on the variable *didactic proficiency*, regarding the *call to psychological and pedagogical guidance of the teachers* in order to help remigrants pupils to easier adapt to Romanian school system. [$F(3, 54) = 6,784, p < 0,01$] (Table 2).

Table 1. Standard averages and deviations for the variable *call to psychological and pedagogical guidance of the teachers*, dependent upon *didactic proficiency* variable.

Didactic proficiency	N	Call to psychological and pedagogical guidance	
		M	SD
From 0 to 5 years	14	1.14	.363
From 6 to 15 years	15	1.47	.640
From 16 to 25	15	2.40	.828

years			
Over 25 years	16	2.50	.730
Total	60	1.90	.877

Table 2. Variance analysis ANOVA One-Way for comparing averages to the variable *call to psychological and pedagogical guidance of the teachers*, dependent on the variable *didactic proficiency*

Source of variance	SS	df	MS	F	p
Between Groups	20.352	3	6.784	15.168	<0,01
Within Groups	25.048	56	.447		
Total	45.400	59			

In order to verify for which of the four age groups the dissimilarities are of a certain importance, we have applied the post hoc t Turkey test. The results obtained showed the existence of some significant dissimilarities between the teachers whose working experience, on the one hand, varies between 0 to 5 years and those teachers whose experience varies between 6 to 15 years and those whose working experience varies between 16 to 25 years, and over 25 years, on the other hand, as regards the *call to psychological and pedagogical guidance* meant to help the remigrants pupils to easier adapt to the Romanian school prerequisites. In this manner, the less experienced teachers, with a seniority of 0 to 5 years, 6 to 15 years, resort to a greater extent to *psycho-pedagogical guidance*, relatively to the teachers whose working experience is longer, from 16 to 25 years (Turkey t = 5,01, p<0,05), (Turkey t = 3,82, p<0,05) and those with a working experience over 25 years (Turkey t = 5,44, p<0,05), (Turkey t = 4,14, p<0,05) (Table 3).

Table 3. The results from the post hoc t Turkey test

	From 0 to 5 years	From 6 to 15 years	From 16 to 25 years	Over 25 years
From 0 to 5 years	-	1,30	5,01*	5,44*
From 6 to 15 years		-	3,82*	4,14*
From 16 to 25			-	0,40

years

Over 25 years

-

Note: level of statistical significance: * $p < 0,05$

Statistically speaking, based on the results obtained, (table 5) significant differences have been observed, dependent on the variable *didactic proficiency*, regarding *the time required by the remigrants pupils to adapt to the Romanian school system*. [$F(3, 54) = 4,739, p < 0,01$].

Table 4. Standard averages and deviations for the variable *the time required to adapt and integrate to the Romanian School system*, dependent on the *didactic proficiency*.

Didactic proficiency	n	Time required to adapt to Romanian school	
		M	SD
From 0 to 5 years	14	1.50	.650
From 6 to 15 years	15	1.73	.799
From 16 to 25 years	15	2.27	.594
Over 25 years	16	2.75	.683
Total	60	2.08	.829

Table 5. The ANOVA One-Way analysis of variance in order to compare averages to the variable *the time required to adapt to Romanian school system*, dependent on the variable *didactic proficiency*.

Source of the variance	SS	df	MS	F	p
Between Groups	14.217	3	4.739	10.065	<0,01
Within Groups	26.367	56	.471		
Total	40.583	59			

In order to verify for which of the four age groups, the differences are of a certain importance, we have applied the post hoc t Turkey test. The results obtained showed the existence of some significant dissimilarities between the teachers whose working experience, on the one hand, varies between 0 to 5 years and those teachers whose experience varies between 6 to 15 years and those whose working experience varies between 16 to 25 years, and over 25 years, on the other hand, as regards *the time required for the remigrants pupils to adapt to the Romanian school system*. In this manner, the less experienced teachers, with a seniority of 0 to 5 years, 6 to 15 years,

believe that the pupils can adapt to school more rapidly, while teachers whose working experience is longer, from 16 to 25 years, consider it takes them a longer period of time to adapt (Turkey $t = 3,00$, $p < 0,05$), on a par with those with a working experience over 25 years (Turkey $t = 4,98$, $p < 0,05$), (Turkey $t = 4,11$, $p < 0,05$) (Table 6).

Table 6. Results for the post hoc t Turkey test

	From 0 to 5 years	From 6 to 15 years	From 16 to 25 years	Over 25 years
From 0 to 5 years	-	0,91	3,00*	4,98*
From 6 to 15 years		-	2,12	4,11*
From 16 to 25 years			-	1,95
Over 25 years				-

Note: level of statistical significance: * $p < 0,05$

4 DISCUSSION AND CONCLUSIONS

Most teachers from our country consider that a successful adaptation/re-adaptation of the pupils to a learning system is firstly due to the learning procurement background from the Mathematics and Communication subject matters (conversation and written message), unlike the teachers from other European countries who consider that school success depends mainly on the social skills development – responsibility, cooperation, independence – and on the emotional skills development – acknowledging the importance of emotional intelligence for shaping small children personality. This fact has some repercussions on the children who have returned to their home countries, because most of them have enrolled to one or two-lower classes than their current level of education. On the other hand, due of the period of time spent abroad, children have more or less forgotten Romanian language, thus becoming more difficult for them to adapt to Romanian school system.

The results of the study show that the turn to psychological and pedagogical experience for remigrants primary school pupils, induces a better adaptability to school prerequisites in a shorter or longer period of time, for all these children.

Nevertheless, the teacher with more professional background experience, due to the fact that do not resort to psycho- pedagogical guidance in their area of competence, consider that the period of time needed by the remigrants pupils to adapt to Romanian school system is far more increased. On the other hand, the less experienced teachers have resorted to psycho- pedagogical guidance and have noticed a faster adaptation of the remigrants pupils to the prerequisites of the Romanian primary school system.

Considering that the generalized economical imbalance and the fact that Romanians still have the desire to migrate, the remigration phenomenon could repeat itself. The issues connected to this successive migration/ remigration can be of major importance regarding these children's adaptation to different school systems.

The periodical changes of the social climate should bring forth a deeper analysis of the impact these phenomena have on children and, at the same time, there should be a greater willingness towards the psycho-pedagogical guidance offered by the Romanian school system.

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Explanatory and Predictor Relationships Between Forgiving Behaviors, Social Anxiety Levels and Values of Convict-Prisoners in Penal Institutions

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Abstract

The purpose of the present research is revealing the correlations between social anxiety, forgiveness and values among convict-prisoners in penal institutions. Relational screening model was adopted in the present research. Relational screening is used to reveal the relationships between two or more variables, and cause-and-effect relationships. The universe of the present research consists of convicts and prisoners in Konya penal institutions in 2013-2014 years. The work group of the present research consists of 680 volunteer convicts and prisoners selected randomly among these. The data collection tool in research value scale, the scale of forgiveness and social anxiety scale was used. The results obtained from this study; The findings of the present research showed that the most important independent variable that affected values was forgiveness, In addition, the most important variable that affects social anxiety in the tested model is values variable and Additionally, second most important variable that affects social anxiety indirectly in the tested model is forgiveness variable.

Keywords: Values, Forgiveness Social Anxiety, Convicts and Prisoners.

JEL classification: A2

Human beings are social beings and they exist with the relationships they establish with other human beings. Because their personalities develop with the relationships they establish and these relationships ease the tension they experience. Individuals' awareness of that they are beings separate from their environment causes anxiety that they cannot meet their biological and security needs. Individuals try to get rid of this anxiety by meeting their biological and security needs as of the moment they are born, and therefore, they need to establish interpersonal relationships to feel secure (Sullivan, 1953, Cited in: Can, 1990). Humans as social beings come into the world as dependent on other people in their environments; they need other people's support to be able to maintain their lives, they develop, mature and start producing for both themselves and others and supporting their own lives. They need to exist and behave in social environments without feeling any threats while doing these. However, threat perceptions that result from expectation that they may feel humiliated or be evaluated negatively by others cause individuals experience social anxiety (Eren Gumus, 2010). Social anxiety is the feeling of disturbance and nervousness that present itself as shyness, social clumsiness etc. in social environments. In addition, it is the uneasiness about individuals' social status, role, behaviours etc. (Budak, 2000: 689). The case of anxiety can also be defined as the state of disturbance and nervousness that individuals experience, caused by the expectations that one may behave inappropriately, get into a scrape, make a negative impression, and be evaluated negatively (stupid, miserable, clumsy, unqualified etc.) by others in various social situations (Gumus, 2010).

Social anxiety is a matter of processing oneself as a social being rather than lacking a social skill. According to the first model suggested by Beck, social anxiety refers to over sensitivity to social acceptance and approval from other people, fear of unsuccessful performance, and automatic overstimulation resulting from these. Social anxiety occurs in social environments. It never happens when individuals are alone or with acquaintances. Strange situations, strangers, opposite sex, superiors may trigger this fear and anxiety. As of the moment this fear is felt, human brain responses as it knows and reinforces. This response is like an autopilot. The individuals know that this fear and anxiety are nonsense and too much; still cannot prevent it (Koyuncu, 2012: 42). The reasons for social anxiety are classified as intrinsic reasons and extrinsic reasons. The most important of the intrinsic reasons is genetic predisposition. Extrinsic reasons are; social environment, family factor, and the effects of peers (Deniz, 2006). Additionally, there have been some researches, which reported that the quality of the bond between the child and the parents affected anxiety (Ledley et al., 2006).

One of the interpersonal situations experienced by individuals in forgiveness, which means decrease in anger with somebody else. Forgiveness refers to the emotional attitudes based on cognitive evaluation and interpretation from one aspect. From another aspect, forgiveness is social behaviours between people. It is the step taken in order to reset the relationship between people to the state before the offense (Baumeister, Exline & Sommer, 1998). Forgiveness is considered as a virtue, but it may be against personal interests sometimes. After a deep offense, hateful thoughts, and revengeful fantasies instead of forgiveness can be considered rightful. Forgiveness is defined as cancelling a price that should have been paid (Exline, Baumeister, Bushman, Campbell, & Finkel, 2004). In other words, forgiveness requires some behavioural and ideational changes towards the individuals who give the offense (Cited in: Samataci, 2013). Forgiveness doesn't refer to completely forgetting an offense and acting like it never happened. It refers to overcoming hatred and giving up on the revenge. Offender is still an offender, and the offense is still an offense. Forgiveness involves the decrease in grudge and hatred, and motivation to feel good feelings for the offender again. Consequently, positive feeling replace negative feelings, and the individuals start hoping for "more positive developments". However, forgiveness is not just the words "I forgive you". It is reflected on the behaviours, life style, and relationships with others (Ayten, 2009). Forgiveness is effective on the permanence of the relationships between couples, friends and societies. If justice or grudge dominated all the difficulties in social relationships instead of forgiveness, the life would be full of negative feelings. Forgiveness enables the possibility of existence and future of interpersonal relationships, besides making internal relationships easier. Forgiveness includes an intrapersonal dimension as well. Forgiveness is not possible without a healthy way of thinking, without which a happy future is unlikely (Sahin, 2013).

Virtue level of an individual is equal to their level of forgiveness for other individuals who offend them. For centuries, forgiveness has been associated with positive personality features. Forgiving of the offenders by the offended is related with the concepts of compassion and conscience. A compassionate individual doesn't feel grudge or revenge for the offenders while forgiving them. From this aspect, forgiveness is associated with moral in religions and philosophy.

Value is one of the concepts that are considered to play a part in relationship based social anxiety and forgiveness situations. Values are closely related

with feelings, ideas and behaviours of humans. Social scientists state that values have an important place in explaining the human behaviours. Values form the measures of social experiences. They play an important part in preferring one way of behaviour to the other. From another perspective, values form the sources of the behaviours and also set the measures for them. The determinant value in creating one certain behaviour, also decides how that behaviour is. Values are the standards, beliefs or moral principles adopted by an individual or a social group. Social and cultural forms of values affect the individuals in different ways. From this aspect, the relationships between values and humans are not one-way and one-to-one. Concordantly, it is possible to associate values with existing or re-adopted human behaviours. Values occur as a measure for thoughts, attitudes, behaviour, and structures of individuals; and constitute an integral element of social holism (Dilmac, Deniz, Deniz, 2009; Sari, 2005). According to Yilmaz (2009), values refer to generalized moral principles or beliefs that are accepted as true and necessary by most of the members of a group or society in order to maintain functioning; and that reflect the feelings, ideas, objectives, and interests of the members. Values are social representatives of objectives that are accepted as principles that direct lives and motives of individuals. In other words, values are a kind of belief, and measures or standards that define good, right and beautiful (Bacanli, 1999: 35). Values are factors that affect human behaviours. They are consistent and deep beliefs on that a behaviour or a life objective is superior than another (Bilgin, 2007: 81). Values are the primary measures used in evaluating humans and events. From this perspective, values consist of general principles that help people making decisions, and therefore values have an important role for humans in perceiving the outer world (Avci, 2007: 3). In the light of above stated information, the purpose of the present research is revealing the correlations between social anxiety, forgiveness and values among convict-prisoners in penal institutions.

METHODS

This section presents the research model, universe, work group, data collection tools, and statistical techniques used in data analysis.

Research Model: Relational screening model was adopted in the present research. Relational screening is used to reveal the relationships between two or more variables, and cause-and-effect relationships (Buyukoztürk, Kilic-Cakmak, Akgun, Karadeniz and Demirel, 2008). The purpose of the present research is revealing the predictor relationships between values, forgiveness, and social anxiety levels among convict-prisoners in penal institutions.

Work Group: The universe of the present research consists of social anxiety in Konya penal institutions in 2013-2014 years. The work group of the present research consists of 680 volunteer convicts and prisoners selected randomly among these.

Data Collection Tools:

Values Scale: Values scale developed by Dilmac, Aricak, and Cesur (2014) is based on scoring the statements related to values which best reflect the feelings and ideas in accordance with their meaning and importance in the participants' lives. It consists of 39 value statements and 9 sub-dimensions. These are Social Values, "Career Values" as the second factor, "Intellectual Values" as the third factor, "Spiritual Values" as the fourth factor, "Materialistic Values" as the fifth factor, "Honour of Humanity" as the sixth factor, "Romantic Values" as the seventh factor, "Freedom" as the eighth factor, and "Futuwwat/munificience&courage" as the ninth value. Values scale is a likert type scale in which items are scores from 0 to 9. The lower scores for a value on the scale indicate that, that value is not important for the individual, and higher scores indicate the importance of the value in the individual's life.

First, exploratory factor analysis was conducted for all value statements in the context of principal components analysis. Kaiser-Meyer-Olkin measure of sampling adequacy was found as .926; and Bartlett Sphericity Test approximate chi-square value was found as 14543.11 ($p < .001$). Rotated component matrix conducted with component matrix and Varimax methods showed that all values explained were gathered under 13 factors that explained the 65.37% of the total variance. All the common variances except for "time" (.431) were found over .50. Besides, it was observed that 14 values in the rotated component matrix had load values over .32 under one factor with a difference of less than .10, or left alone under one factor (Family, Time, Personal Internal Integrity). For this reason, explanatory factor analysis was repeated two more times under the same conditions after removing these 14 values. Five more values were removed in the third factor analysis, and two more values were removed in the fourth factor analysis. Then the remaining 39 factors gathered under nine factors that explained the 64.74% of the total variance without a problem. In the last factor analysis, Kaiser-Meyer-Olkin measure of sampling adequacy was found as .910 and Bartlett Sphericity Test approximate chi-square value was found as 9133.26 ($p < .001$). common variance all values except for Justice (.466) ranged between .50 and .80.

Cronbach Alpha internal consistency coefficients of the Values Scale were calculated on the basis of factors. Internal consistency coefficients were calculated .90 for “Social Values”, .80 for “Career Values”, .78 for “Intellectual Values”, .81 for “Spiritual Values”, .78 for “Materialistic Values”, .61 for “Honour of Humanity”, .66 for “Romantic Values”, .65 for “Freedom”, and .63 for “Futuwwa”. Consequently, first psychometric findings of Values Scale indicate that the scale is a reliable and valid measurement tool.

Trait Forgivingness Scale: Trait Forgivingness Scale adapted to Turkish by Akin, Gediksiz, and Akin (2012) consists of one dimension and 10 items. It has a five level scoring system as; strongly disagree, disagree, undecided, agree, and strongly agree. Items 1, 3, 6, 7, and 8 are reverse scored. The highest score to be obtained from the scale is 50; and the lowest is 10. Higher scores indicate tendency for forgivingness. Ten item Trait Forgivingness Scale is a sub-scale of 15-item scale of Berry, and Worthington (2001).

Social Anxiety Scale: Scale and Palanci Ozbay (2001) by the content of social anxiety experienced by students has been developed to determine problems. To be used for student populations scale development of university students according to their skills and social situation in this case is prepared to work to measure the concerns that may arise. Subject to the scale and construct validity criteria was held. Criterion validity of the SCL-90-R (Derogatis, 1994) about the scale of five scale, Rathu Assertiveness Inventory (Rathus, 1973) and the MMPI (Butcher et al, 1989) Social Introversion lower test was used. 30-item three-factor structure as a result of the factor analysis for construct validity formed. These three factors, social avoidance, anxiety and criticism as individual worthlessness was called. 32.9% total variance is explained by three factors. Cronbach alpha internal consistency .83't coefficient. Five-point Likert-type scale has a rating of 0-4. Of received points shows that the rise of social anxiety level rises. In this study, the Cronbach alpha internal reliability coefficient was found to be .81.

Data Analysis

The predictor correlations between values, forgivingness, and social anxiety levels among convict-prisoners in Penal Institutions were analysed in accordance with “Structural Equation Model” using AMOS 19 software. Structural equation modelling is a statistical approach used to reveal causal correlations between observed and latent variables in order to test a theoretical model (Shumacker and Lomax, 2004). The model suggested in the present research about the correlations between values, forgivingness, and social anxiety levels is presented in Figure 1.

Findings

In the last obtained model ($X^2 = 165.71$, $df = 58$, $p < .001$), there are six exogenous (Social values, career values, intellectual values, spiritual values, materialistic values, honour of humanity, romantic values, freedom value, and futuwwa value), and two endogenous (forgivingness, and social anxiety) data. Each of the ways suggested in the model were found statistically significant. The Bentler-Bonett normed fit index (NFI), The Tucker-Lewis coefficient fit index (TLI) and other fit indexes indicate a good model fit (Table 1). Each of the two-way correlations between endogenous data in the model is statistically significant with high values.

Table 1. *Statistical Values on the Fit of The Structural Equation Model*

<i>Measure</i>	<i>Good Fit</i>	<i>Acceptable Fit</i>	<i>Fit Index Values of the Model</i>
(X^2/sd)	≤ 3	≤ 4.5	2,857
RMSEA	$\leq 0,05$	0,06-0,08	0,052
SRMR	$\leq 0,05$	0,06-0,08	0.036
NFI	$\geq 0,95$	0,94-0,90	0,962
CFI	$\geq 0,97$	$\geq 0,95$	0.975
GFI	$\geq 0,90$	0,89-0,85	0,965
AGFI	$\geq 0,90$	0,89-0,85	0,944
TLI	$\geq 0,95$	0,94-0,90	0,966

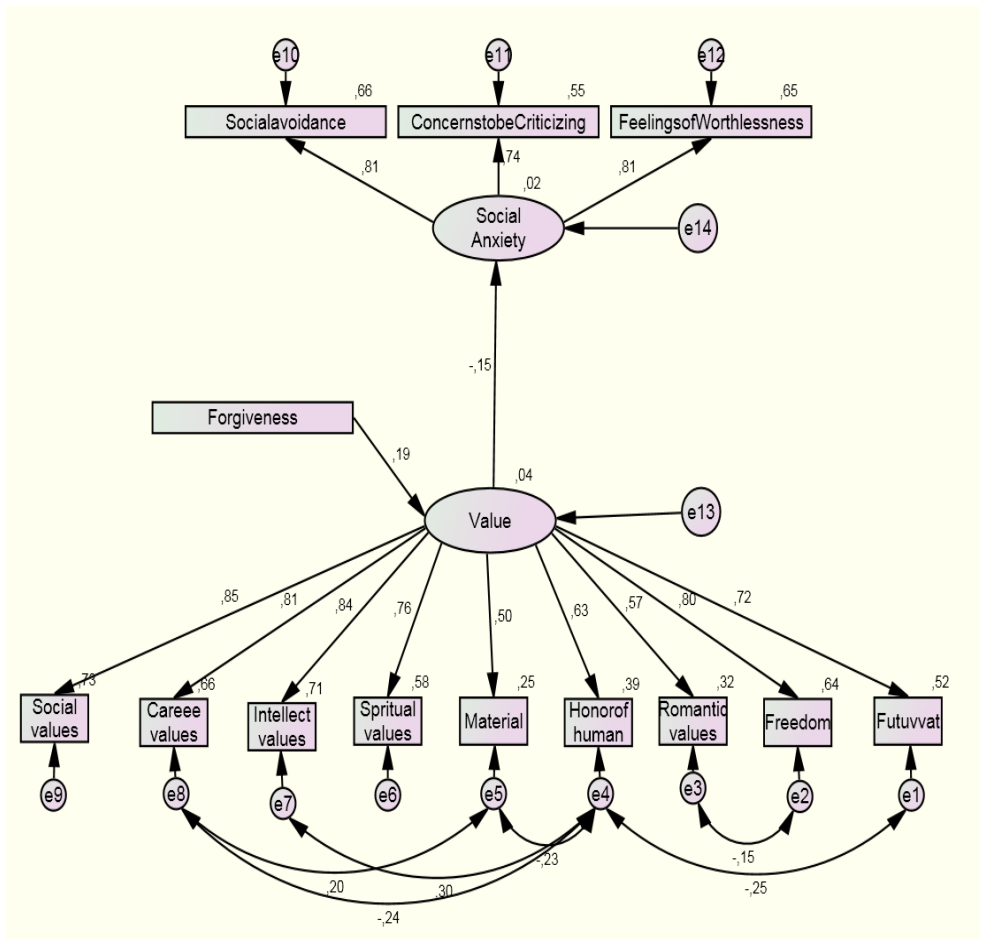


Figure 1. Way analysis on the direct and indirect correlations between confirmed and unconfirmed related variables of the hypothesized model (n=680) way analysis values for all numbers standardized.

<i>Predictor Variable</i>	<i>Dependent Variable</i>	<i>Total Effect</i>	<i>Direct Effect</i>	<i>Indirect Effect</i>	<i>Standard Error</i>	<i>Critical Value</i>
Forgiveness	Value	0,187	0,187	0	0,014	4,709*
Value	Social Anxiety	-0,146	- 0,146	0	0,165	-3.347*

Forgiveness	Social Anxiety	- 0,27	0	- 0,27	0.013	-2.227*
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^aTotal effect = Direct effect + Indirect effect, *p <0.01, **p < 0.05.

Table 2. Model on the predictor correlations between values and forgiveness behaviours and social anxiety levels among convict-prisoners in penal institutions.

The model in the figure above shows that the most important independent variable that affects values ($t=4.71$, $p<0.01$) is forgiveness. Correlation coefficient value related to this factor was found as $\beta =0,19$. A positive linear correlation was found between forgiveness and values among convicts and prisoners. In other words, as the values scores increase for convicts and prisoners, forgiveness tendency increases for them as well.

In addition, the most important variable that affects social anxiety in the tested model ($t=-3.35$, $p<0.01$) is values variable. Correlation coefficient for this factor was found as $\beta=0.12$. A negative linear correlation was found between values and social anxiety among convicts and prisoners. In other words, as the values scores increase for convicts and prisoners, social anxiety tendency decreases for them.

Additionally, second most important variable that affects social anxiety indirectly in the tested model ($t=-2.227$, $p<0.01$) is forgiveness variable. Correlation coefficient for this factor was found as $\beta=-0.27$. A negative correlation was found between forgiveness levels and social anxiety among convicts and prisoners. In other words, as forgiveness levels increase, social anxiety tendency decreases among convicts and prisoners.

DISCUSSION

This section presents discussions on the findings of the present research. However, we couldn't find any similar researches in terms of both the subject and the method in the literature. The discussions were done in accordance with the variables of the present research.

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Even not directly related with the problem of the present research, Sahin (2013) studied that relationship between forgiveness and psychological wellbeing, and found a positive significant correlation between forgiveness and psychological wellbeing levels. In the model tested in the present research, forgiveness behaviour explained the values of convicts and prisoners. Another research, which studied forgiveness variable, was conducted by Samatci (2013), who studied whether there was a correlation between forgiveness reaction and TA Ego between the individuals and their partners when they encounter a offensive situation in a romantic relationship among young adults. It was found that, the ego of the individuals and their partners was affective in perceiving the offended levels among young adults. However, the perceived forgiveness levels and the reaction after the offense varied in accordance with the ego of the partners, not the individuals. Another research was a descriptive study conducted by Halisdemir (2013), who studied whether retrospective mother-acceptance-denial levels and demographic variables (gender, faculty studied at, class level, and perceived academic achievement) predicted psychological wellbeing levels among university students. This research found that, forgiving oneself, retrospective mother-acceptance-denial perception, perceived academic achievement and faculty variables were significant predictors of psychological wellbeing. Ayten (2009) examined the correlations between forgiveness tendency and demographic variables (gender, age, etc.), and religiousness. Positive correlation between religiousness and general forgiveness tendency, and its "*optimism*" sub-dimension; and negative correlations between "*escape*" and "*revenge*" sub-dimensions were found. The model tested in the present research, suggested the

existence of a correlation between forgiveness behaviour and values. This finding suggested the existence of a correlation between modesty, as a value, and forgiveness behaviour. In this context, these findings are in agreement even directly. Forgiveness behaviour was observed to be correlated with religiousness, ego, retrospective acceptance-denial, and psychological wellbeing; and the increase in the forgiveness was effective on the increase in these behaviours. The finding of the present research that forgiveness behaviour among convicts and prisoners predicted their values is in agreement with this finding.

Another problem of the present research was about social anxiety. The findings related to this variable are discussed below. The research conducted by Kurtyilmaz (2011) studied the relational aggressive behaviours among university students in terms of self-respect, social addiction and social anxiety. That research found that self-respect and social addiction variables were directly effective on social anxiety variable, and therefore directly affected relational aggression variable. In addition, social anxiety was found to be directly effective on aggression. From this aspect, self-respect and social addiction predicted social anxiety, and social anxiety predicted relational aggression. One of the findings of the present research was that, there was a negative correlation between social anxiety and values. The values of convicts and prisoners cause decreases in social anxiety levels, and therefore ease their lives in this period. The finding of the research conducted by Kurtyilmaz (2011) is in agreement with this finding of the present research. Another research conducted by Tosun (2014) studied the predictor correlations between the values of the married individuals and their indomitableness, and conflict solving styles; and tested the model set in accordance with these correlations. In this research, Tosun (2014) found a positive linear correlation between values and indomitableness among married couples. The couples, who protected their values, have higher levels of indomitableness/psychological wellbeing. The values of the convict and prisoners who formed the work group of the present research caused decrease in their social anxiety levels. Another research that supports the findings of the present research was conducted by Bas (2014), who studied the correlations between values and the meaning of life among university students. Bas (2014) found positive significant correlations between existing meaning and social values, spirituality, honour of humanity, freedom, futuwwa, career values and intellectual values; and negative significant correlations between search for meaning and social values, materialistic values, romantic values, freedom, career values, and intellectual values. Spirituality, futuwwa and materialistic values were found to be important predictors of existing

meaning. Important predictors of search for meaning were romantic values, spirituality, and freedom.

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Propaganda as a Form of Manipulation

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Abstract

The article aims to define the term “propaganda”, its external features, techniques and methods of conveying the message. According to the specialist Malcolm X, “the media's the most powerful entity on Earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses.”

Keywords: propaganda, manipulation, message

JEL classification: Z13, Y80

1 INTRODUCTION

The word *propaganda* first appears in 1689. It comes from the Latin phrase *congregatio de propaganda fide*, that is “congregation for the propagation of the faith” (Volkoff, 2004). The term obviously implies conveying information to the public, information that should be saluted for that and which is not perceived by the informant as untrue but rather as an expression of the only existing truth. However, the essence of the term has distorted quickly, therefore, as of 1972, propaganda has been defined as a systematic activity of conveyance, promotion or dissemination of doctrines, theses or ideas from the standpoint of certain social groups and ideologies in order to influence, change, acquire concepts, attitudes, opinions, beliefs and behaviours. Most often, propaganda forms into a subsystem of the political system of a party, of a social group or of a governing regime and it aims to manipulate (Domenach, 1965; Cazeneuve, 1976; Iorgulescu, 2014).

A first connection that experts call *congenital*, is the one between propaganda - persuasion and argumentation. “The overall development of history - as Jean Cazeneuve (1976, p. 371) points out - apparently went from *propaganda* in the service of ideology, ideology in the service of *propaganda*, going through a moment of development of propaganda ideology. The social practice of *propaganda* and the social fact of ideology seem to occur with empires and major religions of salvation. The former, political and religious ideologies are subject to a symbolic *propaganda* through art and image on the one hand, and habits on the other. From the beginning *ideological propaganda* is symbolic and normative. In the 20th century, the decline of ideology in favour of *propaganda* finds its counterpart in the sensory effect of new media and the fragmentation of time that they favour.”

Referring to the external characteristics of propaganda, it “addresses the individual and the mass simultaneously, it uses all the technical means available (press, radio, television, posters, brochures, cinema), it is continuous and permanent, in order to cause adhesion and to urge the receiver to act”.

Regarding the internal features of propaganda, they determine the five “laws” that govern its operation:

- *the rule of simplification* (simple topics that focus the energy of targets towards the unique enemy).
- *of thickening and disfigurement* (exaggeration of facts).
- *of the orchestration* (repeating messages and adapting them to various categories of audience, so that those targeted would not be able to think of something else).

- *of transfusion* (attacking the beliefs of the individual using his/her own prejudices).

- *the rule of unanimity and contagion* (which is synonymous to the use of the individuals' taste for conformism).

2 PROPAGANDA TECHNIQUES

The techniques of propaganda aim at the emotional side, not the rational one and they aim to create *conditioned reflexes*, so that individuals should react to "stimuli" in the same way as Pavlov's dogs. From this point of view, *propaganda* acts as a general and universal form of subjecting the masses, as it is based on the diversion of natural impulses of people (sex, food) to topics previously determined by the propaganda body. And the slogan ensures the unity of a diversified *propaganda*, targeting the divergent interests of each subculture; each group is convinced by a different reading of the same text and the outlook changes according to the perception.

Relying on symbols (swastika, hammer and sickle, hymns, slogans) and on repetitive behaviours, propaganda causes a real "psychological aggression". In this violent process, media has powerful effects which are privileged in the system of propaganda means. Propaganda techniques have a greater effect when they practised on human communities in crisis.

Most often, propaganda is used in politics to spread a doctrine, a theory, an opinion and to win over people to adhere to those beliefs. The subordination of media to socio-political objectives and co-opting media in the official propaganda system were the defining features of communist media operation. From this perspective, communist propaganda was extremely efficient because its targets were exhausted, impoverished and emotionally weakened by the consequences of the Second World War. Applying propaganda techniques over long periods of time (between 45 and 60 years) within totalitarian systems in Central and Eastern Europe had some effects that have been and continue to be surprising even for subjects undergoing brainwashing propaganda. Thus, in politics, specialists distinguish between the following types of propaganda:

a) *white propaganda*:

It uses materials that come from official sources, containing artistic, cultural news that appear to be harmless, e.g.: lifestyle, presentation of personalities that can serve as an example for the cultural, sports and musical life. The psychological value of such collages can be remarkable for listeners (readers) with poor training. Research

reveals a greater efficiency of white propaganda among young people by the transmission of radio broadcasts of modern music, which interleaves news with an average duration.

b) *black propaganda*:

It generally spreads "fabricated" materials, attributed either to non-existent institutions that the receiver cannot control or to institutions that have activities other than to fabricate news.

c) *grey propaganda*:

It is most frequently used by information centres. It consists in combining partially real information with fully fake news, constructing news that appears to be precise, which cannot be fully verified. The public can be easily misled by such fabrication, scribing the news to personal gaps of information (Roşca, 2006; Marcu, 2009).

A sociological study distinguished a few ways and means of conveying the essential message aimed at the following sides:

- *affective* - consists in structuring messages in such a way that they can provoke feelings and collective solidarity, particularly emotional. Firstly, it shows the negative consequences of personal choices caused by a specific action, then it shows a different alternative that would have only positive effects. Special attention is given to the presentation of distinctive facts, focusing on that information that has an intense emotional resonance. Although they are not passive, masses are not always well informed, their interest in politics is sporadic, their direct political experience is limited, as they are involved in their daily routine.

- *persuasive* - consists in the use of rhetorical rules of speech organization, especially through the use of emotionally saturated words and based on the persuasibility of audience members. These aspects are visible in all types of discourse practised in the Romanian media, but especially in the political discourse, the language of which bears a striking resemblance to the journalistic and even colloquial language.

There is another significant difference between *tactical propaganda* (developed over a short period of time, established to gain immediate effects) and *strategic propaganda* (developed over a long period of time in order to form or change attitudes, values, concepts) (Tran & Stănciugelu, 2003; Jivan, 2015). A major feature of propaganda is that it stimulates the attempt to manipulate the intelligence, but in reality, it hits its maximum effectiveness, targeting the most irrational of our faculties.

CONCLUSION

However, even when they distort the truth, which often happens, propagandas present with an unveiled face (this is the main difference between propaganda and disinformation). We can distinguish between red or brown propaganda, pacifist or warlike, racist or anti-racist, it may say whatever it wants, without hidden intentions. (Volkoff)

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Analysis of Social Self Efficacy and Emotional Intelligence in University Students*

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Abstract

The purpose of this study was to investigate the self efficacy and emotional intelligence levels of university students. The participants were 534 (382 females and 152 males) university students. Data were collected using the Bar-On Emotional Intelligence Scale (adapted by Acar, 2001) and the Self-Efficacy Scale (adapted by Palancı, 2004). It was found that there was a positive relationship between social self-efficacy and personal awareness, interpersonal relations, stress management, general mood and adaptability scores. It was also found that personal awareness, interpersonal relations and general mood explain social self-efficacy.

Keywords: Social self-efficacy, emotional Intelligence, university students.

JEL classification: Z13, Y80

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There are a number of methods used to be successful in life. Intelligence (IQ) is essential but not enough for success. While IQ accounts for academic success, it is emotional intelligence that predicts success in life (Goleman, 1995). Intelligence is a skill that encompasses perception, defining, identifying resources and strategies, monitoring solutions and evaluation (Sternberg and Grigorenko, 2000). However, some people's failure in life despite having high levels of IQ resulted in the need for redefining the notion of intelligence (Abacı, 2003). Social intelligence was introduced into the literature by Thorndike's definition of social, mechanical and abstract intelligence in 1920 (Somazo, 1990). Emotional intelligence, as a dimension of social intelligence, is defined as the ability of understanding one's own and others' feelings, expressing one's emotions, using and managing them (Salovey and Mayer, 1990; Mayer, Salovey and Caruso 2000). While academic intelligence sets forth the true criteria of human intelligence, emotional intelligence identifies the true criteria for success in life (Goleman, 1995). Emotional intelligence helps us react appropriately by getting acquainted with and evaluating our and others' emotions and reflecting on these emotions in our life (Yeşilyaprak, 2001).

The theories of Mayer, Salovey, Bar-On and Goleman tries to figure out how individuals perceive their own emotions, how they take advantage of these emotions and control them (Emmerling and Goleman, 2003). Among these, the model by Bar-On is composed of the dimensions of personal skills (emotional self-awareness, self-confidence, self-esteem, self-realization, independence), interpersonal skills (empathy, interpersonal relations, social responsibilities), adaptability (problem solving, reality criterion and flexibility), coping with stress (stress tolerance, impulse control), and general mood (happiness and optimism) (Emmerling and Goleman, 2003). When the related literature is examined, it is seen that emotional intelligence correlates with anger, psychological skills, social self-efficacy, stress and life satisfaction (Yılmaz, 2009; Rastegar & Memarpour, 2009, Andrew, Thelwell, Lowther & Devonport, 2009, Chan, 2004; Sea, Öztürk & Hamarta, 2007).

Higher IQ levels might help increase success in life, but some other factors such as social skills, emotional adaptability, motivation, control, determination, effort, and faith are essential as well (Epstein, 1998; Casper, 2001). An individual's perceptions of the properties he/she possesses might be influential in success. Human beings consider whether they possess the essential skills if they have to achieve something. The basic difference between individuals who think that they are skilful enough and those who do not is success or failure in initiating and maintaining a particular behaviour (Selçuk, 2007). This situation is referred to as social self-efficacy in social learning theory (Bandura, 1997). The competence that a person develops

through positive evaluation of his/her real-life experiences can be seen as a belief that activates self-expectation, motivation and cognitive powers (Akkök, 1999; Aysan and Harmanlı, 2003; Bilgin, 1999).

Social self-efficacy is the belief in oneself about fulfilling certain tasks that are essential for particular performance objectives (Bandura, 1997). Those people with higher levels of self-competence do not abstain from struggling and behaving decisively, and they tend to go on with the task despite problems, and therefore they become successful. On the other hand, those with lower levels of self-competence mostly experience stress, nervousness and fear of failure; they are likely to give up if they experience a problem (Bandura, 1997; Gökçakan, 2008; Çokluk Bökeoğlu and Yılmaz, 2008). When individuals perceive themselves as socially incompetent individuals, they might not be accepted by the environment. Therefore, their self-esteem levels might decrease (Bandura, 1997). On the other hand, an individual perceiving him/herself as a person with a higher level of social self-efficacy helps him/her be confident in interpersonal relations (Bilgin, 1996). The present study is to form the bases of psychological counselling and guidance activities intended to develop university students' perceptions of social self-efficacy through emotional intelligence. The purpose in this study was to analyze the social self-efficacy and emotional intelligence of university students.

METHOD

Participants

The survey model was adopted for the present study and the study sample was chosen randomly from Selcuk University (Konya, Turkey) in 2011. The participants were 534 university students (382 female, 152 male) who took part voluntarily in the research. The mean age of the participants was 20.11 with a standard deviation of 1.41.

Measures

Bar-On Emotional Quotient Inventory (EQ-I): The EQ-I adapted to Turkish by Acar (2001) was used for emotional intelligence measurement. EQ-I is a 88-item measure that provides an overall score of EI based on five composite scales. Cronbach Alpha coefficients were .92 for overall score and .83 for intrapersonal skills, .77 for interpersonal skills, .65 for adaptability, .73 for stress management and .75 for general mood.

Social Self-Efficacy Scale (SES) : The SES, developed by Smith-Betz (2000) and adapted into Turkish by Palancı (2002) was used in order to find out the students social self-efficacy levels. It was found out that Cronbach Alpha internal consistency co-efficient was .89 and for test-retest correlation co-efficient was .68 in the adaptation studies of the scale to Turkish. The Social Anxiety Scale was used for the scale dependent validity of scale as it was in the scale and the scales were negatively correlated ($r = -.59$). However, the scale positively correlated with the Control Anxiety Scale ($r = .40$).

Data Analysis The Pearson correlation coefficient technique was used to determine the correlations among the subscales of emotional intelligence and social self-efficacy. Multiple regression analysis was used to determine whether or not emotional intelligence predicts social self-efficacy.

RESULTS

The relationships among social self-efficacy and 5 subscales of the emotional intelligence were analyzed by using the Pearson correlation analysis technique and the results are presented in Table 1 below.

Table 1. Correlations among Social Self-efficacy and Subscales of Emotional Intelligence

	Personal awareness	Interpersonal relations	Adaptability	Stress management	General mood
<i>Social Self- efficacy</i>	.45**	.23**	.28**	.19**	.36**

** $p < .01$

Table 1 shows that social self-efficacy is positively related to personal awareness, interpersonal relations, adaptability, stress management and general mood. Multiple regression analysis was performed to predict social self-efficacy by emotional intelligence and the results are given in Table 2.

Table 2 . The Prediction of Social Self-efficacy by Emotional Intelligence

	R	R ²	df	F	β	t
Self-efficacy	.47	.22	5/533	30.14**		
Personal awareness					.43	7.08**
Interpersonal relations					-.16	-2.81**
Adaptability					-.02	-.26
Stress management					.00	-.02
<i>General mood</i>					.19	3.20**

**p<.01

Table 2 shows that self-efficacy is significantly explained by the subscales of emotional intelligence ($R = .47$, $R^2 = .22$, $F(5/533) = 30.14$, $p < .01$). Five subscales of emotional intelligence significantly explained 22% of the total variance in social efficacy. According to results of a t test that was intended to determine which subscales predict social self-efficacy, it was found that personal awareness ($t = 7.08$, $\beta = .43$), interpersonal relations ($t = -2.81$, $\beta = -.16$), and general mood ($t = 3.20$, $\beta = .19$) were significant predictors of social self-efficacy.

DISCUSSION

Results of the study indicated that there was a positive relationship between social self-efficacy and personal awareness, interpersonal relations, adaptability, stress management, general mood. These findings indicate that as the levels of personal awareness, interpersonal relations, adaptability, stress management and general mood increase, the level of social self-efficacy increases as well. According to Kirk & Schutte (2008), the perception of self-efficacy, emotional intelligence and positive mood are positively correlated.

According to the results of multiple regression analysis, emotional intelligence significantly accounts for the levels of personal awareness, interpersonal relations and general mood. According to Chan (2004), emotional intelligence accounts for self-efficacy levels at a significant level. Research indicates that there is a significant correlation between self-efficacy and emotional intelligence, and that

emotional intelligence significantly predicts self-efficacy levels (Penrose, Perry & Ball, 2007; Adeyemo, 2007).

The findings of such studies lend support to those of our study. When the findings of the present study are examined, it seems that there is not a significant correlation between emotional intelligence and personal awareness, interpersonal relations, general mood and social self-efficacy. According to these results, increased social self-efficacy in university students and their undertaking and fulfilling a task mean that they develop their skills. Furthermore, self-efficacy accounts for the performance at a job or task (Judge, Jackson, Shaw, Scott & Rich; 2007).

In the literature, it is suggested that efficacy is one of the factors that affect the motivation and mood of students (Linnenbrink & Pintrich, 2003; Connolly, 1989). When the issue is considered with reference to university students who are to start their professional life after higher education, starting a new job and fulfilling a task are essential skills. This is because the final point of educational life might be higher education for some students. Therefore, they have to learn to have self-confidence, in order to be successful. It is suggested that students should be provided with activities and counselling that are intended to improve their emotional intelligence and social self-efficacy levels at universities.

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How to Discover the Culture of an Organisation

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Abstract

The intent of this article starts with the question: how to discover the culture of an organization. The elements of this culture are composed of human behaviors, values, symbols, myths, heroes. The organisational culture remains a long term phenomenon which can be modified but this modification is produced due to a slow evolution and not to sudden changes. The types of behaviours are assimilated by individuals.

Keywords: organisational culture, discovering, transmitting, changing

JEL classification: A12

DISCOVERING THE CULTURE OF AN ORGANISATION

The concept of organisational culture refers to everything that means standards of thinking, attitudes, values, beliefs, norms and customs that exist in an organisation. In the cultural component we can distinguish visible elements, such as behaviours and common language, rituals, symbols. Organisational culture is formed through interactions between members of the organisation, bringing together the beliefs and values of individuals composing it, although there are a number of modelling factors that shape it. Among them, we mention the style of management and implicitly the type of decision-making, the level of formality, the organisational structure, policies, and the systems that provide value and support to a particular type of work and a certain type of behaviour (Ionescu & Toma, 2001; Burdus, Caprarescu, Androniceanu & Miles, 2003). A strong organisational culture can be considered the one where there is a strong alignment with the values and principles of the organisation. An organisation with such a culture does not require control systems and bureaucracies. People who make a strong culture do not need additional incentives and thus the organisation manages to form a certain type of desirable employee. In a well-structured organism, the organisational culture is the one joining the organisation in a chain of tacit meanings, offering specific meanings to all human activities and organisational processes. Meanwhile, resistance becomes the most important factor in any attempt to change, regardless of its scale. One of the most important factors in building organisational culture is due to the peculiarities of interactions between employees, the quality of leadership and organisational communication (Batâr, 2004).

Any organisation is characterized by a unique personality, just like people. This can be individualized by several traits, represented, mostly, by the behaviours of the organisation members, by how they approach problems. Those who make up the organisation are the people who bring with them promoted values, new or already known customs and procedures, symbols chosen to represent the organisation.

Organisational culture is transmitted by the same means as those used in the national culture. It is embedded in the most unexpected things, from the name of the organisation and how it promotes its image, to the location and arrangement of furniture in the organisation's headquarters.

To discover the culture of an organisation we should examine several key areas within the organisation, such as: behavioural norms, procedural rules, rules of customary law.

Behavioural norms involve a number of questions about how people act within the organisation, their attitude towards their colleagues, if there is a feeling of satisfaction at work. We add here the desire for continuous improvement, the ability to have an open dialogue with the leader, or the ways in which personal qualities are cherished and valued.

Procedural rules refer to the existence of questions like (Marcu, 2015):

- Are mistakes encouraged??
- People making mistakes are forgiven if they learn from the mistakes?
- Is everyone in the organisation included in the decision making process?
- Are there any procedures to address and resolve sensitive issues? (E.g. sexual harassment)
- Is everyone encouraged to think about solutions to existing problems and help solve them?
- Is authority centralized or there exists any decision-making autonomy at different levels?
- Which are the cultural groups represented in management and/or among the members of the organisation?
- Are there sufficient resources allocated so that tasks could be carried out?
- Are there professional standards whose compliance is required from employees?
- How are conflicts addressed and resolved?
- Are there any functional procedures for consultation and cooperation?
- Is the organisation operating according to a long-term vision?

In their turn, *rules of customary law* presuppose the existence of a series of answers to questions such as:

- Why do people stay in this organisation?
- Why did people leave this organisation?
- What are the legends being said about those who left?
- What are the organisation's relations with those who left?
- Are there any traditional partners of the organisation?

For all these questions should exist relevant answers so that an organisational culture could be revealed (Enachescu & Rosca, 2014; Rahman, Taghizadeh, Ramayah & Ahmad, 2015).

Just like the human personality, organisational culture can change under the influence of internal and external factors of the organisation, which is why preserving a core of symbols, traditions, myths, and ceremonies will help preserve and perpetuate organisational values.

TRANSMITTING AND CHANGING THE CULTURE OF AN ORGANISATION

At the institutional level, it is also a very normal thing to ask: how do you transmit organisational culture?

Organisational culture is transmitted through the perpetuation of organisational *identifying elements* and by keeping certain procedures and standards to which new members must adhere. The identification elements, such as organisation name, logo and representative colours, along with *keeping the organisation's mission* are elements of continuity promoting the organisational culture both for the external environment and for those within the organisation.

Stable decision-making and the continuation of a *way of approaching and solving problems* represent another mechanism for transmitting the organisational culture to newcomers. The consistency of values promoted by the organisation is ensured by certifying the acceptance of these values by the new members of the organisation (Dumitru, Motoi & Budică, 2015)

Those interested in the occurrence, transmission, learning the culture of an organisation, can also ask *how to change the organisational culture*

Organisational culture changes due to the need to adapt to changes in the environment or the desire to overcome old procedures and identities. The change of the organisational culture occurs when the organisation is undergoing a restructuring process which resulted in changing people and operating procedures within the system.

The elements liable to result in changes in the organisational culture are the following:

- Replacing a certain number of employees,
- Establishing a new system of rewards and / or reprimand,
- Changing the management process,
- Redefining the hierarchical relationships,
- Initiating new forms of communication.

The organised and intentional process of changing an organisation requires a careful consideration of elements that will perpetuate change and contribute to its success. First, it requires an analysis on the establishment point of initiating change: people, structure and procedures of the organisation. Organisations identify with individuals within them (Grozea, 2011). People are the ones offering organisations their identity, therefore, for a real change, we need to work on and change the human mind.

As we know, the individual is caught in a core of behaviours, customs, traditions, values, therefore change requires an initial training. It is the same in the case of changing the culture of an organisation. First you must accept the new realities, the new institutional positioning, so that the reception of the new organisational culture could be easy and complete.

CONCLUSIONS

The discovery of the organisational culture has as its first step the knowledge of behavioural, procedural and customary law rules within the institution. Being created by people through the transmission of values, symbols, traditions, the organisational culture is perceived as the personality of an organisation. Therefore, its discovery, transmission or change is made gradually by the individuals employed in the organisational system.

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Public Healthcare Services - Component of Tertiary Economy

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Abstract

The field of public health care is a major social objective in all countries of the world. The public health care assistance reflects an effort organised to protect and promote the health of population, being achievable through political-legislative measures, programs and strategies addressed to the forums in the field of public health, as well as by establishing an organisational framework that would favour the provision of medical services requested by the population.

The implementation of the objectives of health policy and strategy is done by the Ministry of Public Health as central authority in the field of public health, and local actions of public health are developed and implemented by the county authorities of public health. Public health authorities in the ascribed territory operate under the subordination of the public health authorities. Also, the county public health authorities coordinate locally the implementation of the activities arising from obligations assumed under the Treaty of Accession of Romania to the European Union and the plans for implementing the Community instruments relating to health.

Keywords: public healthcare institutions, public sanitary organisation, management of public healthcare institutions

JEL classification: I12, I19

1 ACTIVITY OF PUBLIC HEALTHCARE INSTITUTIONS - SPECIFIC AND PARTICULAR TERTIARY ACTIVITY

The *public health organisation* is in fact the hospital, meaning the health unit with beds, of public utility, with legal personality, established to provide medical services.

Hospitals are organised and operate territorially, in regional hospitals, county hospitals and local hospitals (meaning municipal, city or township hospitals). The county hospital is established in the county seat, with a complex structure of medical-surgical specialties, with emergency room that provides medical-surgical emergencies and specialised medical assistance including for serious cases in the county that cannot be solved in local hospitals. The local hospital is a public health organisation that provides specialised medical assistance in the territory where it operates (respectively city, town, township).

The organisational structure of a hospital may include: wards, laboratories, diagnosis and treatment services, departments, services or technical, economical and administrative offices, emergency facilities and other structures approved by the order of the minister of public health.

The management of the public health organisation, meaning that of the public hospital, is ensured by a manager who must meet the following condition, in terms of professional training: to have graduated an institution of higher education and training courses in management or health care management approved by the Ministry of Health, established by order of the Minister of Public Health. The manager concludes a management contract with the Ministry of Public Health for a period of maximum 3 years. Upon the termination of the mandate (on term or as a result of annual assessment), the management contract may be extended for a period of 3 months, two times at the most, a period when a contest to occupy the vacant job is organised. The management contract provides the activity performance indicators, and the level of these indicators is established annually by the Ministry of Health.

A managing committee is organised and operates within the public health organisation (public hospital), which consists of the hospital manager, medical manager, manager for the research and development for clinical hospitals, the financial-accounting manager and, if appropriate, the manager for care, as well as other managers, according to internal rules of organisation of hospitals. The members of the managing committee who have occupied the vacant position by contest conclude a management contract with the public hospital manager for a

period of maximum 3 years, wherein the specific performance indicators are provided, as well as the legal rules governing the rights and obligations of parties. The management contract can be terminated before the deadline in case of failing to meet the obligations set out in its contents.

In public health organisations, the positions of head of the department, head of the laboratory, pharmacy chief, chief medical nurse are management positions and can be occupied only by doctors, pharmacists, biologists, chemists, biochemists or nurses with at least 5 years of service in that specialty. A three year's management contract is also concluded in this case, wherein the specific performance indicators are specified.

In terms of funding, public health organisations are fully funded from own incomes and operate based on the principle of financial autonomy. The main source of incomes in the budget of revenues and expenditures is the contract for the supply of medical services concluded with the health social insurance fund and is negotiated by the manager with management of the health insurance fund according to the indicators established in the framework contract for the supply of medical services.

Public hospitals receive additional amounts from the state budget or local budgets, which can be used only for the following purposes: to perform the activities included in the national health programs; to provide medical equipment according to the law; investments related to building new hospitals or to completing those under execution; to expertise, transform and reinforce the buildings seriously affected by earthquakes; to modernise and extend the existing buildings and carry out overhauls; specific didactical and research activities.

The number of public health organisations existing in Romania in the past 7 years has recorded insignificant oscillations, as shown in Table no. 1.

Table 1. Dynamics of public health organisations

Year	Number of hospitals with mainly state capital	Number of hospitals with private capital
2009	424	7
2010	418	9
2011	424	12
2012	420	18
2013	427	23
2014	430	31
2015	430	34

Between 2009-2015, only 6 hospitals were built in Romania with funds allocated from the state budget, while the number of hospitals built with funds from the private sector was of 27, meaning more than 4 times higher, a situation that enables the formulation of the following conclusions: The Romanian state does not have sufficient funds in its own budget to be allocated in order to increase the number of public hospitals, while the private sector proves a growing increase of the investments for building hospitals, a sign of efficiency and hence of growth in the population's needs.

In the activity of public hospitals, there is also a number of deficiencies specific thereof. The efficient or "healthy" operation of hospitals depends on: the formal structures governing the relations, authority, activities and responsibilities; the team of employees (the medical personnel) interacting in the process of providing medical services; the professional cooperation in achieving the explicitly formulated common goals. In the dynamics of a system, such as the public health organisation, there may appear a period of crisis characterised by the increased accumulation of difficulties, conflict outbreak of tensions, which makes its normal operation difficult, triggering some strong pressures for change.

In Romania, one may observe a number of difficulties public health organisations face, which can be grouped according to the following criteria: *organisationally* (a division of the structures, poor standardisation of the processes specific to the field, the existence of excessive levels of freedom in some departments or laboratories, increase in the degree of complexity of the medical action); *economically* (waste of resources, lack of concern for efficiency, lack of rationality in some managerial decisions of economic feature); *strategically* (there is a lack of medium and long term vision, the changes on the market of health services at European level); *in terms of human resources* (losses among the qualified and over-qualified personnel, insufficient exploitation of professionals, justified complaints expressed by the majority of employees); *in terms of management* (there is a lack of authentic managerial reform by which some competent management would be provided and not determined politically, there is a lack of managerial instruments that would determine actual changes in the performances of the medical personnel); *socially* (the inability to cover the disadvantaged population with services, the lack of a procedural system that would enable penalising the poor performances in terms of caring the inpatients).

For example, the efficiency of hospitals may be favoured or affected also by factors outside the organisation: government policies regarding the general health

strategies, regulations regarding the responsibility and management, competition for new medical technologies, the recognised autonomy degree of the hospital.

The context wherein the management of workplace conflicts is the very environment where the actual activity is performed by the medical personnel: the hospital, ambulatory care (outpatient clinic), the school medical office. In this context, the phrase “organisation” means a social entity consisting of a team of individuals employed under an individual labour contract, designed to achieve a set objective.

According to some opinions in the case of public organisations, the basic components are as follows: the purpose of establishment and *raison d'être*; people, meaning the active staff; the degree of restructure and organisation; the technology appropriate for the field; the work environment with external determinations (market, ministry, government, etc.); own value system (quality, priorities, management style, etc.).

The main strategic resource of a public health institution is the people, and the key for preventing the workplace conflicts is the management of people. There is usually a nominally appointed leader (e.g., the manager, the general manager, etc.) but it may happen that that individual is not one and the same as the actual leader in the practical reality.

That is why we understand by managing people to be a dynamic process by which an individual manages to determine through influence the other members of the group (team, formation, organisation) to willingly engage in achieving the tasks or group goals in a determined organisational context. People management is done in the case of a particular set of circumstances that form the organisational context. Recent researches have highlighted the importance of circumstantially addressing the management in the sense of preventing workplace conflicts, as based on this circumstantial variant an optimal productive balance is ensured between people's needs, task requirements, type of the organisational climate and pressures exercised by the context particularly created within the organisation. Therefore, the circumstantial approach involves the manager's capacity to adapt their behaviour to the actual situation, to the given context.

The first theorist to adopt a circumstantial approach was Fiedler (1967), arguing that the performance of the work group depends on the manager adopting a flexible style, corresponding to the character of the given situation, a context defined by three variable keys: the relations between the manager and the members of the group; the degree of structuring and clarifying the tasks; the power and authority of the leader to decide in the created context.

The conflict state becomes inevitable in the organisational context where: the leader is not approved of by the team they manage; the task is poorly structured and bears stimulating deficiencies; the leader lacks authority in the matter of the actual nature of the conflict.

The context or the circumstance is of particular importance when people's demands are impossible to solve.

In this sense, the following conclusion has been formulated: "No managing style or process, no motivation principle can work in an impossible situation." For example, we would add that the Romanian labour legislation forbids triggering a collective workplace conflict if the claim in question aims at changing or adopting a legal rule that is profitable for potential strikers.

Medicine is one of the most complex activities of any society and is also an activity of strict necessity where interventions imply promptness and necessarily competence.

Health professionals have a dual responsibility: a strictly medical one in the relation with the beneficiaries of the services and a managerial one in the relation with the health organisation as a whole.

In recent decades, the Romanian health system has undergone extensive changing processes as a result of political, economic and social transformations. Thus, legislative amendments have been designed, new structures emerged in the public and private system, family medicine have appeared and opportunities to work abroad have been identified, the introduction of a new financing system for hospitals has been operated and the accession of Romania to the EU already leads to unprecedented changes.

The medical personnel gained new perceptions and attitudes in relation to the system where they work, and the changes in the health system have entrained new mechanisms to balance the relation between family life and professional life, between the effort made and benefit or quality of life. The employer's devotion, the performance levels at work must be directly related to the quality of life at work.

Patients can no longer be interpreted as subjects, but as beneficiaries of medical and health care services that must be competitive under the conditions of competition.

In this context, identifying the concerns for management, seeking ways to efficiently improve the medical facilities, enhance the quality of the services must become a constant of the responsible individuals in the Romanian health care system. We must admit that under the impact of a management "transfer", concerns have been triggered for the health care system management, for the management of health

care organisations and particularly for the management of health care human resources.

It has been realised that a true health care reform cannot be achieved without implications for the economic, organisational and human resources management and especially that the objectives of the system can only be achieved in agreement with the managerial practices required by international standards.

One such approach requires the demarcation between the management of the health care system and the management of health care structures: the management of the health care system is concerned with designing and smoothly performing the distribution of responsibilities, of coordination mechanisms, the distribution of decision-making power, the management of resources between the deciding institutions in the healthcare system. In contrast, the management of health care structures is concerned with the activities and operations of management of the medical practice and administration of medical staff in each health care unit.

Correlating the two types of management implies on the one hand the assessment the system capacity, anticipating the effects of the policy or decisions and, on the other hand, the assessment of the conditions of structures (resources, casuistry, employees, etc.).

At the same time, the managers in the health care system must differentiate between the administration activity - which mainly refers to the mechanisms for the management of economic / material resources - and the management activity, which focuses mainly on everyday work in hospitals and on issues related to the human factor. More specifically, the management in healthcare organisations includes all the actions of planning, organisation, staffing, coordination, control and evaluation in order to design and adopt the best decisions regarding the health care services and employees. In terms of preventing the workplace conflicts, the management in the healthcare organisations includes strategies and practices to optimise the climate in the workplace, reduce occupational stress, develop skills for work and forming relationships, time management, organisational communication and especially motivating the staff in the context of quality of life at work.

Undoubtedly, the activity of all medical services is influenced by the factors of political and socio-economic context, but the use of internal managerial factors cannot be ignored. The social and economic transition apparently shall not arrive too soon at the endpoint, the reforms shall continue, so that the managers in the healthcare organisations would only have to prove a real competence in finding the solutions and internal mechanisms in order to overcome the problems that can lead to the personnel's decision to trigger workplace conflicts.

To have some healthcare personnel that would work intensively and benefit from professional satisfactions, we propose the following variant through the conclusions of this paper: management development in healthcare organisations.

The activity of public health is closely related to the activity of the National Health Insurance Fund, which is complex and primarily refers to the medical and economic aspects characterising the health social insurance system and which imply the administration of the funds collected as well as funding the health services needed by policyholders.

The National Health Insurance Fund is a public, autonomous institution of national interest, having legal personality and operates based on its own Statute, administering and managing the system of health social insurances, in order to implement the Government's policies and programs in the healthcare system. The National Health Insurance Fund has under its subordination the county health insurance funds, the Health Insurance Fund of Bucharest, the Health Insurance Fund of the Ministry of Transport, Construction and Tourism, the Health Insurance Fund of Defence, Public Order, National Security and Judicial Authority.

The relations between the medical service providers and the health insurance funds are carried out based on the framework contract that provides the quantitative and qualitative criteria for performing medical activities, depending on which the payment thereof for the services provided is made.

The National Health Insurance Fund has the role of observing the legal framework and its implementation in a unitary manner throughout the country. However, based on the principle of decentralisation, the health insurance funds enjoy autonomy in solving and controlling the specific issues found locally.

The National Health Insurance Fund and the Ministry of Health, Ministry of Public Finance and other public authorities, through activities combined with the healthcare providers, professional associations of practitioners in the medical field and non-governmental organisations act and relate within the health social insurance system in order to achieve a modern and efficient health insurance system, compatible with the health insurance systems in the European Union, at the service of the policyholder.

According to Law no. 95/2006 regarding the reform in the healthcare field, with the amendments and subsequent additions, the main object of activity of the National Health Insurance Fund is to provide the unitary and coordinated operation of the Romanian health social insurance system.

The Health Insurance Fund provides: the unitary and coordinated operation of the Romanian health social insurance system; the management of the unique

national social health insurances Trust; the use of appropriate means of media to represent, inform and support the interests of the policyholders it represents; the coverage of the population's needs for healthcare services, within the limits of the available funds. The National Health Insurance Fund operates in accordance with the standards established by the European Union.

The current crisis has highlighted even more the need to improve the cost-effectiveness ratio of the healthcare systems. Romania, as well as all Member States of the European Union must find an appropriate balance between providing the universal access to high quality healthcare services, while meeting the budgetary constraints. In this context, supporting the efforts of the Member States to improve the sustainability of their healthcare systems is crucial to ensure their ability to provide high quality healthcare assistance to all their citizens now and in the future.

The European Commission was emphasising that "promoting good health is an integral part of the smart and inclusive growth objectives of Europe Strategy 2020. Keeping people healthy and active for longer has a positive impact on productivity and competitiveness. Innovation in healthcare helps to successfully take up the challenge of sustainability in the sector in the context of demographic change", and the action to reduce inequalities in health is important to achieve "inclusive growth".

The main objectives set out in "Europe 2020 - A European strategy for smart, sustainable and inclusive growth", all rely on increasing the innovation in healthcare as reflected in the emblematic initiatives such as Innovation Union and Digital Agenda. However, innovation does not only refer to technology and new products. It also refers to innovation in how the healthcare is organised and structured, how the resources are used and systems are funded.

In this context, the Romanian Government has set its overall goal in healthcare, through the Government Programme, which has been translated into a number of specific targets on: promoting the health policies based on evidence and implicitly repositioning the weight of the healthcare system components (public health services, community health services, preventive services, ambulatory healthcare); diversifying the skills, duties and responsibilities of family physicians, aiming to increase the role of primary healthcare in continuously improving the performance of the healthcare system; implementing and monitoring of instruments that would ensure the quality of the healthcare services/ safety of patients; redefining the information system to exclude the redundancies and ensure the data validation and quality; ensuring an advanced information system horizontally and vertically that would integrate all the components of the healthcare system; developing an Integrated Public Health Information System (SISSP - *Sistem Informatic Integrat în*

Sistemul de Sănătate Publică) as support for the information system that would enable the interoperability of the existing and future software applications based on an integrating architecture, which would enable the efficient use of information in elaborating the health policies and system management; reviewing the funding system and implementing a rigorous control of public expenditure; financing public policies in the healthcare field by a better management of European funds; developing health policies in partnership with the patient organisations/ population, professional organisations.

Taking into account the general objective and the specific objectives set by the Government of Romania in health, the National Health Insurance Fund has established its main directions of action, namely: the improvement of the health social insurance system management; the increase in the efficiency to create and use the National Unique Social Insurance Trust Fund (F.N.U.A.S.S.); the improvement of policyholders' access to medical services and medicines; the increase in the level of coverage with services and improvement of the quality of the medical action; the optimisation of the functionalities of the Integrated Unique Information System (S.I.U.I.); informing the policyholders; the harmonisation of national legislation in the field of health social insurances with the EU directives, in order to increase the compatibility with the health insurance systems of the other member states of the European Union; the development of non-refundable external financing projects; the development of the internal/ managerial control system at the level of the health insurance system.

Thus, the management of the National Health Insurance Fund and specialised staff in the departments perform specific activities established for their competence by laws, regulations of normative feature and internal rules to achieve set objectives, in accordance with the guidelines of action specified by the Government of Romania.

In this regard, special attention shall be given to improving the management of the social health insurance system, taking into account the provisions in the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 681/249 of 29th June 2012, for amending the Order of the Minister of Health and President of the National Health Insurance Fund, no. 868/542/2011 and the Instructions on using and manner of filling-out the referrals for paraclinical investigations used in the social health insurance system and of the Order of the Minister of Health and President of the National Health Insurance Fund, no. 673/250 of 29th June 2012, for amending the Order of the Minister of Health and President of the National Health Insurance Fund, no. 867/541/2011 for approving

the unique model of the referral for clinical health services/ admission sheet used in the health social insurance system.

Other regulations also add thereto, such as: The Order of the President of the National Health Insurance Fund, no. 24 of 30th January 2012 for the approval of justifying documents on reporting the activity carried out by healthcare service providers – unique forms by country, without special regime; Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 622/214 of 14th June 2012 on amending and completing the Order of the Minister of Health and President of the National Health Insurance Fund, no. 1723/950 of 2011 for approving the methodological Norms for 2012 to apply the frame-contract regarding the conditions for assigning medical assistance within the health social insurance system for 2011-2012, approved of by the Government Decision no. 1389/2010; the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 763/307 of 31st July 2012 on amending and completing the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 1723/950 of 2011 for approving the methodological Norms for 2012 to apply the frame-contract regarding the conditions for assigning medical assistance within the health social insurance system, approved of by the Government Decision no. 1389/2010; the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 1156/746 of 9th November 2012 on amending and completing the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 1723/950 of 2011 for approving the methodological Norms to apply the frame-contract regarding the conditions for assigning medical assistance within the health social insurance system, approved of by the Government Decision no. 1389/2010; the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 1130/880 of 20th December 2012 on amending and completing the Order of the Minister of Health and of the President of the National Health Insurance Fund, no. 1723/950 of 2011 for approving the methodological Norms for 2012 to apply the frame-contract regarding the conditions for assigning medical assistance within the health social insurance system, approved of by the Government Decision no. 1389/2010.

Improving the activity of the National Health Insurance Fund shall increase the efficiency in creating and using the unique national health social insurance trust fund.

In this respect, the specialised structures of the National Health Insurance Fund have developed rules and regulations on the healthcare fields, such as: the order of the president of the National Health Insurance Fund, no. 25 of 30th January 2012

regarding the approval of the rules for the validation of hospitalised cases in a continuous hospitalisation regime and the methodology to evaluate the invalidated cases which revalidation is requested for, by which two new validation rules from group B have been introduced – rules for which the data reported by hospitals can be subject to evaluation by the analysis commission; order of the President of the National Health Insurance Fund, no. 24 of 30th January 2012 for the approval of justifying documents on reporting the activity carried out by healthcare service providers – unique forms by country, without special regime; Order of the President of the National Health Insurance Fund, no. 340 of 25th July 2012 on amending and completing the Order of the President of the National Health Insurance Fund, no. 24/2012 for the approval of justifying documents on reporting the activity carried out by healthcare service providers – unique forms by country, without special regime; order no. 681/249 of 29th June 2012, for amending the Order of the Minister of Health and President of the National Health Insurance Fund, no. 868/542/2011 on the approval of the unique model of the referral for paraclinical investigations used in the social health insurance system and the Instructions on using and the manner of filling-out the referrals for paraclinical investigations used in the social health insurance system; the order no. 673/250 of 29th June 2012, for amending the Order of the Minister of Health and President of the National Health Insurance Fund, no. 867/541/2011 on the approval of the unique model of the referral for clinical medical services/ the admission sheet used in the social health insurance system and the Instructions on using and the manner of filling-out the referral for clinical medical services/ admission sheet used in the social health insurance system - the order no. 680/251 of 29th June 2012, for amending the Order of the Minister of Public Health and President of the National Health Insurance Fund, no. 832/302/2008 on the approval of the medical prescription forms of special regime for medicines with and without personal contribution and the Methodological norms on using and the manner of filling-out the medical prescription sheets of special regime for medicines with or without personal contribution.

Also, the methodological rules of implementation of the framework-contract in 2012 regarding the conditions for assigning medical assistance within the health social insurance system for 2011-2012, approved of by the Order of the Minister of Health and President of the National Health Insurance Fund, no. 1723/950/2011 took into account the obligation of using the electronic prescription by the suppliers of medical services and medicines having contractual relations with the health insurance funds.

By these normative rules, it was aimed at improving the mechanisms for forming and using the Fund in the fields of (primary, specialised ambulatory for dental medicine and paraclinical, hospital specialties) healthcare, as well providing the medicines with and without personal contribution in ambulatory treatment.

2 NEED FOR PUBLIC HEALTHCARE ACTIVITY IMPROVEMENT

The development of management in public health organisations is imperative with triple determination: the objectives prepared internationally by the World Health Organisation; the rules of accession to the European Union; the justified needs and requests manifested in the national health system.

Achievement of a reform in the management of public health institutions requires:

- the compliance with the world requirements for developing the management in health structures. At the first major conference of the World Health Organisation (WHO, Alma-Ata, 1978) the need to consider building a strategy for changing the factors of managerial factors has been emphasised, starting from the recognition of deficiencies like: the medical personnel's exaggerated volume of daily work, insufficient coverage with qualified personnel and implicitly with specialised services, the insufficiency of stimulation elements and justified emergence of conflicts, etc.

In an effort to combat the obstacles that stand in the way of health and to optimise the managerial activity at global level, WHO states that the health management, grafted on national social contexts, should take into account certain requirements: the improvement of the distribution of services; a better correlation between the health sectors and the society; assessment of the population's health needs; the study of production and distribution of (human and financial) resources for health among a population; study of organisational structures in the health sector (hierarchical system, financing, interrelations); the study of how different sectors complete their role; the study of planning, administration, regulations, evaluation; the analysis of the economic support given to health; the determination of the results of health programs; community participation and involvement in relation to the qualities, habits and way of life of the community members, etc.

Therefore, the intensification of concerns for the management development in health systems in all countries was ordered, expressing the hope that in every state the managers shall prove the ability to give sense to ambiguous messages, shall know how to read and interpret the signals, shall cope with conflicts and strive for

achieving the tasks by consolidating networks of optimum interpersonal relations and connections;

- *the compliance with the European requirements regarding the priorities of the management in health organisations.* Three models of health systems (SIS) operate in Europe: Beveridge-type model of the national health service; the Bismarck-type model of the health social insurance system (SAS); the Samaško-type model of the state centralised system (SCS). It has been proven that every system has advantages and disadvantages, and the decision is to ensure the optimal balance.

The alignment to a set of common, European standards, the study and control of the effects of European integration on health in the member states are objectives of the World Health Organisation.

The objectives or priorities of the health systems in Europe have been defined for this forum: the maximisation of the quality of services to improve the health, increase of beneficiaries' satisfaction; the reorientation of health systems towards the measurable objectives regarding the quality of cares and workplace satisfaction; the collaboration between homes cares, community cares and hospital services; the prevention of easily preventable diseases and emphasis on preventive cares; the development of personnel policies in agreement with the national needs and European requirements; improved quality of employees' life in health organisations, to prevent workplace conflicts.

Some studies have revealed that European health systems also face various problems. Thus, it has been observed that in all European countries, there are dissatisfactions related to the methods of funding and providing medical services, specifically: there is not a full equity and equality of access to health services yet, no strict control of expenditures or of the quality of services or any consistent concern for stimulating the healthcare personnel as a form of personnel policy.

The main cause of most of the workplace conflicts, as well as of the decline of some health organisations is the poor management imprinted by insufficient knowledge in the field of human resource management;

- *management modernisation in domestic healthcare organisations.* In accordance with the new conditions for accession to the European Union, in our country reform guidelines have been established for the reform, among which: the introduction of mechanisms for the autonomous administration of hospitals, the development of independent medical practice; the development of the mechanism for accreditation and quality assurance; the development of personnel policies in line with the national needs and European requirements; the reassessment of the labour force in large hospitals; the judicious correlation of the number of doctors with the

number of beds; the dynamics of the activity of hospitals in terms of the turnover of patients and personnel's activity; the adaptation of the post-graduate education legislation and the implementation of a system that is identical to the European one, etc. Forms of training have been organised, with aim to inform on the European health policies and know the European institutions, their role in developing health policies that have an impact on the member countries.

The problem of continental medical competition is analysed, because the EU alignment shall probably enable the free professional movement of doctors, pharmacists, dentists, nurses and midwives.

Efforts are made to reposition the reference centres under competitive conditions. The competition already exists between the diagnosis and treatment centres, between various offices: Special focus is on co-working with the partners in the system to ensure the performance of the activity in best conditions, the intra-sectoral coordination being a criterion for the validity of the accession capacity.

Specialists in other areas of management placed in other areas of social life also have concerns for European integration. From the perspective of the human resource management, it is shown that the efforts our country makes to integrate in a competitive European society also means, among other things, the development of some managerial strategies of maximum efficiency.

Among these, changing the concept on the human resource management is a priority.

Both those called to implement a system of human resource management in an organisation and those representing the human resource department are targeted. To materialise these actions, multiple possibilities are forecasted: vocational training courses, employment of specialists in human resource management issues, contacting consulting companies. The human resource management has become nowadays an important link in the intelligent management of organisations. The main cause of most of the workplace conflicts, as well as of the decline of some organisations is the poor management imprinted by insufficient knowledge in the field of human resource management;

Social research has proven that the human factor is an important source for the growth of an organisation's profitability. The manner of conducting the activity in the organisation is directly influenced by the state of the social system, the flexibility and creativity of members, the ability to adapt to environmental changes. Besides such concerns, there appears the risk of bottlenecks. "Bottlenecks" are explained by the fact that a significant number of managers are little interested by the implementation of new management, by the design and redesign of the management

systems, by knowing the potential of the organisation's human resources, in order to efficiently use them"... "unfortunately, the particularities of this complex field and dynamic field are not taken into account... the technical solutions are often preferred over some organisational, managerial solutions, in general, even if their efficiency is reduced or missing".

The orientation to obtaining immediate effects often related to the technical, technological changes leaves gaps in terms of taking into account the organisation's perspective.

Therefore, here it is that the trend of management modernisation is general in our country, and the health system, just like other systems, have begun the performance of the development process.

After years of attempts to optimise the state of the health system, it has been acknowledged increasingly more that it is difficult to solve the problems in the healthcare system.

The way of managing all resources, not only financial, material, informational ones, but also the human ones has become the object of analysis and controversies. The endless discussions and controversies have characterised the medical life in our country, perhaps more than ever. It has been tried to search and find solutions by collaboration and partnership, decisions in which the practitioners were consulted, but more decisions in which they were not consulted have been issued. The mass-media has provided a permanent feedback regarding the system status and implicitly regarding the results of the reform processes, emphasising more or less objectively both the successes and the failures registered and forming a factor for adjusting the management of the health system. In the Romanian medical press, the weak points of the health system, as well as the steps taken to improve the situation and even more, to modernise the system and make it more efficient have been analysed permanently.

It has been spoken of "the catastrophic situation of Romanian medicine", by the "earthquakes" in our health system.

According to the opinions of certain experts, some moments of crisis were normal, natural, objective, others artificially created, either by not knowing the management of crises, or intentionally by interest groups. The idea of reform has constantly circulated in the mind and actions of the officials in the system. Some said that the reform is an absolute necessity, others seemed to be intrigued by this necessity, wondering: "What do we need a reform, if it brings so many worries?". Although there were disagreements about the perspectives of the reform, there have been however some great ways to implement the changes the reform strategies

implied and which everyone understood: the introduction of the insurance system, possibly of several health insurance systems; the control of financial resources, evaluation of the activity and funding of hospitals by following new methodologies; the computerization of the system; the reorganisation in some subsystems; the increase of quality; human resource management.

These guidelines have been operationalised in the main objectives of the reform strategy: the development of a unitary, coherent legal framework, by modifying some already existing texts, the development of new laws as basis for the achievement of the changes proposed in the whole system; the modification and diversification of mechanisms generating financial resources by formulating rules that would allow attracting additional funds, the improvement of decision transparency in the allocation of funds at inter-sectoral and intra-sectoral level, the stimulation of the private sector; the development of the managerial capacities of decision-makers in healthcare organisations (Grozea, 2010).

It has been openly accepted that the efficiency of the reform actions is based on pertinent analyses of all conditions, on the collaboration with all the partners in the system, on the analysis of the past experience and anticipation of the results.

Those responsible admit that the development and implementation of efficient reform programs must involve individuals with expertise in health management, who would perform adaptations of the activity, funding and structure depending on the *actual situation* of every medical unit. Creating a clear image on completing the reform interventions, taking into account the development favourable and restricting factors, maximal use of the human side in healthcare units are essential chapters of any health reform. This is the international, European and national context in which the manager in healthcare organisations must exercise their role of providing an optimal psychosocial climate where the personnel would be preoccupied with achieving the organisation's objectives and not troubled by the impulse to claims and workplace conflicts.

Special attention was given to the improvement of the policyholders' access to medical services and medicines.

Developing the methodological rules of implementation of the framework-contract in 2012 regarding the conditions for assigning medical assistance within the health social insurance system for 2011-2012, approved of by the Order of the Minister of Health and President of the National Health Insurance Fund, no. 1723/950/2011, has allowed: the introduction of regulations on reporting and settlement of emergency consultations for the beneficiaries of minimal package recorded on the list of another family physician, who has a contractual relation with a

health insurance fund (Dumitru, Budică & Motoi, 2016). Thus, a single consultation per individual is reported for each emergency observed which first aid was provided for or which was solved in the medical office. This is included in the payment per service; the increase in the number of consultations/ policyholder for the same episode of acute/ subacute disease from 3 to 4 consultations and for the cases where during the episode of acute disease other acute/ subacute diseases also occur. The number of consultations has been increased to a maximum of 6; the introduction of regulations on establishing a maximum number of consultations/ day (during the office hours) of not more than 40 consultations/ day and the calculation of the average of 20 consultations/ day (calculated during a quarter). Previously, it used to be calculated per month; the foetal ultrasound also performed by doctors specialised in obstetric gynaecology with skills/ super-specialisations/ certificates of corresponding complementary studies of ultrasound, besides those of medical genetics: determining the duration of the work schedule of paraclinical medical service providers - laboratories for medical tests requested to be contracted by the health insurance fund, which may not be less than 8 hours per day; determining the duration of the work schedule of the paraclinical medical service providers of medical radiology-imaging, requested to be contracted with the health insurance fund, which may not be less than 6 hours per day for each medical radiology-imaging laboratory/ workstation in the structure; it has been determined that for the package of basic health services for dental medicine, the amount settled by the CAS for the beneficiaries of special laws that can be settled is of 60% or 100% of the rates for dental services - in conjunction with the specific regulations.

3 CONCLUSIONS

The improvement of the public health activity aims to increase the level of coverage with health services and to improve the quality of the medical action.

The documentations on the approval of the lists of paraclinical medical services in the package of basic medical services have been drafted, which there are no providers for within the territorial administrative range of a county, respectively in Bucharest, in order to conclude the contracts with providers in other counties, respectively in Bucharest. Documentations have also been drafted for the paraclinical medical services in the package of basic medical services.

In developing the methodological rules of implementation of the framework-contract regarding the conditions for assigning medical assistance within the health social insurance system, approved of by the Order of the Minister of Health and President of the National Health Insurance Fund, no. 1723/950/2011, the following

aspects have been taken into account: the number of consultations/ policyholder for the same episode of acute/ subacute disease has been increased from 3 to 4 consultations, and for the situations where during the episode of acute disease there also occur other acute/subacute diseases, the number of consultations has been increased to a maximum of 6 consultations; within the activities of support, there has also been introduced the issuance of medical documents for children, requested when coming into collectiveness; regulations have been introduced on establishing a maximum number of consultations/ day (during office hours) of maximum 40 consultations/ day and the calculation of the average of 20 consultations/ day (calculated during a quarter – previously, it used to be calculated per month); for the situations of replacing a doctor having their own list with another doctor having their own list, it has been specified what it means to appropriately extend the schedule of the replacing doctor (at least $\frac{1}{2}$ of the replaced doctor's working schedule).

It has also been drafted the Order of the health minister and President of the Romanian Health Insurance Fund, no. 622/214 of 14th June 2012 on amending and completing the Order of the Minister of Health and President of the National Health Insurance Fund, no. 1723/950 of 2011 for approving the methodological Norms to apply the frame-contract regarding the conditions for assigning medical assistance within the health social insurance system, approved of by the Government Decision no. 1389/2010.

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Learning results and evaluation through levels given by the results in Religious Education

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Abstract

Multilevel approach to religious education assessment entails rethinking the evaluative approach, starting from the systemic perspective on the evaluation object to religion, like regulatory reporting, to curriculum and who materialized from inductive perspective, in terms of subject assessment, the entire complexity of the student. The Assessment Tool that we proposed is an integrative one, an opportunity to see the process, be aware of the process by which it is evaluated and develop the ability to track what is happening in this process and intervene for the evaluator.

It is about a formative assessment, as long as the proposed instrument „crosses the boundaries of various learning activities”. As a school discipline, Religion is integrative one (contributing, complementing the student's general education) and integrator (harmonizing the various skills of the student's academic in progress tracked throughout the student's education unit).

Religious education provides and contributes to personal development of students and (self) empowering their formation process, exceeding the borders of a single discipline and ensuring premises skills training trans-disciplinary on the basis of specific skills, necessary for personal development of the student.

Finally, this idea of approaching religion as a subject from the perspective of education for values is very interesting and debated.

Keywords: learning outcomes, levels of evaluation, assessment matrix data through levels of learning outcomes, open, inclusive and integrative discipline

JEL classification: A2

INTRODUCTION

Religious education as a school subject is fascinating in terms of evaluation. Assessment in religious education can be understood as a measurement or assessment? What kind of results we can consider that we should expect of our students? This is the real question in this research.

THE RESEARCH PROBLEMS

The research problems of this scientific paper are about few new concepts in Religious Education: curricular architecture, receptive, effective and reflective skills in a transversal relation, learning results, levels of evaluation, evaluation papers through levels given by learning results.

When it comes to the way something is made (as a process), E. Stănciulescu says that “the new, the originality are not purposes in itself and, besides, they are incredibly relative: “*Ars inveniendi est ars combinatoria.*” (Pierre Bourdieu, 1980) any invention is, in fact, obtained by combining, in a new way, elements that are already known.

A complex system - even if it's known or explored - has several components that don't interact in a straight line (D. Șelaru, blog). Its components, no matter their size, are independent of one another which is why the most important quality is emerging, the capacity of having manifestations which do not originate from its components, but from the system as a whole. Self-organization, the appearance of new and adaptive structures can change their behaviour (meaning they can be understood) depending on external elements.

This is how the multilevel approach of evaluation in Religious Education should be perceived, a rethinking of the evaluation process, originated from the systematic perspective over the content of evaluation in Religious Education - normative reporting, to curriculum and who materialized from inductive perspective, in terms of subject assessment, the student in its entire complexity.

METHODOLOGY

Research methodology included the questioning teachers, secondary school students and their parents, others involved in teaching approach, focus groups and systematic observation of student behaviour.

RESULTS

The result meant proposing an assessment instrument layered, consisting of given levels of skills acquired by students at religious education. Evaluation through levels obtained from the results achieved throughout Religious Education classes is connotation, dominated connotations with additional value, resulted from specific conditions (personal experience, different contexts) beyond denotation, with ordinary meaning.

The three levels given by learning results (basic, medium, average), and this is the contribution of this research to the field of assessment, are set from the perspective of the skills gained: receptive (what the students achieves in a formal and informal educational background), efficient (what he or she manages to express through attitude and behaviour, reflective axiological allotment system, beliefs). Therefore, a leveled approach in Religious Education is linked to the identification or the defining of certain skills connected to one another, superposed, which cannot be reduced to a single component that can be integrated (trans-curricular, cross-curricular). The way these skills are defined should be in connection to the interdisciplinary paradigm (of the transferable assets and not strictly disciplinary).

The instrument of evaluation suggested is an integrative one which can be accessed from the perspective of the user (teachers) and the recipients (students and their parents) as well, overcoming the possible distortions from the context of communication, reducing the normal biases of the subjectivity in question. It is an opportunity to observe the process and for the person who is being evaluated to become aware of this process, but there is also the possibility for the person who is evaluating to follow what's happening and to intervene when necessary.

Furthermore, it facilitates the transparency and the comparison between the levels of skills specific to Religious Education. This possibility is ensured by the critical/evaluative step over the norm (curricular architecture, studying scheme), but based on records "complex curricular architecture built on values, beliefs, expressed beliefs, manifested abilities, inter curricular approach" (Eurydice Report, The developing of key abilities in schools of Europe, page 19).

It is a formal evaluation, as long as the instrument that is being suggested "crosses the borders of different learning activities". The coherence of evaluation through levels given by learning results is achieved by the integration of several evaluated components. It minimalizes the differences of status and it brings consistency to the discipline in question, emphasizing the practical application of knowledge, making students' abilities more relevant.

Evaluation through levels given by learning results in Religious Education also raises problems/challenges from the perspective of its application as a method/means/instrument. “Changing the way people work is difficult because of traditions”, causing modifications in the culture and organisation of the whole teaching system, from the curricular level to teachers “specialized in a single academic discipline”, all the way to the managing of the class during Religious Education and, even further, to the culture and organization of the school. Such an approach of the evaluation process in Religious Education is a shared process “in which the distribution of responsibilities throughout the process must not be neglected” (Learning: The Treasure Within, the report of The International Committee for Education in the 21th century, 1996).

Religion as a discipline is an open and integrative one which creates social responsibilities (contextualization, structuring, the identification of common elements, transferring, Religious Education’s general background).

CONCLUSIONS

As a discipline, Religious Education is an integrative one (that contributes and adds to the general education of the student) and also, it is one that has the role to integrate (it adjusts the different skills that are being tracked in the scholastic progress of the student as part of the entire ensemble of the student’s education). Education and knowledge represent “the Treasure Within”, they are essential elements to the humanity of the new millennium (Learning: The Treasure Within) Report of The International Committee for Education in the 21th century, 1996) and J. Delors saw the role of education as a contribution to the encouraging of individuals to act in harmony with their traditions and beliefs, but, at the same time, appreciating the diversity, developing their mind and spirit at a universal level and to succeed in transcending their own limits.

From this perspective, of the four components of education and knowledge (learning to know, learning how to do, learning how to cohabit, learning how to live), two of them are definitive to Religion as a discipline: learning how to cohabit means learning how to cooperate, how to take part in human activities (A. Sandu, 2012), whereas learning how to live means having self-sufficiency, the ability to make decisions, authenticity, personal responsibility and the availability to accomplish a common destiny. This perspective offers an integrative approach, in which he who disciplines himself no longer has the passive role of a “vessel” that “fills” with knowledge, the process being the one emphasized in favour of content.

The orientation changes from focusing on the student who values discipline, to the dynamic interaction between the student and the teacher. In the context of this interaction appears a process of interior evolution, available both for the student and the teacher as well. Personal integration at a cognitive, emotional and behavioural level makes the participants at the process unique, in harmony with their own values and with the external reality contained between social norms and in harmony with their own and other people's lifestyles. Therefore, the participants at the process become self-responsible and responsible towards the community in which they live.

Religious Education ensures and contributes to the integral development of students and to their self-accountability, overcoming the lines of a single discipline and ensuring the premises of forming transdisciplinary skills, on the foundation of skills necessary to the personal growth of the student (M. Bocoş, 2011).

The opening that Religious Education has to offer establishes convergent relations between knowledge, skills, abilities, attitudes and principles that can be achieved on different levels, complementary from the perspective of educational interventions, appreciating an integrative vision.

Last but not least, the idea of approaching Religion as a discipline is captivating from the perspective of moral education - a context in which the suggested instrument of evaluation could have application and greater utility -, a discipline that could follow the finalities of education in terms of Christian values pedagogy [8]. It is known the fact that "secular education desires to make the child as much alike with the human as possible while Christian education wants him to be as similar to God as possible" (I. Miclea, 1942)

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Distorted perceptions of teachers in organizing the differentiated learning situations

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Abstract

Adapting the learning situation to pupil has determined the teachers, especially primary school teachers, to diversify the organizing forms of learning situations. A poor scientific information or the lack of an university education in this field influences the modality of organizing of the level groups by pupils reporting on subjective determinations.

The present study points out theoretical and practical argues, by presenting a research project in order to remove teachers' distorted perceptions who report the organizing of the differentiated learning situations to certain subjective standards.

We proposed as objectives: to study the effectiveness of different ways to select and integrate into lesson the differentiated learning situations; presenting two case studies (a distorted model and an optimum one); comparative analysis of case studies to identify demotivating/ motivating effects of pupils' learning, removal of inappropriate practices and to promote the efficient competences of teachers in projecting and organizing of differentiated learning situations.

Through the research project we wanted to verify the hypothesis: If there are studied comparative two case studies regarding different ways of projection of the differentiated learning situations, then there can be dismantled the distorted perceptions of primary school teachers about them.

Keywords: distorted perceptions, learning situations, differentiated learning, organizing the level groups.

JEL classification: A2

1 INTRODUCTION

Teacher's managerial role in carrying out the differentiated learning situations

If teacher's managerial success is conditioned by the organizing way of the instructing-educational process, then there must be introduced dimensions that shape the place and role of his capacities and powers as a teacher-manager along with other qualities that ensure him possibilities of successful action in pupils' formation-development.

Elena Joița sees the competence as "the efficient action module to achieve the objectives, the various situations, maintaining the educational environment centered on pupil participation, utilization of the management functions." (Joița, 2000)

To highlight teacher's managerial role within the learning situations we will treat the action-methodological skills involved in organizing of the educational situations and in and situations, actions and pupils coordinating.

Thus, in organizing of the educational statements the teacher-manager should show the following competences: to logically order the situations; to analyze and dose the resources; to build various training situations; to process and structure the logical given contents in relations with the objectives; to provide measures and differentiated approach forms of the actions; to alternate and diversify the means to motivate the active participation.

Proving managerial competence in organizing activities, learning situations, the teacher must demonstrate the managerial role in the coordination, management and guidance of pupils, forming in this respect the following skills: using various proceedings in motivating and enabling pupils; to provide footholds in making differentiated tasks; to provide alternatives for solving relevant to particular age groups of pupils; capitalize simultaneously with learning the contents and formative valences; to balance situational practice various skills, abilities, attitudes of pupils; to advise pupils on concrete problems of the activity or of the individual development.

These managerial skills of the teacher can not be individually approached, they correlate with each other, depend on each other. In this regard, D. Salade (1982) believes that teacher's *organizer and leader* role is next to the planner one: he organizes class activity at his discipline, distributes the tasks, creates the motivation of pupils' participation, diversifies their training way, diversifies the situations and their ways of solving, proposes and coordinates programs on objectives or tasks, includes formative activities, of differentiated treatment. Thus, "there are studies that point out that the greatest challenge to differentiate instruction is time, followed by

classroom management skills, changing teacher expectations, and professional development and lifelong learning personal targets.” (Corley, 2005).

By organizing of differentiated learning situations the teacher-manager positively influences individuality respect, encouraging successes, the respect for values. Thus, he also has the tasks of diversified organizing of learning situations, which are reflected in the following objectives: to know the school’s rules of organization; to know and to use the information system; to use cooperative relations with the pupils of the class; to promote pupils’ initiation in tasks’ distributing and fulfillment; to facilitate awareness for each pupil of the specific tasks in instructive-educational activities, to positively motivate him, to determine him to organize himself conditions for tasks solving, to understand the objectives and to pursue them independently or in groups, to conceive a solving task program; to train the pupil to practice proper rules of conduct in the development, management and solving of the tasks. In this regard, Bunăiașu C. says in a study “The teacher’s managerial style is determined by more categories: cognitive level (psycho-pedagogical and managerial representations, competences, convictions and beliefs); strategic decisions level.” (Bunăiașu, 2014)

Within a learning situation in a lesson, the management role of the teacher is determined by the following actions: determining of the tasks and requirements for differential solving, defining more accurate level’s expectations, of the settlement-actions manners that have to be communicated to pupils initially for their awareness and motivation.

Ways for integration into lesson of the differentiated learning situations

The integration into lesson of the differentiated learning situations concerns teacher’s managerial competence to organize, to carry out instructive-educational activities: “A modern teaching must place itself in a lifelong learning perspective, opened, pupil-centered and individualized as possible.” (D’ Haynaut, 1981).

Lesson’s situational approach is one of the most required solutions (Joița, 1998) because: it can provide to the teacher an operational tool for the assertion of rationality and creativity in the organization; it concretizes the idea that the expected objectives are realized by solving some progressively linked actions, concrete situations; organizing and solving of concrete situations require compliance of some principles of the efficient action: timely intervention, rationality, balance, metering effort, foreshadowing the following action, comparison with previous ones, influencing pupil’s educational complex by locating him in the middle of the situation, realizing various communication relations for coordination and guidance;

thus, the teacher applies more accurately the theory of the formative objectives, formulates more appropriate the learning tasks, influences more concretely the pupil, adjusts his actions, uses the continuous assessment in a stimulative manner.

The learning situations should be reported to each pupil as the proper treatment of the pupils during lessons regards both those facing difficulties and those who work in a faster pace. The differentiated education has positive effects for training and development of pupils' personality traits.

I. Negreț and I. Jinga (1999) sustain that the organizing of the learning situations into lesson involves identifying the initial objectives, results obtained from the initial assessment. Thus, identifying every child's gaps, the teacher selects the objectives and projects learning situations resorting to differentiated learning situation.

It is necessary, says M. Stoica (1996), to organize the learning activity along with each lesson by creating the learning situations. Pupil's learning must be organized by creating the learning situations adapted to each pupil specific by structuring the learning material, by formulating the working tasks relative to its pace of work.

The organizing forms of the learning situations, says Elena Joița (1994), should not be overrated by the dominance of one, but throughout the lesson they have to be joined.

For a lesson, the ensemble of the concrete learning situations appears on sequences constructed for each target.

Table 1. *The structure of the learning situation realized on sequences constructed on each target*

Cognitive Object	Essentialised content	Initial level	Learning tasks (group level)	Strategy (methods, means, organization, type of learning)	Continuous assessment
1.....	1.....	1.1.....	1.1...	1.1...	1.....
		1.2.....	1.2....	1.2...	
		1.3.....	1.3....	1.3...	

Source: Elena Joița, (1994). *Didactica aplicată* -partea I. Craiova: Editura Gh. Alexandru

In the research project, we proposed the as objectives:

1. Studying the efficiency of different ways to select and integrate into lesson the differentiated learning situations.

2. Presentation of two case studies to highlight the distorted perceptions of some primary school teachers regarding the organizing of the differentiated learning situations.

3. The comparative analysis of case studies to identify the demotivating/motivating effects of pupils' learning, removal of inappropriate practices and to promote teachers' efficient abilities in projecting and organizing of the differentiated learning situations.

We have identified as general hypothesis of the research project:

If there are studied compared two case studies on different ways to project the differentiated learning situations, then there can be dismantled the distorted perceptions of primary school teachers about them.

From this general hypothesis derives the following specific hypothesis:

1. If there is applied a distorted model of differentiated learning situations, then there can be identified demotivating effects on pupils' learning and removed teachers' inappropriate practices.

2. If there is applied an optimal model of differentiated learning situations, then there can be identified positive effects on pupils' learning motivation and promoted teachers' efficient abilities.

2 METHODOLOGY

Sample

We opted for a fixed sampling (panels) to obtain information about similar problems in the same subjects. The target population consists of primary school teachers and pupils. The sample comprised 2 teachers, 29 pupils of class IA and 27 pupils of class IB in Gymnasium School "Traian" from Craiova.

In selecting the sample we followed that the two classes of pupils to have an approximate equal number, school results to be at the same level, to be part of the same educational institution, so that to have similar conditions of educational environment.

Methods and instruments

The basic method of our research project is the case study. Thus, we realized two case studies where we followed the analysis of the teachers' skills to establish homogeneous groups according to the level of development of each pupil; to apply differentiated learning by setting learning tasks, exercises and practical assignments,

to guide the activity of each group level, to ensure the possibility of regrouping of the pupils by reference to the fulfilled objective.

To check the first hypothesis of our study, through which we follow to identify the demotivating effects on pupils' learning and removing the improper practices, we asked a teacher for primary education to apply a distorted model of learning situations where pupils are divided into level groups after the general perception of the teacher.

In order to check the second hypothesis, through which we wish to identify the beneficial effects on motivation of pupils' learning and to promote the efficient skills of teachers in selecting, initializing and the development of the differentiated learning situations, we asked another teacher of primary education to apply an optimal model of differentiated learning situations, in which pupils are divided into level groups by reference to certain criteria.

Using the observing method, we followed to record teachers' behaviors to select and organize differentiated learning tasks by relating them with the operational objectives, reporting criteria of learning situations, forms of organization and teaching methods.

In this regard, we realized as research instrument one observation grid where we have recorded the analyzed data of educational reality perception. (see Table 2)

The presence of the observer, in our case, will not change the following variables: teacher's ability to select, organize and integrate into lesson the differentiated learning situations.

Table 2. *Observation grid (structure)*

Lesson's Subject:

Class:.....

Operational objective (category)	Learning tasks	Reporting criteria of the learning situations	Learning forms involved in learning situations	Organizing forms	Used methods
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Source: Elena Joița, (1994). *Didactica aplicată* -partea I. Craiova: Editura Gh. Alexandru

3 RESULTS AND INTERPRETATIONS

Applying the two case studies in order to study the research project's hypothesis, we will analyze and interpret the obtained results of each case study, but we will also make a comparative analysis of the research results to underline the beneficial effects of selection and organization of learning situations differentiated on level groups, where group's level is based on a criterion.

Thus, we asked the two teachers in the sample to apply one of the two projecting modalities of learning situations having as subject: "The sentence" for pupils of class I, in the research group. In this way, we indicated to the teachers to think designing lesson as a chain of differentiated learning situations, and as organizing form to use the level groups. One of the teachers had to organize the class into groups of level set by the general impression of the teacher, the other one had to report the level groups at the criteria of the operational objectives.

The application of distorted model of differentiated learning situations in order to eliminate the inefficient practices

In the first case study we propose to prove that, in the application of differentiated learning situations where pupils are organized into homogenous groups by teacher's subjective criteria, there can be removed these inadequate practices following the recording of the results, of their analysis based on observations grid, by identifying the demotivating effects on pupils' learning. (see Appendix 1)

Applying of the optimum model of differentiated learning situations in order to promote the effective practices of teachers

In the second study case we intend to prove that, following the application of some differentiated learning situations where pupils are organized into homogeneous groups after reporting their results on certain objective criteria, will be promoted teachers' efficient skills, as a result of results recording, of their analysis on the base of observations grid, by identifying the beneficial effects on pupils' learning. (see Appendix 2)

The comparative analysis of the results of the two case studies in order to remove distorted perceptions of teachers on differentiated learning situations

The first projecting modality is to divide the group of pupils into two groups: "good pupils" and "weak pupils", the classification being performed by subjective impressions.

We believe the division into groups must not be done by labeling "*the good group*" and "*the weak group*". To realize such a verbal calibration implies a moral punishment on pupils, these ones feeling offended will not have the courage to engage themselves in educational activities. In the literature of specialty these offenses were called "killer phrases" (Joița, 1994).

This way, we consider that the level group must be built based on the knowledge level of pupils in terms of settled objectives for the learning situation and not by pupils' reference to certain standards *pupils with learning difficulties, pupils with slowly pace*.

Learning tasks must be advanced by professor comparing them to the operational objectives of the lesson and finding a type of failures or excesses.

We believe that, from these types of level groups, can be part pupils ranked by teacher as poor pupils, but who in that time to have completed the pursued objective and to receive tasks of practice or development.

To assign the pupils of the second group to group level relative to the achieved level in the fulfillment of the operational objective: *pupils to compose sentences from two words after a given image*, the teacher tested the initial level of pupils by frontal organizing pupils' activity, asking them an oral composition of sentences from two words after the given image. Thus, following this initial assessment, he has divided the pupils into three groups level: Group I pupils that make oral sentences with two words, but helped by the teacher's questions; Group II - pupils that make sentences from two words without help; Group III - pupils making sentences of two expressive words.

To these three groups, he has given to solve differentiated learning tasks: to the first group he gave as task of learning to form sentences in writing from two words, being helped by teacher's guidance; to the second group, he gave as task of learning to compose a sentence from two expressive words after image, aided by the text of the manual, involving in this way a research (exploration) action; and to the third group, he has requested to compose three sentences of two expressive words retained by pupils from the studied texts.

Object's achieving, O₂ - *to compose sentences from three words after images*.

For an efficient-formative approach, there should be aimed that all pupils to achieve the creative learning strategies. Thus, we believe that pupils in group I had to succeed to achieve to realize the learning tasks of the group II, too, by composing sentences with expressive words independently studying the given texts. Through research, exploration, pupil's thinking becomes formative, creative.

We notice that if in the group III there are pupils who have failed to form three sentences using expressive words retained from texts, these pupils will not be part of Group II from O₂, but they will be included in Group I of the O₂ object, asking them to form sentences of three words after a given image. Pupils belonging to the Group I of the O₂ objective will solve the learning tasks of the O₂ Group II, only if they easily compose sentences of three words after the given image. Otherwise, they will receive another image after what they will solve the same learning task until they will carry it out.

We also find that pupils in Group II - O₂, were asked to solve a creative learning task for the fulfillment of the O₂ objective: *to form after an image, sentences of three words which to be linked by meaning*. If previously, at O₁, to these pupils have been assessed their operating abilities with information stored in memory, association abilities, of analysis, now, by solving the learning task of O₂, it is seek the creative learning, to compose sentences of three words, ordering them by meaning, hence uniting them in a short text.

We believe that learning task, S₂ (G II), is a task of practice and development.

Regarding the objective *to form sentences by logical arrangement of the words*, the teacher divided the first group of pupils, according to its subjective opinion, into two groups, asking to those of (Group I) to form sentences by uniting the words from two columns, and to those in (Group II) asking to logically rank the words of some sentences. We find that the learning tasks elaborated for the first group are of application, analysis, association.

Unlike the organizational methodology applied to the first group of pupils, in the second group, the teacher made the organizing by dividing the pupils into three groups:

- Group I - pupils who hardly compose sentences with three words;
- Group II - pupils who easily compose sentences with three words;
- Group III - pupils making sentences of three expressive words.

In this way, the first group had as learning task to form sentences by merging three words from different columns. Those who hardly composed sentences of three words were guided by the meaning of the words establishing the corresponding after analyzing the meaning of each word.

To those in Group II, he has given as learning task to organize some words in sentences after meaning, implying the analysis of the meaning of each word and their synthesis by combining in sentences.

To the pupils in Group III, he has made as learning task to form sentences ordering the words by meaning and adding of an expressive word. This learning task develops their logical and creative thinking, thus becoming a task for development.

Analyzing the above-mentioned, we find that the learning situation aims the formative aspect and ends by developing the skills, abilities and capacities of pupils through their activation in order to solve the given task.

A new learning situation is based on updating previous knowledge, identification of pupils skills as a result of an assessment.

This initial knowledge is achieved by reference to the stated objective and not by subjective calibration *good pupil*. Thus, knowing the initial level, there can be given to the pupils differentiated learning tasks referred to the same objective, progressively dosed. For pupils *to learn how they have to learn*, it is necessary that the study material to be shaped, to build synoptic charts and pictures, as a basic element of independent work, forming in this way study skills, nurturing the creative imagination.

Thus, by realizing the differentiated learning situations on level groups it is made the transition from instructional activities of the formal education, which emphasize the accumulation of knowledge, to a formative education, which enables pupils' thinking.

Professor in the second case study conducted the organization of learning situations by integrating them into the lesson with the following objectives:

- monitoring all pupils' appropriation of the notion of sentence, deepening the study by establishing the level groups in relation to each pupil's assimilation capacities based on diagnostic examination;
- differentiated treatment of pupils by groups of level setting the learning tasks, the exercises, the practical assignments;
- adequate guidance to each level group;
- pupils' regrouping possibility according to the achieved level of the operational objective.

Achieving these goals of differentiated learning situations involves a formative organizing of the lesson, centered on pupil, on its intellectual abilities and skills, pupils being engaged in learning tasks corresponding to the level groups, stimulating their creativity, flexibility of thinking, essential steps to an efficient learning. Relating to the set targets, for the second group of pupils have been efficiently established the intermediate behaviors and identity exercises that lead to the achieving of the operational objective established.

4 CONCLUSIONS

The undertaken research study had obtained the teachers' adherence to organize differentiated learning situations setting the level groups by reference to certain objective criteria, into the lesson to the operational objectives, so dismantled teachers' distorted perceptions about this, encouraging the promotion of the efficient skills of teacher.

Summarizing, we can specify the following aspects:

The paper presents some *personal contributions*:

- The scientific reasoning of teacher's manager role to organize the instructive-educational process; the description of teacher's management skills in organizing differentiated learning situations; the study of the integration ways into the lesson of the differentiated learning situations by tackling the lesson as a sequence of learning situations.

- Bringing into question of a less studied concept in the literature of specialty, of organizing forms in homogeneous groups of the differentiated learning situations;

As *open questions* for future studies, we propose the development of a research based on the results of this very research project, the detailed analysis of the concept of organizing forms of the differentiated learning situations, by relating them with other forms of organization; providing supporting points for teachers in order to design and implement the differentiated learning situations by combining different organizing forms of the learning situations in order to determine the direct relationship between the requirements to achieve a learning promoting effective participation of pupils and the way of joining the organizing forms deployed on groups or individually, as "There is a growing need of standardizing teaching training activity, enacting European regulations concerning quality, curriculum, achievement and evaluation." (Strungă, 2014)

The study presents *research limits* determined by the following factors:

- The small number of teachers under investigation, given the fact that our research was situated at project level, does not allow the formulation of relevant generalization.

- The obtained results following the case study method did not allow a quantitative analysis.

In a synthesis approach we can consider that in order to adapt the learning situations to the individual characteristics of each pupil, the goal of differentiated

treatment, have to be valued the educative interventions in a learning situation and the learning activities comparable with the operational objectives proposed by undertaking more intermediate variants of learning situations. The intermediate learning situations are only intermediate behaviors that comprise the ensemble of activities and actions that determine the achievement of the given behavioral objective. The intermediate behaviors are selected based on particular characteristics and skills of the pupils.

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Romanian Immigrants from the United States of America: Book Review

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Abstract

This paper is a review of an important Romanian book, regarding the international problem of the migration with all its influence factors. Thus, the author begins from a general view and brings into discussion a particular case: Romanians from the USA.

Keywords: migration, immigrants, Romanian immigrants

JEL classification: F66, J01, J6

1 INTRODUCTION

The Romanian Assistant Professor, Dan Valeriu Voinea, has published a remarkable book, "Romanian immigrants from the United States of America, Craiova: Sitech, 2015. We can find the book on the Romanian market, like "Imigranții români din Statele Unite ale Americii".

The book has like theme the international migration phenomenon, presenting all the influence factors which lead to this global problem, from which the most important are: the raising trend of the migration, the liberalization of the frontiers and the liberalization of the work force, social-economic factors.

This paper (Voinea, 2015) is a natural continuation of previous research of D. V. Voinea (Voinea, 2013; Voinea, 2014a; Voinea, 2014b) of research and, on the other hand, a real development researches of some reputed Romanian specialists (Hartular, 1996; Sandu, 2010; Drăgulin, 2011; Ciocănescu, 2011; Porumbescu, 2014; Ianoș Stănescu, 2015).

The particular case of the migration in Romania has in majority economic and social factors of influence. The theme was approached by the same author in his doctoral these: The economic and social co-ordinate of the Romanian immigration in the United States of America.

The motivations which guided the author in his research were: the numerical importance of the migration phenomenon; the historical importance of the migration; the curiosity and the affinity through American dream and values, but also the experience of the author on the American region.

2 BETWEEN THEORY AND PRACTICE

The paper is conceived on three theoretical directions: the analysis of the migration literature; the transnationalism; the phenomenon of the migration and the flows of persons generated by this phenomenon. The applied part of the book contains: the historical and statistical analysis of the migration and the Romanian citizens which are established nowadays in USA and the research on the field based on the own experience of the author.

The author used qualitative method: the opinion inquest method and the questionnaire application technique (CAPI and CASI technique); the interviews application for a good knowledge of the Romanian immigrants in the USA; the analysis of social documents. The sample used for the quantitative research by the

author Dan Valeriu Voinea, consisted of 634 Romanian immigrants who are over 18 years old and live in USA.

The principal aim of the research was “the achievement of a paper, with a monographic type, about the Romanian community of the USA, following in the same time a serie of derived objectives: defining the identity of the Romanians from the USA, compared with the identity of the Romanians and the Americans, outlining the profile of the Romanian immigrants from an economic, social and professional perspective- for creating their monography; identifying the level of integration of the Romanians in the American society; identifying the religious implication and the frequence of the transfer from a religion to another; the analysis of the identity from the perspective of the language talked in family”.

The first chapter consists of the scientific stage in the domain of the migration sociology from a theoretical perspective. It was observed that the phenomenon of migration had not only an economic determination and the decision of migration was given by the social units (the family, the collective farm, the community) and not by a singular person. The income raising is measured in relative terms, in comparison with the income of the other members of the community. The decision of the migration is part of the strategy of risk minimization by the diversification of the income.

The theory of the segmented work force market speaks about the motivation of the migration which is done by the necessity of labor force in the modern industrial societies. This necessity is created by four important factors: structural inflation, hierarchical constraints of the motivation, economic dualism, demographic changes of the labor force reserve. They are identified two different types of market which receive the immigrants: a primary sector, which needs a very good professional qualification, but offers good work conditions and a good remuneration and the secondary sector in which integrate the new immigrants, unattractive for the citizens, with low qualifications, poor work conditions and low wages. Thus, the immigrants have a positive influence on the evolution of the destination society, given by the availability to occupe the undeserved position on the labor market.

The author guided his work on the statistic study made by American Community Survey. The study aims to identify the social-demographic characteristics of the Romanian immigrants in the USA. It was also choosed like inspiration source the study made by the U.S. Census Bureau, which includes aspects like: origin country, level of education, type of language known, level of income, family structure, occupation.

One of the most important thing in the life of an immigrant is becoming a citizen of the destination country. It was also observed by the author, in talking about the subject of the Romanian immigrants in the USA, that their community is spread all over the USA, but not in unitary way. Thus, the majority of Romanian immigrants are born citizens and represent over 60% of the persons included in this communities. Furthermore, a great part of them speak only English language and consists of young people.

Studies revealed that a striking category of Romanian immigrants in the USA is represented by women, medium aged, with superior studies in comparison with men.

Regarding the financial situation of the family, it is highlighted that almost all the Romanian immigrants consider that the income in the USA is better than in Romania, no mattering its level. The poverty is viewed of the point of view of the person who expresses and the persons who are close to her, which is a subjective appreciation. The majority of immigrants consider that the poverty in USA decreased in the latest ten years. Also, they consider that work and ambition, with the domination of the man over his own social destiny is vital in the fight against poverty. In addition, the majority of persons consider that their identity is related to their work. They have the opinion that is necessary to put in balance work and free time. A central place in immigrant's life is occupied by information, no matters the source.

The research on the field applied by the author, revealed that the Romanian immigrants in the USA are more likely the americans that than the Romanians. They kept their traditional values, but they have an evolution from surviving values through autoexpressing values. Also, the migration in the USA, seems more like a brain drain migration.

The Romanian immigrants are well integrated to local American communities and they preserve their moral and religious values, even if they change the religion with which they were born.

3 CONCLUSION

Dan Valeriu Voinea's book confirmed four of five initial hypotheses given in his research and he highlighted the importance of the Romanian immigrants in the USA, seen by three important perspectives: numerical, historical, cultural.

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