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SUMAR – SOMMAIRE – CONTENTS – INHALT

- CARMEN MIHAELA CRETU, AVIVA MISHAELI, Users' Satisfaction with Regard to Ta'asiyeda Intervention Program for Promoting Technological Education through Collaboration with the Industry 5
- MAZOR COHEN IRIT, Pre-Service Teachers' Resistance Practices to Reflection 29
- ÉVA KÁLLAY, The Investigation of the Relationship between Mental Health Indicators, Problematic Usage of Social Networking, and Gender in a Sample of Transylvanian Hungarian Students..... 61

CĂTĂLIN GLAVA, Motivations of Opting for the Preschool and Primary School Pedagogy Major in University Students. Benchmarks for a Strategic Management in the Promotion of the Specialization	81
MELINA HAYOUN, CRISTIAN STAN, The Impact of Existential Factors on Parental Self-Efficacy in Self-Help Group. An Intervention Program for Parents of Children with ADHD	95
PAZIT LEVI-SUDAI, DOINA BALAHUR, How Socio-Educational Workers with at-Risk Youth Attain Attachment Capacity and Self-Efficacy: Two Recent Findings.....	111
OANA-ELENA NEGOIȚĂ, VASILE CHIȘ, The Importance of Experiential Learning in the Development of the XXI th Century Skills on Teenagers.....	127

USERS' SATISFACTION WITH REGARD TO TA'ASIYEDA INTERVENTION PROGRAM FOR PROMOTING TECHNOLOGICAL EDUCATION THROUGH COLLABORATION WITH THE INDUSTRY

CARMEN MIHAELA CRETU¹, AVIVA MISHAELI^{1*}

ABSTRACT. Israel, like many other countries worldwide, suffers from a lack of skilled human resources with technological qualifications. Ta'asiyeda, an association established by the Manufacturers' Association, has operated for the past 27 years an educational intervention program to promote students to technological routes and prepare them for the labor market by creating cooperation between the education sector, industry and employers.

A formative evaluation research was conducted using quantitative methods to identify the level of satisfaction with the intervention program expressed by principals, teachers and industry staff.

For this research, a new questionnaire was developed and validated and quantitative statistical data was collected from 222 participants (principals, teachers and industrialists) that participated in the Ta'asiyeda program.

The research results show that all program participants were equally satisfied with Ta'asiyeda's contribution with regard to the five aspects examined in the research: The collaboration between the industry and schools; Pedagogic components of the intervention program (knowledge, values and skills); The implementation process of this educational model in Israel; Students' motivation for technological education; Contribution to participants (from the education system and the industrial system).

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In comparisons conducted between the research populations, it was found that in the cases of significant differences, industrialists were more critical and less satisfied. With some aspects, respondents from high schools were less satisfied than respondents from junior high schools. And industrialists from the high-tech industry and from the low-tech industry ranked their satisfaction similarly and relatively high.

The research conducted proposes an effective optimal feasible model to help the organization make decisions leading to program improvement. The research conclusions can be adapted to other countries that cope with this issue of connecting education and industry for promoting and encouraging technological education in schools.

Key words: *Technological Education, Ta'asiyeda Educational intervention programs, increasing students' motivation, required skills*

Introduction

Israel like many other countries worldwide, suffers from the lack of skilled human resources with technological qualifications (Moshe in Israeli Knesset research and information center, 2016). Encouraging students to enroll in the technological route is a key to developing future human capital and continued growth of the industry, economy and the labor market (WEF, 2016). Yet, the future labor market presents many challenges to the education system. Technological swift changes and the digitalization revolution affects the world of professions, its structure and demands (Schleicher, 2017). Employers from many countries claim that they do not find candidates with the technological skills they need (Mourshed, Farrell, & Barton in McKinsey & Company, 2012).

It has been proven that effective collaboration between employers, trade unions, government and education can guarantee the education of generations that will successfully integrate into the economy and industry in a dynamic technological world (DEVCO, 2017). Despite the clear understanding that cooperation between the two systems is needed (Hanushek & Woessmann, 2017), a lack of communication was found between employers, students and education systems (McKinsey Center

for Government, 2014). This is probably due to the different goals, the different needs and the various methods of operation of the systems. Additionally, previous research had found different attitudes between employers and educators regarding the required skills for the future labor market (Dobbs, et al., 2012). Most employers are interested to recruit the best candidates and are interested in specific training for their companies and organizations (short-term immediate objective). Most educationalists focus on providing high quality and meaningful education (long-term objective), and producing graduates fitting for the future world (Smits, 2006).

To realize all these goals, and in light of the challenges in the field, many associations, funds and private companies together with governments have joined in this mission to contribute to promoting technological human capital through collaboration between industry and students from the education system (Musset, Kuczera & Field, 2014). For that purpose, they initiated and developed various models of intervention programs that are implemented in education systems in Israel and around the world.

The literature review had found models of intervention programs with different characteristics: (1) Belonging to different sectors of industry. (2) Belonging to different target audiences. (3) Providing different skills. (4) Promoting various subjects and areas towards industry.

The main theories and subjects on which these models are based are: increasing students' motivation for Technological Education (Flum & Kaplan, 2006; Deci & Ryan, 2000), constructivist learning (Mioduser & Santa Maria, 1995; Dressler, Sela & Mazor, 2014; Kolb, 1983). And imparting required skills and qualifications for technological education (McKinsey Center for Government, 2014; OECD, 2014; Brender, 2017).

It can be stated that these private educational initiatives models arouse the students' excitement, a desire to learn, enjoyment and experiences (Quintero, 2016). However, there is no follow-up study or assessment of their effectiveness in the short and long-term, and what works best (Rama, 2019; Szold Institute (2019). Many policy and decision-makers are discussing and seeking the most effective model on this subject.

Ta'asiyeda is one of the largest educational intervention programs in Israel which links the world of education to that of industry (Ta'asiyeda, 2018²).

Ta'asiyeda promotes technological education and integrates all of the characteristics of the aforementioned models.

Ta'asiyeda is an educational association established 27 years ago by the Manufacturers Association. The association implements a variety of educational programs in the field of technology in cooperation with the industrial world.

Ta'asiyeda implements a unique educational model that integrated into each school's curriculum, to encourage students' motivation to study technology. It operates among 300,000 students a year throughout the country, gathering students who are Jews, Arab and Druze, religious and secular from kindergarten to high school with hundreds of companies and organizations

In my role as the director of the Ta'asiyeda association for the past 13 years, I have chosen to conduct this research as it is important for me and the organization's management to explore what partners' attitudes are and their satisfaction with Ta'asiyeda's programs. Additionally, it is important for me to know whether it is a successful effective intervention program for promoting technological education that meets the challenges raised in Israel and around the world in the current era; for example, shortage of qualified human capital in the field of technology, cooperation between the systems, a lack of communication between personnel from the educational and industrial systems. Industrialists disagree with regard to what skills should be instilled in students to create technological human capital, which makes it harder to develop a suitable curriculum.

In the literature review conducted, no similar intervention program was found and no evaluation research has been conducted about Ta'asiyeda's model.

² According to Ta'asiyeda reports: published by the Associations' Registry and the Ministry of Justice and the Association's website (2018). <https://he-il.facebook.com/Taasiyeda>

Research Aims

1. To build, develop and validate a new questionnaire based on survey instruments which examine satisfaction aspects from Ta'asiyeda Program
2. To identify the level of satisfaction from Ta'asiyeda intervention program expressed by different program partners: principals, teachers and industry staff.

Research Variables

Dependent Variables:

Satisfaction levels regarding the success of the intervention education program, in 5 aspects:

1. The collaboration between the industry and schools
2. Pedagogic components of the intervention program (knowledge, values and skills)
3. The implementation process of this educational model in Israel
4. Students' motivation for technological education
5. Contribution and impact of the intervention education program on the participants from the education sector and the industrial sector

Independent Variables:

1. Type of population (industrialists, school principals, leading teachers).
2. School Level (junior high school, high school).
3. High tech (IT industry) and low-tech companies (production industry).

Research Questions

1. To what extent do educators and industrialists share common satisfaction from promoting and encouraging technological education in Ta'asiyeda program?

2. What are the differences between educators and industrialists in their satisfaction levels from Ta'asiyeda program in the five aspects: The collaboration between the industry and schools, pedagogic components of the intervention program (knowledge, values and skills), the implementation process of this educational model in Israel, students' motivation for technological education, and contribution to participants (from the education system and the industrial system).

3. What aspects have been evaluated as a success of Ta'asiyeda intervention program and which are more important than others?

4. What are the differences in satisfaction levels with Ta'asiyeda program across the following groups:

- a. Leading Teachers versus Principals
- b. High schools versus Junior High Schools
- c. High tech industry versus Low-tech industry

Research Design

A previous stage in research was required in order to develop the questionnaire examining satisfaction with the Ta'asiyeda program. Findings from a qualitative research served to develop the questionnaire, which was then distributed among the sample respondents in the quantitative research part and supported the ability to create new research questions and directions.

In the design of the research, we built a one-way comparison between industry versus education, which are then ranked across the three major types of participants: industrialists, school principals and leading teachers. Next, the nested comparisons are within the education sector (types of schools, types of participants), and within the industrial sector (High-Tech versus low tech). In the education sector an interaction between types of schools and types of respondents (two-way Analysis of Variance) was tested.

The research consisted of three stages:

Stage 1: Expert validation of the questionnaire - The questionnaire that assessed the satisfaction level from the intervention program and its impact by industrialists and educators, was built and validated.

The first stage was to check validation among six experts-to examine to what extent questionnaire statements indeed represented what they wanted to measure.

Experts were highly consistent with their evaluation of the questionnaire across the five aspects; High means and low standard deviations, and high level of internal consistency ($\alpha > .72$)

Stages 2: A pilot survey for checking the questionnaire reliability - A pilot with 40 participants (leading teachers, school principals and industrialists) was conducted to test questions and participants' comprehension. Respondents were asked to address every question and assess it according to a Likert scale (Likert, 1932). Means, standard deviations, range and Cronbach alpha internal consistency reliability values were calculated for the five aspects measured in the questionnaire.

It was found that there was a high level of agreement regarding the statements that measure the 5 aspects. The grades were higher than 3.75 on a five Likert point scale. The Cronbach alpha of each of the five aspects are high ($\alpha > .70$) and even very high in four of the five aspects ($\alpha > .90$).

After completing the questionnaire, they responded to questions about the clarity of the questionnaire (Marom, Gordoni & Zemach, 2009). For all these questions, the means was above 4.30 out of scale of 5 points, which testify to a high level of agreement with the degree of clarity and understanding of the questionnaire.

Stage 3: Identifying the level of satisfaction from Ta'asiyeda intervention program expressed by different program partners: principals, teachers and industry staff - administering the questionnaires developed for this research to Ta'asiyeda program participants.

Participants

The research participants consisted of 222 participants -81 school principals (36.5%), 100 leading teachers (45%) and 41 industrialists (18.5%), The sample represents principals and teachers all over the country, and industrialists in whose industries Ta'asiyeda activities were implemented.

The questionnaire was distributed to participants in 3 Ta'asiyeda programs:

1. Smart City - in junior high schools (pupils aged 12 – 15);
2. Technological Entrepreneurship Premium - in junior high schools;
3. Experience in Industry provided on the technological route- in highschools (pupils aged 15 – 18).

Research Results

Table 1 presents Findings Pertaining to Research question 1

To what extent do educators and industrialists share common satisfaction from promoting and encouraging technological education?

Table 1. Means, standard deviations calculated regarding the five aspects in the questionnaire evaluating the Ta'asiyeda program

Five aspects in questionnaire evaluating Ta'asiyeda program	M	SD	Range
The collaboration between the industry and schools	4.37	0.46	2.89-5.00
Pedagogic components of the intervention program (knowledge, values and skills).	4.04	0.63	1.69-5.00
The implementation process of this educational model in Israel.			
Expressed program features	3.85	0.75	1.40-5.00
Expressed teaching methods	3.70	0.93	1.20-5.00
Satisfaction with teaching methods	3.67	0.95	1.00-5.00
Students' motivation for technological education	4.02	0.82	1.00-5.00
Contribution and impact of the intervention education program on the participants (from the education system and the industrial system).			
Contribution to industry	3.83	0.73	2.40-5.00
Contribution to students	4.18	0.68	1.75-5.00
Contribution to schools	3.90	0.88	1.33-5.00

Table 1 shows that Satisfaction among all respondents was high in all aspects: Mean ranged from 3.67 to as high as 4.40 with standard deviation which was not higher than 0.97.

The aspect which shows the highest satisfaction among partners was collaboration between the industry and schools.

The aspect which shows the lowest satisfaction among partners was the implementation process of this educational model in Israel.

Satisfaction with each aspect was examined with all partners: industrialists, school principals and teachers. The findings are presented in Figures 1 – 5..4

Satisfaction Aspect 1 – The collaboration between the industry and schools

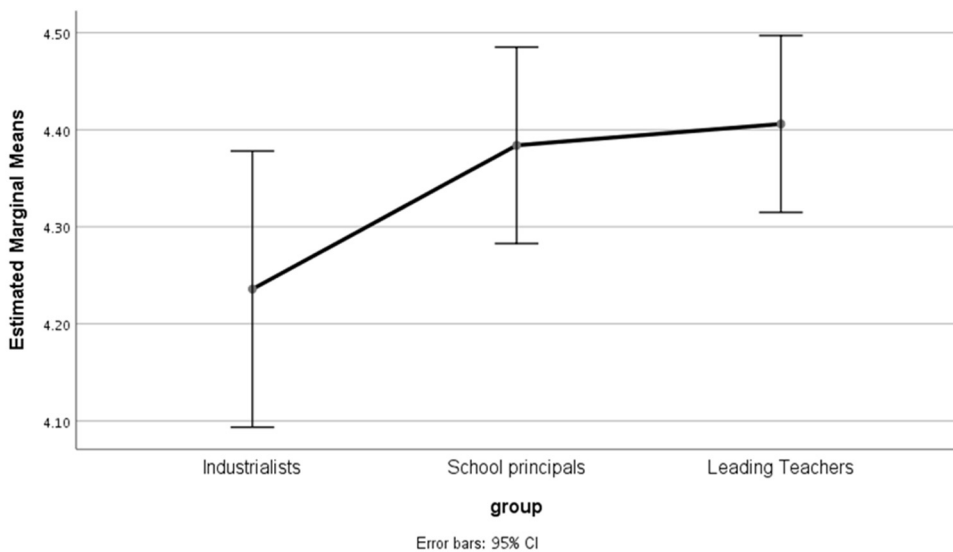


Figure 1. The collaboration between the industry and schools

Looking at the level of the means shows that all three research populations testified to a high level of agreement that the Ta'asiyeda program works to collaboration between the industry and schools (Score over 4 on a scale of 1-5).

No significant difference between industrialists and educators was found: $F=2.06$, $p=.130$; $t=-2.01$, $p=.046$

Satisfaction Aspect 2 – Pedagogic components of the intervention program (knowledge, values, skills)

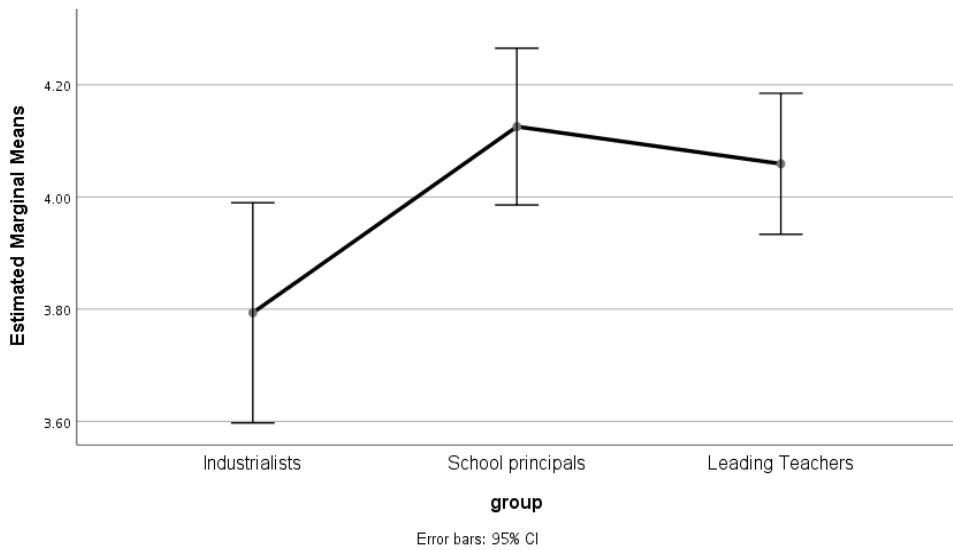


Figure 2. Pedagogic components of the intervention program (knowledge, values, skills)

Looking at the high means reveals that all three research populations testified to the fact that they are satisfied with the principle that the program's pedagogic components were expressed in it (rated over 3.8 on a scale of 1-5).

Overall significant difference was found $F=3.83$, $p=.023$.

Industrialists ranked pedagogic factor lower than Principals ($p=.021$), but leading teachers did not differ from both groups.

Satisfaction Aspect 3 – The implementation process of Ta'asiyeda educational program in Israel

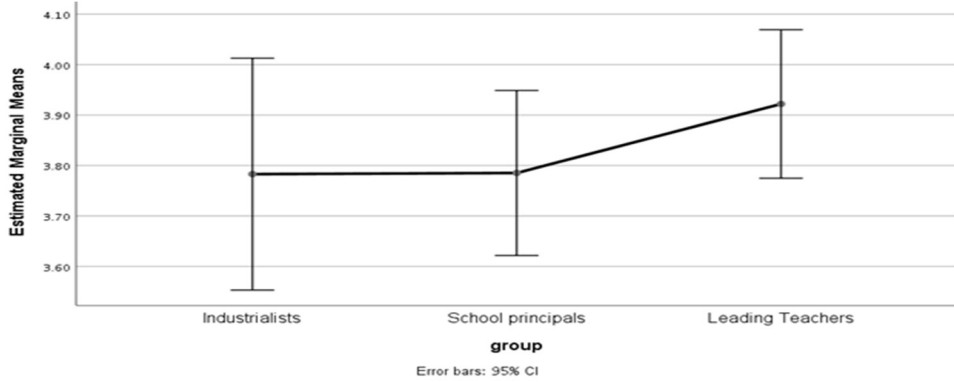


Figure 3.1. Expressed program features

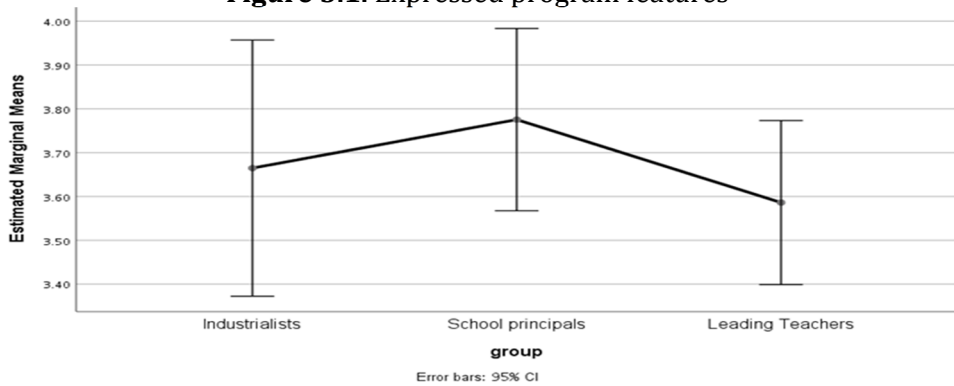


Figure 3.2. Satisfaction with teaching methods

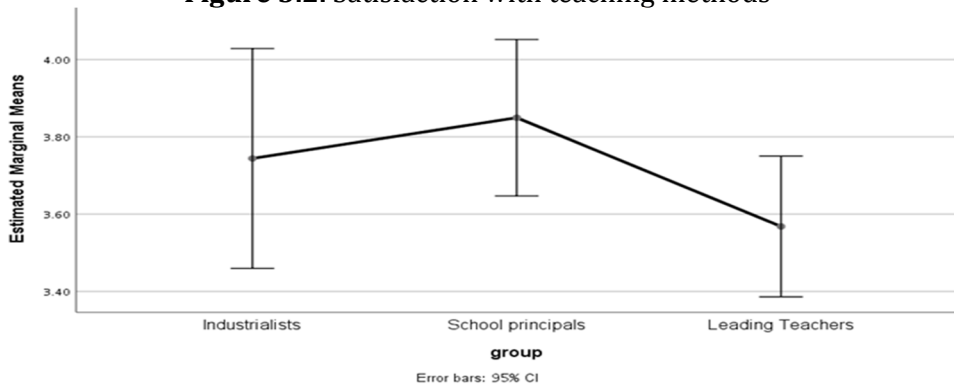


Figure 3.3. Expressed teaching methods

The dependent variables were the extent to which program features are expressed, the extent to which teaching methods are expressed and levels of satisfaction with the program’s teaching methods.

There was no significant difference between the group assessments on levels of agreement that program features indeed are expressed, $F(2,219) = .93, p = .39, \eta_p^2 = .01$.; on levels of agreement that its teaching methods are indeed expressed, $F(2,219) = 2.12, p = .02, \eta_p^2 = .02$; and levels of satisfaction with the program’s teaching methods, $F(2,219) = .89, p = .41, \eta_p^2 = .01$.

Satisfaction Aspect 4 – Students’ motivation for technological education

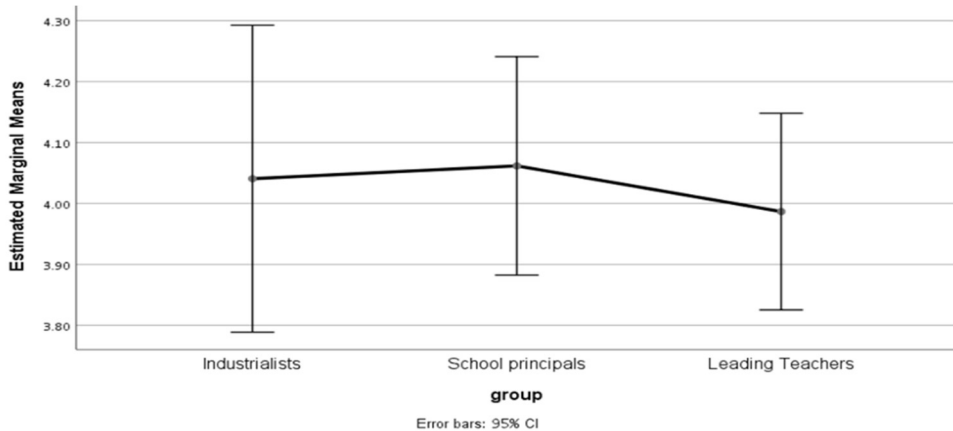


Figure 4. Students’ motivation for technological education

Looking at the means reveals that all three populations testified to a high level of agreement that the Ta’asiyeda program increases motivation for technological education among students studying on it (above 3.99 on a scale of 1-5).

All groups agreed that the program generated motivation in students, although the distribution among industrialists was higher than the distribution among educators. It was found that there are no differences between industrialists and educators populations regarding the extent to which they perceive that Ta’asiyeda program is increasing motivation $F=0.20, p=.820$.

Satisfaction Aspect 5- Contribution and impact of the intervention education program on the participants from the education sector and the industrial sector

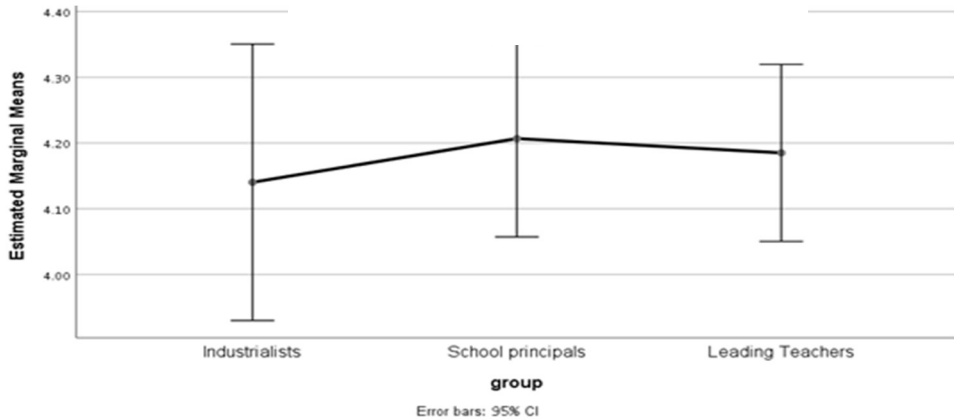


Figure 5.1. Contribution to Students

Looking at the means, testifies to the fact that all three research populations showed a high level of agreement with regard to the Ta’asiyeda program’s contribution to students studying on it (Above 4.14 on a scale of 1-5). It was found that there were no differences between research populations regarding contribution to students $F(2,219) = .13$, $p = .88$, $\eta^2 = .00$.

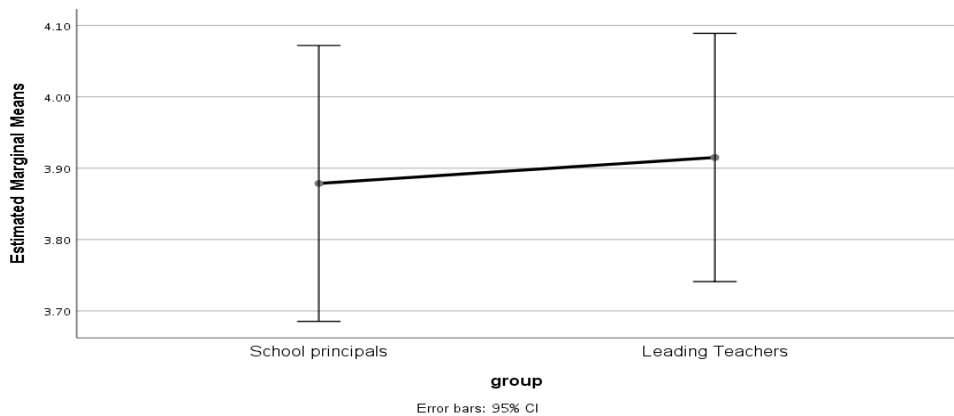


Figure 5.2. Contribution to Schools

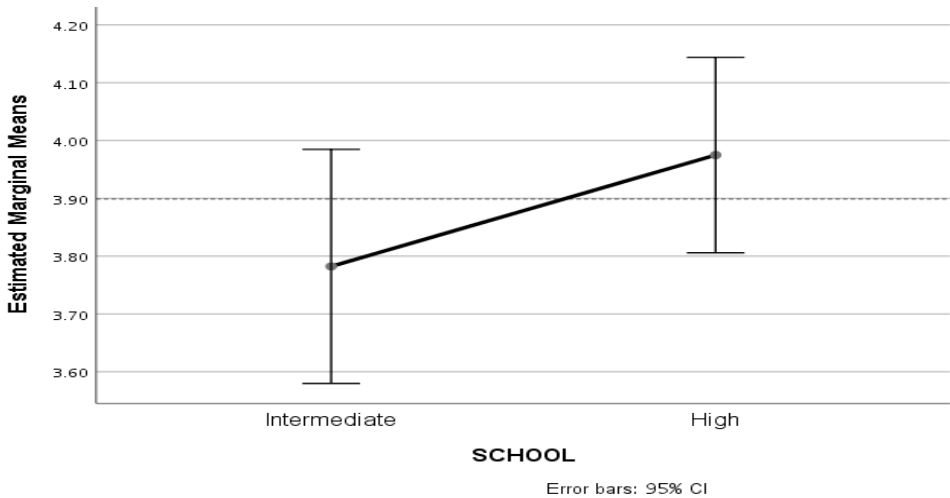


Figure 5.3. Contribution to Schools

Looking at the means testifies that both educational research populations showed a high level of agreement that the Ta’asiyeda program contributes to schools in which it operates (Above 3.88 on a scale of 1-5). There were no differences between the participants: Role: $F=0.08, p=.783$; Schools: $F=2.08, p=.151$; Interaction: $F=0.45, p=.505$.

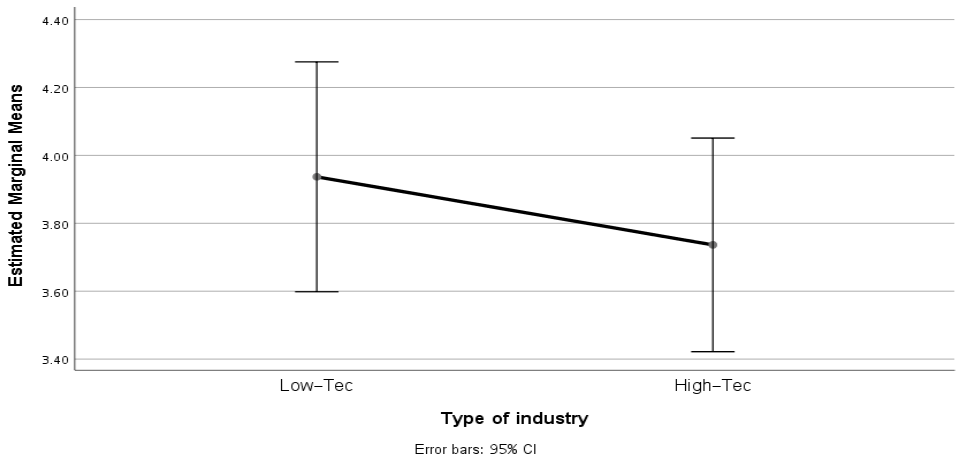


Figure 5.4. Contribution to Industry

Only industrialists were asked about the Ta'asiyeda program's contribution to industry as for providing an answer to the need for future workers, possibility to contribute to the community, create a regular link with the education sector, ability to influence the future generation and create pride in their factories. It can be seen that industrialists see a significant contribution to industry in the Ta'asiyeda program. There was no difference in satisfaction between industrialists from low-tech or high tech industries ($F=0.77$, $p=.386$).

The research also examined the differences in satisfaction levels with Ta'asiyeda program across the following groups:

- a. Leading Teachers versus Principals
- b. High schools versus Junior High Schools
- c. High tech industry versus Low-tech industry

The main findings arising from the analysis were:

- ◆ No difference was found between leading teachers and principals
- ◆ Respondents from high schools were less satisfied than respondents from junior high schools in the following aspects: pedagogic components; values and skills; teaching methods; but were higher only on motivation aspect
- ◆ Across all aspects of satisfaction, respondents from the high-tech industry did not show significant difference in comparison to respondents from the low-tech industry. Both industrial sectors ranked their satisfaction similarly and relatively high.

Discussion

The discussion addressed each of the Ta'asiyeda program aspects examined in this research

A. The collaboration between the industry and schools

The research findings revealed high means, expressing all research populations' high level of agreement that the Ta'asiyeda program indeed

expresses and contributes to strengthening links between industry and the education sector. It is important to emphasize that this aspect of strengthening links between industry and the education sector scored the highest mean of all the aspects examined with research participants. Throughout this research from its start, much was said about the necessity of the link needed between industry and the education sector to promote technological human capital (WEF, 2016). Nonetheless and despite the links needed between sectors, many studies conducted around the world have proven that these sectors do not cooperate with each other and there are huge gaps in satisfaction between them (McKinsey Center for Government, 2014). This research, conducted with three populations, similar to those used in studies carried out around the world (industrialists and education sector personnel – school principals and lead teachers) proved that within the Ta'asiyeda framework cooperation exists and there is a high level of links.

The findings add to existing literature in that it is possible to strengthen links between schools and industry through a body that serves as an integrator who is attentive to both sectors needs.

B. Pedagogic components of the intervention program (knowledge, values and skills).

Research findings revealed high means testifying to all participants' level of agreement that the Ta'asiyeda program indeed works to instill values, skills and innovative, enriching knowledge relevant to students' world.

His finding proves that the Ta'asiyeda program provides a response satisfying diverse industrialists' needs and those of the education sector and the different approaches existing in each sector on these issues .

Nonetheless school principals expressed significantly higher agreement in comparison with industrialists. A possible explanation for this finding can be ascribed to the involvement and level of interest of educational personnel that comes from their occupation in a known field that is more relevant to their world. In contrast to industrialists who contribute to this issue, but whose knowledge and understanding of the pedagogical field is less because it is not their primary occupation.

These results expand on research literature about way to instill a range of skills, qualifications, knowledge and values through industry so as to prepare students for their future.

C. The implementation process of this Ta'asiyeda educational program in Israel

Examining the findings presented, there was a high level of agreement that the Ta'asiyeda program indeed operates according to the features and teaching methods it defines resulting in a high degree of satisfaction among the research participants.

The range of statements characterizing activities in the Ta'asiyeda program allows schools and companies to choose and adapt the model, according to their existing abilities, needs and limitations (Adler, 2010; Remillard, 2016). Industry is also interested in choosing a model that suits them, their abilities, possibilities, level of their staff interest, level of their personnel's volunteering, company size and vision about this issue (Kuczera et al., 2018). It appears that because they have the option to choose a suitable model, it is possible to recruit a large number of companies to the Ta'asiyeda program.

Program activities are founded on "teaching methods" detailed in a range of participants' statements, all congruent with the constructivist theory. As defined in research literature (Kromholtz, 2013), such programs contribute to students' enthusiasm, interest, curiosity and motivation to learn and has proven itself as efficient in the Ta'asiyeda program. On this issue too, findings expand knowledge about ways of teaching/learning in the constructivist method through industry outside school walls and contributes to a high level of satisfaction among those participating in the program.

D. Students' motivation for technological education

Average mean scores were found high among all research populations, testifying to a high level of agreement that the Ta'asiyeda program indeed works to increase motivation for technological education among participating students.

Three dimensions of increasing motivation were explored – motivation to learn per se, motivation to learn technology as a subject and motivation to be directed to choose the technological route. It was found that the mean score for extent of agreement that Ta’asiyeda acts to increase motivation to study technology was higher than increasing motivation to learn per se and increasing motivation for the technological route.

Nonetheless, this study emphasized differences existing between populations in the education sector on the subject of *motivation to choose the technological route*. Many educational personnel teaching in junior high school (mainly educational personnel concerned with general areas) views directing students to the technological route as negative, with a low image, or time of tracking, as Barak (2014) found. Nevertheless, this does not prevent educational personnel in junior high schools from participating in Ta’asiyeda programs with a purpose of increasing motivation for the technological world as a means of developing multiple intelligences and getting to know the real world that actually presents technological progress (Director General’s Directive, Ministry of Education, 2000).

Apparently, the differences in understanding the meaning of the concepts: (1) motivation for technological education, (2) motivation for exposure to the technological world, and (3) motivation for the technological route is what lead to the differences in program participants’ perceptions.

E. Contribution and impact of the intervention education program on the participants (from the education sector and the industrial sector)

It can be seen that the extent of each research population’s perception of the program’s contribution was high and there are no differences between the three research populations with regard to the level of their agreement. Looking at the means scores of the contribution measures of each research population revealed that contribution to students was perceived as greater than contribution to schools or industry.

Industrialists view a high contribution to industry as a result of their participation in the Ta'asiyeda program. This is surprising given the fact that Industrial companies have many goals for joining the Ta'asiyeda program. One of these is the easily train students for future worker recruitment purposes (Mühlemann, 2016). Another purpose is to prepare the younger generation for the future technological world, whilst another is based on marketing interests and contribution to community (OECD, 2010).

From the range of statement presented to industrialists about contribution, the possibility to contribute to community scored the highest mean of all statements

IAs for the program contribution to students, the mean for the statement of exposing students to the real world was higher than other measurements. The importance of this statement was remarkable among all examined populations (McKinsey Center for Government, 2014).

In the context of findings presented by education sector personnel-schools benefit from a contribution in various areas that are important to management teams, and for reasons that are not always linked to technological education

The research findings prove that it is possible to carry out a program of cooperation between different sectors and to make each sector feel that they are benefitting from the program greatly. This is in contrast to studies reported in the literary review that presented the differences between the education and industrial sectors, in different goals, needs and interests, different budget, and there are also differences within each sector in their approaches (McKinsey Center for Government, 2014).

Research Limitations

♦ One of the research limitations is linked to the researcher's position. The research was headed by the program director, who led the research as a whole and its directions and thoughts that had been assimilated personally over years by virtue of her role in the organization. Awareness of this limitation led the researcher to neutralizing the effect of all this on the research writing process.

◆ This is an evaluation research about the Ta'asiyeda programs without a control group of participants who participated in other programs. Nevertheless, to neutralize this limitation, the research included several populations that participated in diverse Ta'asiyeda programs, at a wide range of roles.

◆ The research focused on the perceptions and satisfactions of teachers and principals from the education system and industrialists from High-tech and low-tech industries. This year, the Ministry of Education is conducting a parallel research addressing the program's contribution to students.

Conclusions - Research Contribution to Existing Knowledge

The current research is the first applicable evaluation research conducted in Israel with regard to the Ta'asiyeda intervention program. The research examined and addressed all program participants: school principals, leading teachers from junior high and high schools and industrialists from various low-tech and high-tech industries.

The research findings shed light upon Ta'asiyeda program's contribution to the creation and strengthening the link between the education system and industry, exposing students to the world of the future and increasing their motivation to learn and engage in the rapidly developing field of technology.

The main conclusion is that all program partners benefit from it and are greatly satisfied with all five aspects of the program examined in this research. The research findings also strengthen the rationale of the Ta'asiyeda program, which is implemented within schools as well as activities that take place outside schools such as visits to industry, working on projects in industry, lectures and encounters with professionals from the industry.

The pedagogical activity model applied in the Ta'asiyeda program is carried out through innovative, advanced and relevant industry and its personnel. It is actually the essential difference to all other pedagogical programs existing in schools, and contributes to high levels of satisfaction.

The research also has a methodological contribution - the elaboration and validation of a new questionnaire for assessing the industrialists' and educators' level of satisfaction with Ta'asiyeda intervention program. This questionnaire can also be used in other countries and cultures.

It is important to expand this research in the future, to research in which a control group of people who do not participate in the Ta'asiyeda program, or people who participate in other, similar programs or with a population who participate both in the Ta'asiyeda program and other similar programs. Such studies will explore the same aspects examined in this study.

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PRE-SERVICE TEACHERS' RESISTANCE PRACTICES TO REFLECTION

MAZOR COHEN IRIT¹

ABSTRACT. Educational preparation programs emphasize the importance of reflection in order to learn and promote preservice students' teaching. In the current research, five first year pre-service students who participated in a collective reflective discourse, in a small group in one of the educational colleges in Israel, expressed solid resistance to reflection. The aim of the research was to expose these resistance practices.

The research question is: What resistance practices to reflection are used by primary school pre-service teachers (PST) at the beginning of the first preparation year?

The research findings showed that the pre-service teachers (PST) used the following resistance practices in order to express their resistance to reflection: discursive practices of negative sentences, using examples from their previous experience to reflection as useless and accusing the pedagogical instructor; behavioral practices of their discourse manner and types of laughter.

This article will start with a literature review on: reflection in teachers' education, and pre-service teachers' resistance practices. Next, there will be a description of the collective reflective discourse in a small group, followed by qualitative content analysis and findings. Finally, conclusions will be added and discussed.

Key words: *reflection; resistance practices; pre-service teachers.*

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1. Introduction

Personal individual reflection in education focuses primarily on problems and difficulties (Dewey, 1933). During the training process, pre-service teachers (PST) are encouraged to reflect on their learning from their experiences in school teaching (Le Cornu & Ewing, 2008; McClure, 2005). In addition, there is a recognition of the importance of **Collective Reflective Learning (CRL)** for the development of their teaching (Lave & Wenger, 1991; Anderson, 2006; Le Cornu & Ewing, 2008; Schechter & Michalsky, 2014).

CRL emphasizes PST' learning from their own teaching (Schechter & Michalsky, 2014). However, the PST' reflection is mostly done in the traditional way of subjective individual reflection in writing, or in discourse with a mentor and pedagogical instructor (PI). On rare occasions, the discourse occurs with a mentor and peer(s), followed by a written personal reflection of learning by teaching (Schön, 1987; Dewey, 1933; Le Cornu & Ewing, 2008; Birenbaum, 2013). However, in practice, the personal reflections are not necessarily connected to the CRL.

This current research has used CRL discourse to expose PST' resistance practices to reflection. PST' resistance practices to reflection in a discourse on reflection has not been researched yet. Researchers (including the researcher in the current study) believe in the effectiveness of reflection tools and processes as a way to promote teaching of PST and would like to encourage PST to use them at the beginning of their preparation period as self-regulated learners in their teaching (Michalsky & Schechter, 2013; Kohen & Kramarski, 2012, 2018; Perry & Rahim, 2011).

The purpose of the study is: to identify and expose PST' resistance practices to reflection. The research question is: What resistance practices to reflection are used by primary school pre-service teachers (PST) at the beginning of the first preparation year? Five out of eight first year PST expressed solid resistance to reflection and presented resistance practices in a CRL discourse on reflection, in a small group in an educational college in Israel that participated in the research.

The qualitative content analysis research findings indicated that these PST used the following resistance practices in order to express their resistance to reflection: discursive practices of negative sentences,

using examples from their previous experience to the reflection as useless and accusing the pedagogical instructor; behavioral practices of their discourse manner and types of laughter.

In the following chapters, a literature review on reflection in teachers' education and PST' resistance practices will be presented. Then, the CRL discourse method, in a small group, followed by qualitative content analysis findings will be described. Finally, conclusions will be added and discussed.

2. Literature review

Personal reflection is recognized in educational programs so teachers and especially PST will learn from their teaching and improve it accordingly. Even though PST' attitudes toward reflection, specifically written reflection remains unclear. However, the power of CRL discourse which is more wide spread nowadays in educational preparation programs has not been used as leverage to promote personal reflective writing in teaching practice in order to promote it. Specifically, according to the literature review made for the purpose of this research, no research has yet been conducted exposing PST' resistance practices toward reflection by CRL discourse.

2.1. Reflection in teachers' education

"Reflection" is a retrospective introspection process of "turning back" (in Latin), a retrospective look at actions, occurrences, or events that have occurred in the past. It is also an experience of deliberate internal observation that enables the description, analysis, and evaluation of thoughts, assumptions, beliefs, feelings, theories, and actions to be expressed and exposed consciously. It includes options to refer simultaneously to the future, the present and the past, and it is based on self-awareness, openness and willingness to internalize new insights (McClure, 2005).

Reflective learning, through free and associative reflection, or through structured reflection in light of questions, or through chronological recollection, is an important stage in learning to become independent learners. The structured learning reflection is a major tool to stimulate

thinking about the past and to enable the construction of comprehensions and insights in light of past experience. It can be done through speech, writing, or creative activity that allows a person to reconstruct and reveal hidden information that includes descriptions, thoughts, and feelings that learners were not aware of. Reflective learning promotes professional development in teaching and in the course of teacher training, what is known as thought patterns, assumptions, theories and facts are revealed in a different way, reexamined, transformed, and constantly reorganized (Schön, 1987; Schön & Rein, 1994).

Personal reflection is acceptable in teaching, in an individual manner. The reflections are focused mostly on problems and difficulties (Dewey, 1933, 1938; Rodgers, 2014). Only recently, the importance attributed to collective reflective learning (CRL) has increased as well as learning from both problems and success in teaching, and in teacher education preparation (Schechter & Michalsky, 2014).

Teachers are increasingly encouraged to support reflection as a shared experience of learning. (Lave & Wenger, 1991; Anderson, 2006; Le Cornu & Ewing, 2008; Jaeger, 2013). CRL in teaching is important in the development of PST' teaching to promote self-regulation of their learning on teaching, instead of focusing only on teaching (Le Cornu & Ewing, 2008). In this process, the cognitive development of information about their experiences promotes their awareness. It enhances the collection of information, the production and metacognitive reorganization of professional knowledge and finally, the necessary changes in their behavior (Ellis & Davidi, 2005). The collaborative learning by peer discourse creates an emotional impact reflected in the relationship of collegial learning rather than a relationship of hierarchical learning (Anderson, 2006; Le Cornu & Ewing, 2008).

A few researchers have attributed to PST' negative attitudes and resistance to reflection even though, according to the literature review for the purpose of this research, PST' attitudes toward written reflection are unclear and barely known (Jaeger, 2013; Cardullo et al., 2017). In one research, Cardullo et al. (2017) noted the PST' resistance to written reflection was due to poor content knowledge in the relevant subject-matter domains. However, the researchers did not explain the reasons for the PST' resistance to reflect in the different domains (science, mathematics, literature, linguistics) (Cardullo et al., 2017).

Another research that focused on promotion of PST' SRL, Kohen & Kramarski (2018) found poor content knowledge and that PST are not self-regulated learners by themselves. They concluded that these PST presented poor metacognitive pedagogies and showed poor teaching centred student learning because they lack the skills needed to promote their students as self-regulated learners, including lack of metacognitive processes such as reflection. Previous research findings which primarily concentrated on PST' professional development as self-regulated learners and on their metacognitive teaching processes also did not focus on exposing their attitudes toward reflection (Zimmerman, 2008; Zimmerman & Schunk, 2011; Kohen & Kramarski, 2012, 2018; Michalsky & Schechter, 2013; Perry & Rahim, 2011).

While the literature review exposes researchers' and educators' positive attitudes toward reflection as the most significant processes to promote teaching and improve teaching quality, the PST' attitudes were left unrevealed. The next chapter will focus on PST' resistance practices, since the PST in the current research used them to express their resistance to reflection.

2.2. Pre-Service Teachers (PST) resistance practices

Foucault (1976, 1984) argues that resistance is a result of power. The mechanisms of power found in society replicate the existing state and create power struggles of which resistance is an integral part. These replications exist in deeper layers and become stronger throughout history. Foucault (1982, 1984) mentioned that relations of power exist when people direct the behavior of others and have control of their actions. In these relations, one person restricts the possible actions of another person/s and structures his/their field of action. Relations of power can be identified in any kind of relationship, including between teacher and student, since power is everywhere and can exist only as a plurality of resistances in each special case: possible, necessary, improbable, spontaneous, wild, solitary, concerted, rampant, violent, irreconcilable resistances or willingness to agree, self-serving or sacrificial (Foucault 1982).

Resistance has multiple explanations that cross social layers and communities, since relations of power are distributed throughout a variety of situations and circumstances. Foucault (1982) asserts that the emphasis needs to be focused less on the power itself and more on the analysis of the way in which it is exercised (Foucault 1982). Derived from Foucault's approach, Korbut (2018) concluded that it is required to focus on the ordinary manifestations of resistance, to focus on the particular forms in which the power relations can occur as a daily phenomenon, including in what circumstances and through what specific means such forms and instances of resistance are practiced. He suggests a practical way to seek and analyze specific forms of academic resistance by asking two questions that rarely arise while academic resistance is carried out: "Who/what is resisting?" and "Whom/what is being resisted?"

Watson (2006) shows that when observing a given situation where there are students and teachers, we attribute to the teacher and the student certain ways of acting as an integral element of their institutional and social position (Watson, 2006, in Korbut, 2018). Korbut (2018) argues that the labels "teacher" and "student" are not as obvious as they seem. When the student is "resisting" the teacher, he may actually be resisting the very situation, in which his knowledge is being assessed, or resisting the attribution of specific knowledge to him, or resisting the temporary procedures governing the class's work, etc. For the student, the teacher does not lead the interaction, he is only relevant to him as the person who assesses his answers, asks questions on the exam, or gives a lecture. Guided by this point of view, the study is set to explore the statement that: "the preservice teacher is "resisting" the pedagogical instructor".

Specifically, Korbut (2018) added that both the student and teacher are the result of resistance, in local interactions, during which each acquire a specific form as student and teacher, not what brings it about. By resisting, the student becomes a student and helps the teacher to become a teacher. Following Korbut's (2018) clarification it can be concluded that academic resistance is one way to be a student. However, the resemblance between different practices of academic resistance is the reason they have to be investigated case by case by the same research methods (Korbut, 2018).

Korbut (2018) concluded that academic resistance is not only resistance to institutional university practices, but also resistance within the boundaries of these practices. In addition, he argues that we cannot define academic resistance, but we can discover it in principle that can be exposed in several forms, connected to specific practical contexts which make it possible to order one's arguments and actions according to resistance as an interference that must be overcome. The principle of the resistance in the relationship can be discovered from the students' positions, teachers' positions and education when exposing how it is practiced, what effects it has, and what its conditions are. It is a research of revealing the practices of resistance. To this end, the study of resistance requires careful analysis of the positions of all participants in an educational situation, of how they understand and arrange their actions (Korbut, 2018).

Korbut (2018) summarizes that academic resistance is manifested in educational situations in different ways and in different contexts without clear connection. The resistance can take the form of continuous and open acts of protest, or a single phrase or gesture. While the experience of studying ordinary educational situations (giving lectures, conducting seminars, etc.), the participants themselves express a lack of understanding of why such uninteresting events should be. They perceive the specific educational reality as not independent and disconnected, but it has something that is always added to its methodological definition.

Korbut's (2018) main idea is that it is important to study the academic resistance from the point of view of educational practices at the university that are not derived from the desires and intentions of teachers, students, and administrators, but exist as a space of their mutual agreements and interactions. The reflection requirements during the preparation programs are types of active learning in their minds, thoughts and feelings as an internal process. In this context, student resistance can be defined as students' negative behavioral responses to active learning, is frequently mentioned and least researched as barriers to instructors' use of active learning (Borrego, Froyd, & Hall, 2010; Finelli et al., 2014; Froyd et al., 2013; Henderson & Dancy, 2009). Students demonstrate resistance to active learning in various ways: not participating and not engaging in-class activity, disturbing other students, executing the required tasks with minimal effort, complaining, or giving lower course evaluations (Kearney, Plax, & Burroughs, 1991; Seidel & Tanner, 2013; Weimer, 2013).

Another reference to resistance can be found in the research literature in the field of organization consulting as a resistance to change. Ansoff (1990) defines resistance to change as an attempt to influence the process of change by delaying or slowing down the beginning of it, or by blocking and interrupting its application. In addition, Piderit (2000) defines resistance to change as forces that are applied in an organization on workers that express reservation to changes suggested by the management. Furthermore, he adds another definition, seeing resistance to change as a response to anxiety and frustration as a result of change.

Resistance to change can be sorted into different categories according to physical resources, people and tasks. In parallel, the reasons for resistance and the public demonstrations of it may vary according to the type of resistance. The reasons for resistance can be associated to the different types, even though this association is not unambiguous (Goodson, Moore & Hargreaves, 2006; Eilam & Shamir, 2005; Floyd & Lane, 2000; Kruken, 2003; Kearney & Hyle, 2003). Furthermore, reasons for resistance to change that are tied to tasks may be ideological. Therefore, a situation can occur where individuals are asked to perform tasks while they do not agree with the idea of change or with the tasks that serve this idea (Fullan 2001; Sarson 1996).

Signs of resistance to change appear publicly or they can be hidden, depending on the context in the specific organization, depending on the extent to which the members of the organization accept the change and depending on the sanctions involved in not responding to this change (Ashrat, 2018). Resistance practices to change that are taken by members of the organization to express their resistance include: argument, defiance, challenge (Argaman, 2009; Argyris, 1957). In addition, demonstrations of resistance can be expressed in different possible behaviors, including paranoid behavior and obsessive-compulsive behavior (Baum, 2002).

Paranoid behavior includes: over awareness, caution, search for hidden signs and meanings, efforts to create alliances to defend against expected dangers, guarding of autonomy and even minimizing exchange of information with strangers in order to prevent them from having control and more. Obsessive-compulsive behavior includes: breaking large ideas down in too many parts, avoiding seeing the big picture, focusing on small details and more. (Baum, 2002).

Specifically, several features of resistance to change can be found in an educational context. The first, which is prominent in research literature, is that the teachers who are supposed to implement the process of change in educational institutes are the very ones who resist change. Sarson (1996) claims that teachers are intellectually and personally over conformist people and therefore they resist new ideas and the need for change. Lortie (1975) maintains a similar claim and adds that people who are attracted to teaching tend to favor the status-quo and therefore they may support the current state and not oppose it. According to her, the resistance of a single teacher depends on the opinion of the other teachers. As colleagues support the change, so will the individual teacher. Another feature of the resistance to change lies in the character of the teaching profession. According to Fullan (2001), teaching demands day-to-day current and immediate action, however, change demands a long process and the ability to look to the future. According to him, even a subtle change may take between three to five years and during this time period, asking the teachers to shift from short term view to long term view may cause resistance.

Another feature of the teaching profession is that it is an isolated one that does not allow the people practicing it hardly any meaningful interactions with their colleagues (Fullan, 2001; Lortie, 1975; Ben-Peretz & Schonmann, 2000). This is problematic because cooperation is important for the process of adapting to a new situation. More so, there is a need to exchange information and create new teaching materials. The single teacher is alone in this process and that is a cause of resistance to change. Furthermore, cooperation is needed in order to recreate a consensus regarding the relationships and beliefs that guide the group. Even when the system does allow interaction, there is need to be careful of forced collegiality between the teachers by the management at a fixed time and place. Since these alleged collegial relationships are technocratic and meant to implement the change and not intended for teachers development and growth, so their preset results may cause resistance (Hargreaves, 1994).

Another result of the teacher's isolation can be that the management's ideas don't even enter into the classroom. In these cases, changes and innovations in teaching methods or in new learning plans, or in conducting new environment organization of the classrooms do not occur in a meaningful

manner. That is because the teacher is the decision maker in his/her classroom and decides autonomously on the teaching material, the organization of the class and on the acceptance, adjustment or rejection of any change (Fullan, 2001). Therefore, as long as the implementation of change in the classes is not examined and evaluated more often, while leaving the teacher in his isolation, it is very likely that changes will not occur. Researchers claim that teachers have to put up with an “overload of innovation” - have to deal with many changes that are episodic, fragmented, different and clashing (Fullan, 2001). The teacher has to perform many different tasks in parallel, altogether causing a resistance.

Practices of resistance to change which are unique in the teaching profession are language practices. That is because language, mainly speech is a key tool in teaching and speech and especially writing are vital tools in learning. Argaman & Alexander (2013) are researching words as symbols that carry meaning like power relations and solidarity, social groups, ideologies or fields of interest (Hodga & Kress, 1988). These words and phrases seem to have influenced the social forces in the organization during the process of change. Pragmatically speaking, their words are expressions of their resistance and can be linked to the circumstances in the context in which they were stated and to the usage of language by the individual as a way to explain the reality in which he/she acts and to establish it.

In Argaman & Alexander's (2013) research, the teachers expressed complaints and anger at the process of change in the school. These expressions gradually took a form of resistance. The researchers found and analyzed ten words and phrases that express resistance to change in a small group of nine teachers. The researchers classified the words in to two groups. The first group (4 words) had words that inherently expressed resistance at different levels. The second group (6 words) had words that did not inherently express resistance; they only expressed resistance in context with other words.

The researchers inferred that “resistant” words are not necessarily the only ones that express the resistance to change. Some words can express a subtler, yet important, resistance. The researchers explain that

the “resistant” words are used to discuss matters that the teachers don’t feel a need to hide, while the less “resistant’ ones are used in situations where the teachers feel uncomfortable discussing their resistance or even feel threatened. The researchers found that in most cases, the reason for change was ideological and came from disagreement with the idea of change and the ways in which it was implemented. In a small number of cases, the reason for resistance was ego-status and very rarely the reason was anxiety. In addition, slang words were used to express resistance of two kinds: to express insult in terms of meaning or insult in terms of definition. The researchers state that these words require further research (Argaman & Alexander, 2013).

In another study, Ashrat (2018) presents an investigation and evaluation of an experimental program of self-learning made possible in her college. She describes, as head of the college, the fears and resistance of lecturers and students regarding replacing old images with new ones, giving up authority for cooperation and generally abandoning the old for the new.

In conclusion, resistance is a result of power relations constructed in a relationship, in different organizations with groups and changes within the relationships. The resistance is revealed through usage of different practices, mainly: practices of resistance to change, practices of paranoid behavior, obsessive-compulsive behavior and mainly in the teaching profession by linguistic practices. These practices of resistance can be found in teaching within the a-symmetric relationship between teachers and students. The same goes for pedagogical instructors and student teachers. In the few studies in this field, one of them cited in this article dealt with linguistic practices in the training process. There is room for more research regarding practices of resistance within pre-service teachers. More so, there is a need to research the resistance of pre-service teachers to performing reflections and writing them and the practices that they use in the process. Particularly, while this resistance appears in spite of the fact that the researchers’ and the educators’ opinion is very positive about “doing” reflection as a positive effect of metacognitive processes on advancing teaching and improving teaching quality in order to promote students’ learning performance.

3. Problem Statement

The literature review in this article exposed researchers' and educators' positive thinking about the contribution reflection has on learning from teaching, its usefulness in promoting teaching and increasing teaching quality. On the contrary, the PST' attitudes toward reflection are unclear and blurred. Practically, when the researcher in the role of the pedagogical instructor (PI) guided PST during the first year in the preparation period she encountered huge resistance to reflection. In view of this negative attitude to reflection among PST, it is important to expose the resistance practices of those PST who resist reflection. Exposing them might help to recognize and decrease the PST' resistance to reflection and might even allow them to adapt positive attitudes toward reflection instead.

4. Research Methodology

4.1. Research Question

The research question is: What resistance practices to reflection are used by primary school pre-service teachers (PST) at the beginning of the first preparation year?

4.2. Purpose of the Study

The purpose of the study is to identify and expose PST' resistance practices to reflection.

4.3. Research Paradigm

The research paradigm is a qualitative-constructivist research paradigm which assumes interpretive-interactive epistemology (Denzin & Lincoln, 2011). This paradigm is based on the social construction of reality, an intimate relationship between the researcher and the participants, what is studied, and the contexts that shape the inquiry (Creswell, 2015). In this research, it seemed the most suitable paradigm to explore PST' resistance practices to reflection in a CRL discourse, constructed in the social relations context of a PST' group with a PI.

4.4. Data Analysis

Discourse categorical content analysis has been conducted in order to reveal the latest knowledge of the research subjects (Creswell, 2012, 2015; Shkedi, 2011) by **content analysis** of common themes (Denzin & Lincoln, 2011). To this end, developments and changes in the PST' resistance to reflection writing practices during the CRL discourse audio recording was analysed by **content analysis** of common themes in order to reveal their resistance towards written reflection in the discourse at the beginning of the first preparation year. However, since the researcher in this study is also the PI in the research, she will refer to herself from the researcher point of view as a PI (her role in the discourse) during the stage of data analysis.

4.5. Research Tool

CRL discourse occurs when a group of learners share and reflect their behaviors in a systematic procedure that previously led to the performance outcomes. (Schön, 1983; Ellis & Davidi, 2005; Schechter, Sykes & Rosenfeld, 2008; Perry & Rahim, 2011). Through a reflective process of the action after an event, the participants intentionally reflect on specific aspects of their experiences and on the effects of their actions in their environments (Schön, 1983; Jaeger, 2013). In this research, an audio recorded CRL discourse session of 43:38 minutes has been used in order to explore the PST' resistance practices to reflection.

The PI began the session with a set of questions about reflection: "What is a reflection for you? What do you mean when you say "reflection" in an academic study? What do you mean when you say "reflection" attributed to your instruction?" In order to answer these questions seriously the PST had five minutes for metacognitive thinking and to write their answers on strips of paper. Afterward, the CRL discourse about reflection between the participants started with the guidance of the PI.

4.6. Research population

The population was eight PST teaching in the same primary school classes, studying in the special education track, in their first preparation year, in one of the educational colleges in Israel. Five of them

who displayed resistance practices to the reflection participated in the current research. The PST were guided by the same PI who was also the researcher, in a CRL discourse, at the beginning of the academic year 2017. In order to preserve privacy and anonymity, all participants have been assigned a pseudonym.

5. Findings

Five PST resistance practices that were revealed were not explicitly overt from the beginning of the CRL discourse. The voices of three PST were heard loudly and clearly. First, the resistance practices were discovered by clues in their overt behavior and spoken practices. Then, as the discourse progressed their resistance practices were detected by the PI' guidance until they expressed their resistance to reflection by using explicit resistance practices.

The PST expressed their resistance practices to reflection, on two levels: the explicit level and the implicit level. However, changes in their attitude, increase and reduction of their resistance practices use can be seen in the transformation between the two levels. In the following analysis of the data issues and changes, the resistance practices will be presented according to the two levels of explicit and implicit resistance practices used in the discourse: behavioral and linguistic resistance practices of surreptitious laughter and small talk at the beginning of the CRL discourse; behavioral and linguistic resistance practices of explicit shared laughter and honest discourse on reflection and their resistance to it.

5.1. Phase 1- Behavioral and linguistic resistance practices of surreptitious laughter and small talk

The first phase was characterized by using resistance practices at the explicit level. The PST shared at the beginning of the CRL discourse session, their former knowledge on reflection, its purpose, emphasizing the reflection contribution according to their past experiences.

According to the pedagogical instructor's question at the beginning of the session on reflection (See "research tool", pp.10-11), the following discourse took place:

Omer: *"Learning from failures and successes. ... You are passing through all the things that you did and you learn from your failures, from your successes to the proceeding Learning."*

PI: *"How many reflections did you write till now?"*

Omer: *"In my life?"*

PI: *"In teaching, in life"*

Omer: *"I don't have a number."*

PI: *"Many, Few, Zero, two?"*

Omer: *"A lot."*

PI: *"What did you learn from them?"*

Omer: *"There are (reflections) that I learned from them and there are (reflections) that I didn't learn from them **anything**."*

[...] **PI:** *"Can you share with us what did you learn (from them)? For example: What was a reflection that was meaningful for you?"*

Omer: *"There wasn't **any** (reflection) that was significant as far as I remember."*

At the beginning of the discourse the word "no" was mentioned eleven times. At the explicit level of the discourse, Omer attributed her past experience in writing reflection by using the words: "not", "any" and "anything". By using these words, she expressed and shared that in keeping with her past experience in doing reflection they are mostly unhelpful. First, she said that reflection helps you learn from your failures and successes, information she knows already and probably answers in this way because she thinks it is the answer the PI expected to hear. Then, when the PI asked for elaboration and an explanation of her words, she said that some of them are useful and some are not. Then, she said that there wasn't even one that she can remember as meaningful for her. The gradual negative words in her answers emphasizes that the reflections in the past seem to be barely useful if at all.

With the PI' guided questions the PST expose two kinds of resistance in linguistic practices: first, using negative sentences while referring to "doing" reflection and second, attributing their resistance to reflection consistent with their past experience. They emphasized that the reflection wasn't useful and had not helped them in the past. It can be seen that the linguistic resistance practices are presented in their word content, their vocabulary of negative words and grammatical negative sentences.

It seems that initially the PST' answers were given in order to please the PI as can be seen in Omers' words admitting that reflection helped her learn from failures and from successes. When she needed to give more honest answers about whether reflection was meaningful for her, she couldn't find any and gradually as a result, her resistance was exposed from the implicit level to the explicit level of the discourse. These answers strengthen the idea that PST, based on their previous knowledge and mostly on their past experiences, perceived the reflections as not useful, even though at the beginning their resistance to reflection is hidden.

The findings presented above, point to a gradual process in the discourse seen at the explicit level by the PI' guiding questions. In contrast, at the implicit level, at the beginning of the session, the discourse was characterized by small talk and unclear surreptitious laughter seen as idiosyncratic half jokes shared only by the PST, excluding the PI. While at the explicit level, when the PI asked questions they tried to give answers they assumed she expected to hear as can be seen later in Moses' words: "I don't know. It's (these are) things that you are looking at (on them)" and "I'm trying to get into your head".

In addition, most of the PST' laughter during this phase at the beginning of the discourse was surreptitious laughter at the implicit level. The PST' surreptitious laughter strengthens their resistance to the reflection and expresses their embarrassment. In fact, at the beginning of the discourse, there are situations whereby the PST laugh twice in less than half a minute in response to the PST' reaction attributed to other PST comments about reflection and sometimes to the PI reactions.

*"In light of the words of one pre-service teacher, the **PI** says:*

"Okay. So, first of all, is it focused on my teaching?"

(She says in a tone of a question). [...]

***Tom:** "and to share. As if that is to say, this is the difference. Here it is (the reflection) something that have left for you and there it isn't ". [...]*

***PI:** "And the question is also where do I take it? Whether I..."*

***Moses:** "Is this is a reflection in teaching?"*

*(Another pre-service teacher talks in the background. **Laughter** and **incomprehensible talking** are heard at the same time.)*

***Minute 06:53** [...]*

Moses: *“That’s exactly what I’m going to say. I don’t think there is a difference between a reflection in teaching and any other reflection that you do on a day-to-day basis. Only it’s just you are here and you are a student and you need to do a reflection for you, as if this is to say to show you (the PI).”*

*(All the PST are **laughing.**) Minute 06:59*

*(*free translation ** the bold words highlighted by the researcher)*

There are differences between types of laughing and contexts of talking during the discourse. At the beginning of the discourse, at the explicit level, the PST answered the questions in order to reveal and share their former knowledge about reflection, while a little resistance was exposed and their past reflection had little or no meaning in the content of their words. However, the implicit level tells another story. While in the beginning, laughter was a companion at the implicit level, with small-talk between the PST that are both incomprehensible and take place in the background between two PST as mumbling and whispers, they actually intended not to be heard by the PI.

This practice of small-talk accompanied with surreptitious laughter are used as resistance practices that cover the PST’ resistance and negative attitude content to reflection. The PST presented behavioral resistance practices in addition to the linguistic practice ones, by the way they are talking (whispering and mumbling) and by their surreptitious laughter from the PI as if they are keeping a secret or half-joke from her.

5.2. Phase 2- Behavioral and linguistic resistance practices of explicit shared laughter and honest discourse on reflection

The second phase is characterized by explicit resistance discourse on reflection. At this phase, as the discourse progressed the linguistic resistance practices become clearly open. Linguistic practices of direct and honestly shared PST’ thoughts of rejecting the reflection, criticizing the PI and her requirements aroused strong feelings. In addition, the behavioral resistance practices developed from surreptitious laughter to shared and loud laughter.

This phase in the discourse started by **Moses'** words at the end of the first phase:

The PI asked: "Why is a written reflection required during the preparation period?"

Moses answered: *"So that at the end of the year we can look at the improvement process. I don't know. It's things that you are looking at [...] "It is not clear. I do not know. This is what came to my mind. I'm trying to get into your head".*

In the first discourse phase, Moses' answer expressed the fact that the PST tried to give answers they thought the PI expected to hear. Moses answered the PI's question on the purpose of reflection in the preparation period that will show the improvement in teaching as a process at the end of the year. When he couldn't figure out the things the PI was thinking about, he admitted that he tried to get in to her head while answering her questions about reflection, exposing a way of thinking found among PST and admit that he couldn't get inside her mind and gave the answer that he thought she expected to hear.

However, the punch words that mark the beginning of the second phase are: *"...We need to do a reflection for you, as if this is to say to show you".* Moses stressed that the reflection is addressed to the PI and useful for her so she knows what they are doing, to evaluate their teaching. Moses' words are continued by increasing and accelerating the resistance toward reflection addressed to the PI by other PST linguistic resistance practices too, as the CRL discourse continued.

Omer: *"So, as if this is to say, I say that someone who saw it from the outside should say his opinion (on your teaching) and then you take it on yourself."*

In the first phase at the implicit level, Omer expressed that no reflection was useful to her as far as she remembers, i.e. according to her previous experience. In the second phase at the explicit level, she presented her resistance to reflection. She remarked that the most important way to improve teaching is from outside feedback as the most meaningful way in which PST can learn about their teaching from others.

After, she had expressed her other attitude toward reflection as less important or even meaningless with the PI's guiding questions in the first phase, **Omer** presented her attitude toward reflection in the second phase as follows:

"Yes and it is something that... you think about it. As if this is to say I agree that (someone professional) has to be with you and analyze. I do not agree that (when) you write down the points this is the thing that you are learning from (about your teaching)."

Omer's resistance to reflection appeared more strongly when writing reflection, once she responded to Edens' positive attitude toward writing reflection and acknowledging its advantages. In particular, her reaction to Edens' response that it helped her learn about her teaching. Omers' reaction is that the reflection takes place when thinking, which truly means it's a metacognitive process, but she stressed once more the importance of outside feedback as a significant way to learn about your teaching, more than writing down reflection. The reflection writing as she perceives it, is learning about your teaching by writing down improvement points when teaching by yourself. Her word content is used as a linguistic resistance practice rejecting the importance of doing reflection introduced by the PI by strengthening the feedback of others. Once again and more firmly while pointing to more effective alternatives, she stresses the futility of writing reflection. Her attitude to writing reflection in addition to Moses' view that the reflection is addressed to the PI, exposes the practice of resistance to reflection and to the PI demands, more strongly.

In addition, more PST express resistance practices toward reflective writing as can be seen in **Marry's** words:

"Yes. But when you write it to someone else, it's not exactly a personal reflection." [...] "To write half a sentence is not OK. To write more than half a sentence is OK." Marry emphasized that when you are writing to someone else except yourself, it is not personal anymore. Specifically, according to her words in this context, it strengthens the accusation practices that when you are writing it to the PI, the sharing makes the reflection non-personal for her.

Marry's words strengthen Moses' words that the reflection is intended for the PI, to show her "your teaching" and in addition to Omer's words that optimal learning about teaching comes from another kind of outside feedback. All this supports the idea that there isn't really an advantage in writing a reflection to yourself, since first it is a thinking process and second you can't actually see what points need improvement in your teaching when you are the teacher. In addition, a third reason expressed in Marry's linguistic resistance practice of accusation was that when you write it to someone else, as she intended it for the PI, it became impersonal and had to be written according to the PI' requirements not in half sentences, but with lots of detail and elaboration. So, in addition to strengthening the linguistic accusation practice a complaint is added.

As the discourse progressed, the PI added questions about the necessity and the need to refer to feelings and emotions in oral or written reflection, since the PST' answers referred only to thoughts. **Moses** responded to her question as follows: *"It depends on who I do it for. If I do it for myself I don't have to write what I feel about it, since I know what I feel."* When the discourse continues he goes on and said in a whisper: *"I don't ... I don't get along with writing reflection. I can't do a written reflection."* As a response to his words, the PI told him that now he needs to do reflection and he answers: *"I'm not going to do it. If I was writing (a reflection now) and after a year read the reflection that I wrote I would have known that I had lied."* Later on in the discourse he said clearly: *"I have a resistance to the writing."*

On the explicit level, Moses' resistance to write reflection is very clear and radical. He rejected talking and writing about feelings and emotions to his words, since he knows what he is feeling. He resisted writing reflection even though it is part of the requirements and instructions of the PI and it appears that he still thought that the reflection is addressed to the PI. It seemed at this stage even rude, particularly when he continued and treated what he intends to write as a lie only because he had to do it according to the requirements, or because he still thought that this is a tool with which the PI will evaluate his teaching and improvement in teaching. However, at this stage in the discourse he at last admitted explicitly that he has a resistance to writing a reflection.

In fact, the accusation practice became more severe when **Omer** said: *"No, because you need this. When you know that you have to write it's like a task. You don't quite really exactly... write your reflection"*. These sentences show, more accurately, their complaint to the PI in assigning them such a task that is no longer personal, for themselves. In addition, when the PI asked them to remember other reflections that they had to write in other courses **Moses** said: *"We received (tasks) to write five reflections and all of them only in your course."* They see the reflection as a task that does not help them and they even said later in the discourse, as expressed in Moses' accusing words that she is the only one that gives them this task.

In addition, as the discourse precedes this phase, more changes were detected as PST' explicitly shared laughter and open discourse about reflection resistance taking place and along with the linguistic resistance practices, behavioral resistance practices were aroused. The PST' laughter become more common and was expressed as open, explicit behavior in response to clear, sharp and overt resistance articulated in words. It revealed the resistance when Moses honestly said that the written reflection is addressed only for the good of the PI herself.

It is important to emphasize the extent that the word "no" had in the PST' sentences at this phase of the explicit, dramatic, radical resistance second phase CRL resistance discourse. In total, this phase showed that 79 times out of 115 times the word "no" is mentioned in PST' words, at the explicit level, openly expressing their negative attitude toward reflection and exposing at the implicit level, their resistance to writing it. The findings at this phase point to sentences that have changed gradually from mumbling, small-talk and surreptitious laughter at the implicit level, initially, to clearer talking and direct sentences when the discourse proceeded. Then, the sentences changed dramatically to a resistance discourse in which "no" words and a negative attitude are presented in the PST' sentences. This phase characterizes PST clarity in resistance linguistic practices specifically. They oppose writing as a reflection that does not help them, but can be more useful orally or more effective as outside feedback by a professional person to learn and promote their teaching.

Furthermore, acknowledging their previous experience is developed at the explicit level in the second discourse phase. In this phase, the PST recognition of their past experience by clearly mentioning their roles as teachers' guide commander or teacher in the army and as a guide or national service assistant with children in school and in children's homes in the kibbutz. For example, according to her experience in the army, **Omer** said:

"When I was a platoon commander [...] my class commanders, they learned "neto" from my feedback [...] at the end they had a very small part that they had to write down. I don't think that alone they could grasp that and as a platoon commander of my class commanders they couldn't get to the same point like those coming from the outside. I don't think that you can get to it alone."

Omer related her past experience that in her role as a platoon commander she had to evaluate each one of her class commanders teaching content in a feedback conversation. She emphasized that they learned more when she evaluated their teaching as a professional person in the role of their platoon commander from the outside than from their own reflection. She even stressed that she does not think they were able to even recognize and evaluate their teaching on the same points that she evaluated them. According to her words, they actually learned from her and had to write a very small part on their own.

Later, she gave a particular example of one class commander that evaluated her lesson teaching as 70, while she, the platoon commander evaluated the same lesson teaching as 97.

"That's why I say that as if this is to say ("Keilou") that learning is much more external. As if this is that the person may have had a good whole lesson and the last ten minutes the students lost their concentration so what she will remember is the last ten minutes, but it might be that the lesson as if this is to say ("Keilou") had been excellent according to her teaching."

She gave this example in order to demonstrate the huge gap between the two points of view, the one of the platoon commander as very good teaching (97) compared to the one of the class commanders' point of view and evaluation of her teaching as less than average teaching (70).

By giving examples from her past experience and equalizing her role in the army to the PI' role as a resistance linguistic content practice that reveals her resistance to reflection. In addition, from Omer's example it seems that at the implicit level their attitude and the fact they chose to share their previous past experience as a teacher or guide strengthens their resistance. Since, they unintentionally elevated their role status, in this way the elevation presents their resistance when they equalized their position role to that of the PI' role. In this way, they increased their resistance in accepting her attitude and her point of view as a professional specialist in her role at the explicit level, while they continued with the resistance practice of accusing the PI at the implicit level as she is perceived as challenging them in tasks, even though she insists that these tasks are for their own good from a positive and promoting point of view and for teaching.

The PST' reaction to the repetition of the reflection as useless decreased the status of the reflection, increased the negative attitude against it and blocked their ability to see the reflection's advantages. On the contrary, in addition they even stressed the importance of outside feedback and conversation as more useful than self-writing reflection. However, even then they pointed at them as useful on rare occasions.

On the basis of data, it can be concluded that the proceeding resistance discourse during most of the session is characterized by explicit expression of resistance by clear words followed by loud and shared laughter. The modality of the laughter and talking aroused from the latent expression of mumbling and surreptitious laughter at the beginning of the session gave way to an opportunity to begin the explicit, honest discourse of reflection. It is an opportunity to express and show reflection between the students and the PI and her demands by accusations, complaints, and active resistance practices. Even so, the PST created with their shared laughing together and their resistance discourse content a collective identity resisting reflection and particularly towards the PI. Actually, they accused her of reflections they had to do that were intended for her, for her own good. This accusation created embarrassment, because the common opinion about reflection, specifically a written one, exposed not only one pre-service student's attitude, but most of the PST' attitude towards it. The laughter that occurred immediately afterward created solidarity and a collective identity of active resistance expressed verbally in the accusation and complaints addressed against the PI.

Stemming from this interpretation, it seems to be that the shared laughter was the turning point, after Moses' words that the reflection was intended for the good of the PI. But rather than his words expressed a kind of mutual support, an accusation by all the PST sticking together, and the formation of a common resistance identity that opposes the PI and the reflection she requires, especially writing reflection.

The gap between the implicit and the explicit level changed here. Since, the resistance discourse became overt, the laughter that was heard at this phase was shared laughter and the resistance discourse practices concentrated on the PI' requirements and the reflection became evident, so the accusation of the PI was strengthened at the implicit level by disobedience to her authority by their claim to the futility of the reflection according to their past experience by elevating their status as a teacher commander in the army or as a guide in the kibbutz.

Finally, the explicit behavioral resistance practices of loud laughter and the explicit linguistic resistance practice toward reflection at this phase of most of the PST can be understood as exposing their formation of a collective identity against reflection and against the PI. The practices identified and used by the PST to construct this collective resistance shared identity at this phase are: direct explicit resistance discourse to reflection and toward the PI and her requirements; shared collective laughter, negative sentences using "no" words; attributing their professional past experience in the role of teacher or guide in other frameworks while increasing their professional status in comparison to the PI' role.

6. Discussion

Researchers have proposed several reasonable reasons for resistance to active learning, including: this kind of learning might demand more work, cause anxiety among students about their ability to perform in the new instructional environment, establish expectations that students are not prepared to fulfill, or be a mismatch with students' preferred ways of being taught (Åkerlind & Trevitt, 1999; Alpert, 1991; Keeley, Shemberg, Cowell, & Zinnbauer, 1995; Weimer, 2013).

The CRL discourse on reflection in the current study required an active learning on reflection that exposed resistance to reflection. In the discourse according to Foucault (1982, 1984), perception relation of power took place. Foucault (1982), argues that power relations are distributed throughout a variety of situations and circumstances, but he asserts that the emphasis needs to focus less on the power itself and has to focus more on the analysis of the way in which the resistance as an outcome of power is exercised (Foucault, 1982). Derived from Foucault's approach, Korbut (2018) concluded that it is required to focus on the ordinary manifestations of resistance, to focus on the particular forms in which the power relations can occur as a daily phenomenon, including in what circumstances and through what specific means such forms and instances of resistance are shaped as resistance practices (Korbut, 2018).

From the "How" question in Foucault and Korbut's attributions to resistance, the current research focused on exposing the resistance practices in which the PST expressed their resistance to reflection in the CRL discourse on reflection. The PST in the current research used discursive and behavioral resistance practices in the CRL discourse in two phases of discursive practices. This included negative sentences, giving examples of their previous experience to the reflection as useless, accusing the pedagogical instructor, and behavioral practices of their discourse manner and types of laughter.

One explanation of the existence of these discursive and behavioral resistance practices can be the known phenomena among first year PST during the preparation program as they are in in-between positions and their identity at this stage of entering teaching is fragile (Kupferberg & Gilat, 2005). While the teacher "I" identity is just beginning to form at this stage in preparation, the transfer from their own status as guide or qualified or partly qualified teacher in the army, to the little or no status of the pre-service teacher is very powerful at this stage. This stage according to the literature review is characterized by fear, low self-esteem, low self-efficacy and low SRL processes, especially low metacognitive processes, in this transformation are the cause of a fragile status (Kupferberg & Gilat, 2005).

Flavell (1979) defined metacognition as a person's knowledge about the cognitive processes necessary for understanding and learning. Metacognition, a "cognition about cognition" is described as second order

cognitions including: thoughts about thoughts, knowledge about knowledge or reflections about actions (Kohen & Kramarski, 2012, 2018). The metacognition process of reflection about action requires deep reflection involved with the practical, and applied insight into future educational processes requires a certain level of awareness that is enhanced through post reflection, reflection-in-action, and reflection-on-action. Reflection-on-action which is most frequently in use in education is carried out after the lesson, includes references to classroom implementation, and contains conclusions and recommendations for the future (Schön, 1987; Jaeger, 2013).

The metacognitive processes required for reflection seem to be unaware of the PST beginners and hard to apply. It seems that for these reasons, the inability to be in the position of in- between roles emotionally and to develop deep reflection based on awareness and reflection post, in- action and on-action metacognitive processes, the PST use the above discursive and behavioral resistance practices based on an emotional state of embarrassment and insecurity.

Since, metacognition is connected to meta-emotion that deals with how a person feels about the experience of a particular emotion (Efklides, 2011; Winne, 2017), from the beginning of the discourse, their fragile status exposed them to embarrassment and resistance. The laughing and small-talk practices of whispering and mumbling were signs of their inner and implicit resistance probably due to the bigger phenomenon of being a pre-service teacher student in the first year of preparation in the first phase of induction to the preparation period.

The second phase is characterized by the stronger resistance discourse even though the PST try to equalize their status to that of the PI status through the practice of laughter and talking at the explicit level. They elevate their status by positioning themselves in their roles in the army and some other positions in places where they were guides or teachers as equal to the PI, based on their past experience and previous knowledge for the same reasons. They equalized their status to the PI's one, since at this stage in the preparation program they felt uncertain and their self-efficacy was low so they tried to increase it by equaling their status and role to the PI and they felt unable to be self-regulated learners. In addition, they expressed their resistance and elevated their position

by giving examples from their previous experience in roles as teachers or guides in order to show the uselessness of the reflection process and of writing a reflection for them.

Specifically, as academic resistance practices usage, Korbut (2018) suggests that the principle can be discovered according to resistance as interference in the relationship to resistance from the students' positions, teachers' positions and education. This is research on the practice of resistance and this kind of study according to him requires careful analysis of the positions of all participants in an educational situation, of how they understand and arrange their actions (Korbut, 2018). The current study can be seen as an answer to this challenge, to discover the academic resistance in the context of this particular case situation of PI and PST' discourse on reflection. To find the principles of resistance as an interference from the standpoint of preservice teachers, the PI and educating, mostly as learners of their teaching and improving their teaching and principles of the resistance itself as it is practiced and what effect it has, and what its conditions are.

Learners who rate high in using metacognitive strategies backed up with considerations about how, when and why to use these strategies, are learners who are self-regulated in their approach to their own learning and teaching (Schraw, 1998). Thus, a learner needs to be taught explicitly how to activate metacognitive processes and to be given opportunities to practice those processes of construction of metacognitive knowledge (Mevarech & Kramarski, 2014), both for teachers as learners and as they are teachers for their students (Kramarski & Michalsky, 2009; Perry et al., 2006; Randi, 2004; Vrieling et al., 2012).

The CRL discourse on reflection helped to profoundly and honestly understand the PST' point of view about their in-between status as teacher-learner in order to become a self-regulated learning teacher who learns from his teaching to improve it and in practice to continually develop his teaching. In this context, the PI's role is very important as a creator who enables, them to grow by developing a discourse learning environment, while he/she is sensitive and initiates a discourse on reflection. In addition, at this stage of in-between-roles it is important that the PI is able to recognize the resistance practices and to expose them, is aware of and acknowledges the PST' previous knowledge and

their past perceptions in order to understand the origins of their resistance. It's very important to relate to their resistance expressed by these practices and to understand it when teaching subjects, issues, strategies and practices as part of the teachers' professional preparation.

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THE INVESTIGATION OF THE RELATIONSHIP BETWEEN MENTAL HEALTH INDICATORS, PROBLEMATIC USAGE OF SOCIAL NETWORKING, AND GENDER IN A SAMPLE OF TRANSYLVANIAN HUNGARIAN STUDENTS

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ABSTRACT. Recent research has documented an increase in loneliness and mental health problems, which are considered to be significant risk factors of mental health malfunctioning. The advent of internet and the vertiginous development of technology have provided a vast palette of opportunities for individuals to virtually reduce social isolation, thus trying to ameliorate feelings of loneliness. However, some persons are driven to use the SNSs (Social Networking Sites) in maladaptive ways, research indicating that the problematic and excessive usage of SNS may have a profound negative effect on the individual's mental health. The major objectives of our study are: 1) to investigate the possible gender differences in mental health indicators and the proclivity to dysfunctional use the social networks and the internet, and 2) to investigate the relationship between dysfunctional social networking usage and loneliness, depressive symptoms and subjective well-being in a sample of Transylvanian Hungarian students. Our study included 305 Transylvanian Hungarian first and second year students, from Babes-Bolyai University in Cluj-Napoca, Sapientia, Targu-Mures, Romania, assessed on: depression symptoms, loneliness, subjective well-being, and dysfunctional use of social media. Our results indicate that female students have significantly lower levels of subjective well-being than male students and are significantly more drawn to dysfunctional use of social networking for informational purposes.

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Those students who have moderate/severe levels of depressive symptoms experience significantly higher levels of loneliness, and significantly lower levels of subjective well-being. In the same time, they also engage significantly more in dysfunctional social networking. Finally, the regression analyses indicated that loneliness is the best predictor of both depression and subjective well-being, while dysfunctional use of social networks explaining only a small amount of the variance for both depression and subjective well-being. Our results may be useful in the development of appropriate prevention and intervention programs targeting the optimization of levels of loneliness, thus enhancing the indicators of mental functioning.

Keywords: *problematic usage of social networking, loneliness, depression, subjective well-being, gender.*

Introduction

A plethora of recent research has documented an increase in loneliness and mental health problems (depression, anxiety, suicide, personality disorders as narcissism, etc.) worldwide (Abbott, 2011; Andrade, et al., 2003; Erzen & Çikrikçi, 2018; Hawkey & Cacioppo, 2010; Peen, Schoevers, & Dekker, 2010; Perissinotto, Stijacic Cenzer, & Covinsky, 2012; Prina, Ferri, Guerra, Brayne, & Prince, 2011; Twenge & Campbell, 2009; Victor & Bowling, 2012; Weehuizen, 2008). The 2018 CIGNA report indicates that nearly half of Americans report that they feel alone (46%) or left out (47%) sometimes or always. Almost one third (27%) of them said that they feel not understood by others, over 40% report that they consider that their relationships are not meaningful, and 54% said they always or sometimes feel that no one knows them well (Cigna, 2018). Results are similar in the European Union as well (Age UK Loneliness Evidence Review, 2015). Contrary to popular beliefs, loneliness is reported more frequently in childhood and adolescence than in older age (Mushtaq, Shoib, Shah, & Mushtaq, 2014). 80% of adolescents below 18 years of age, and 40% of adults over 65 years of age report occasional feelings of loneliness (Berguno, Leroux, McAinsh & Shaikh, 2004; Weeks, 1994). Loneliness and social isolation were found to be detrimental to

physical and mental health outcomes (Cacioppo & Patrick, 2008; Holt-Lunstad, Smith, & Layton, 2010; Uchino, 2006). Based on substantial evidence, the U.S. Department of Health and Human Services considers loneliness and social isolation significant risk factors of mortality, as mental health malfunctioning, substance abuse, obesity, injury and violence, environmental quality, immunization, and access to health care, etc. (as cited in Holt-Lunstad, Smith, Baker, Harris, & Stephenson, 2015).

Furthermore, depression, schizophrenia, epilepsy, dementia, substance dependence (and use), neurological and other mental disorders contribute to over 13% of the global burden of diseases, percent that surpasses that of cardiovascular diseases and cancer together (Collins, Patel, Joestl, March, Insel, & Daar, 2011). At a global level, depression is estimated to affect 5.8% of all men and 9.5% of all women in any given year (Gonzalez, Hartig, Patiel, Martinsen, & Kirkevold, 2009). Estimations suggest that by 2020 1.5 million people will die early by suicide, and over 30 million people will attempt to commit suicide (Bertolete & Flieschmann, 2002). Other statistics (Nock, Borges, Bromet, Cha, Kessler, & Lee, 2008) suggest an average of one death every 20 seconds and an attempt every one to two seconds. A 2010 meta-analysis indicated that the urban population presents a 39% higher risk for developing affective disorders and 21% higher risk for anxiety disorders than people living in rural areas (Peen et al., 2010). One of the plausible explanations might be that during evolution, humans have lived for tens of thousands of years in considerably tight, relatively small communities which offered high levels of security. With the dramatic intensification of migration towards urban areas, specific to the last century, urbanized humans began living a whole new way of life, with less secure communities, dominated by individualism and competition (Griffith, Kuss, Demetrovics, 2014). One of the specific characteristics of urban stress is the simultaneous exposure to social density and social isolation, completed with the feeling of exposure to an uncontrollable environment (Adli, 2011). However, the innate need to live in a close, secure, and predictable community that was fulfilled along evolution by living in small, intimate, and secure communities, has not changed (Griffiths, et al., 2014).

In this socio-cultural and psychological context, those individuals who have not had access to the psychologically fulfilling traditional environments attempt to compensate for this shortage by implication in

different surrogate activities (e.g., sports, hobbies, community work, appurtenance to religious communities). Moreover, the advent of internet and the vertiginous development of technology have provided a vast palette of opportunities for individuals through which they could form similar interpersonal relationships as those specific to small social communities (Griffiths, et al., 2014). Thus, the appearance and flourishing of Social Networking Sites (SNSs), at least theoretically offers individuals the possibility of a secure and predictable communal life, in many ways similar to the traditional community life as discussed before (Griffiths, et al., 2014).

Since its appearance, due to its obvious advantages, the internet has attracted an incredibly large number of individuals, number that is constantly increasing (Global Digital Report, 2019). Worldwide, in the mid-2019 there were 4.39 billion internet users, an increase of 9 % compared to January 2018, and 3.48 billion social media users, with 3.26 billion people using social media on mobile devices (Global Digital Report, 2019). In the last decade the use of SNSs has significantly grown all around the world, phenomenon that was facilitated by both the increasingly larger Internet availability as well as the diversification of the devices from where SNSs could be accessed (PCs, laptops, smartphones, tablets, etc.) (Donnelly & Kuss, 2016; Kuss & Griffith, 2017). Literature has identified many positive aspects of SNS use, as: the possibility to establish and maintain relationships; quick access to information; there is always somebody who responds to one's virtual needs; the possibility to share information, emotions; apparent ease to conduct a conversation (e.g., emoticons, familiar abbreviations), etc. (Donnelly & Kuss, 2016; Turkle, 2015; Zaidieh, 2012). However, regardless its considerable advantages, some persons are driven to use the SNSs in maladaptive ways (e.g., excessively, compulsively). A plethora of research has indicated that the problematic and excessive usage of SNS may have a profound negative effect on the individual's mental health (e.g., depression, well-being, life-satisfaction, self-esteem, self-perception) (Chou & Edge, 2012; Collins, et al., 2011; Jelenik, Eickhoff, & Moreno, 2013; Kross, Verduyn, Demiralp, Park, Lee, Lin, et al., 2013; Turkle, 2015). Another of the relevant drawbacks inherent in the maladaptive use of the internet and SMSs especially in childhood, adolescence, and young adulthood is that the efficient development of social skills is compromised. Namely, due to constant, but

superficial connection with other people one's ability to develop skills necessary for the maintenance of healthy, meaningful conversations is throttled (Turkle, 2015). One of the most frequently used terms to describe this phenomenon is that of "*being alone together*", in other words, always connected but in the same time extremely isolated and lonely (Turkle, 2011).

Worldwide, Internet access is quite inexpensive and almost omnipresent. Consequently, for a considerable number of individuals, it may become difficult to exert adequate self-control in regulating his/her media consumption, which may easily intensify and become pathological media abuse (LaRose, 2010; Song, LaRose, Eastin, & Lin, 2004; Ziegler, Mishra, & Gazzaley, 2015). The tendency of excessive and maladaptive use of technological devices and SMSs has been observed not only in adolescents and young adults, but also in the case of children as well (Childwise, 2012; DeBell & Chapman, 2003; Findahl, 2012; Pew Internet and American Life Project, 2002; Roberts, Foehr, & Rideout, 2005; Teuwen, De Groff, & Zaman, 2012). The importance of the investigation of the maladaptive use of SNSs is manifold. As such, maladaptive use of technology is a risk factor for developing social networking addiction (Wu, Cheung, Ku, & Hung, 2013), disorder that significantly impacts one's overall functioning (Griffith, Kuss, & Demetrovics, 2014). Furthermore, even if one does not develop addiction, the development of essential abilities (social skills, communication abilities, self-control, emotional control) are severely impeded especially at young ages, when their normal development is essential (Turkle, 2015).

Mental health is defined as not only the absence of negative symptomatology, but also as presence of subjective well-being (WHO, 2006). The present learning and work-conditions require in a larger degree than ever the presence of mental health and well-being to attain efficiency and efficacy (Weehuizen, 2008). Namely, present job conditions require more flexibility and autonomy, better abilities to efficiently manage time and tasks, and constantly adopt to the rapidly changing work requirements. However, these requirements are usually accompanied by high levels of responsibilities, which are also extremely demanding (Weehuizen, 2008). Thus, the major objectives of our study are:

- 1) to investigate the possible gender differences in mental health indicators. Namely, we expect that female participants report higher levels of depression, loneliness, and lower levels of subjective well-being, as previous

studies have documented such gender dependent differences (e.g., Kállay, 2015; Kállay, Pinteá, & Papuc, 2018), and the proclivity to dysfunctional use the social networks and the internet;

2) to investigate the relationship between dysfunctional social networking usage and loneliness, depressive symptoms and subjective well-being in students.

Study

Participants

Our study included 305 Transylvanian Hungarian first and second year students, 203 from Babes-Bolyai University in Cluj-Napoca, Romania, and 72 from Sapientia, Targu-Mures, Romania. The minimum age of the participants was 18 years, while the maximum 38, with a mean age of 20.01 years (SD=2.11). of the 305 participants 79 were male (25.97%), and 226 female students (74.03%). After providing informed consent, participants completed the questionnaire packets that took 45 minutes to fill, in a face-to-face assessment session with the researcher.

Instruments

Demographic variables were: age and gender.

Depression tendencies were measured with the Beck Depression Inventory-II (BDI, Beck, Rush, Shaw & Emery, 1979; Romanian adaptation David & Dobrea, 2012). The BDI is a 21-item, multiple-choice format inventory, designed to measure the presence of depression in adults and adolescents. Each of the 21 items assesses a symptom or attitudes specific to depression, inquiring its somatic, cognitive and behavioral aspects. By its assessments, single scores are produced, which indicate the intensity of the depressive episode. Scores ranging from 0 to 9, represent normal levels of depression. Scores situated between 10 and 18 represent mild to moderate depression; values between 19 and 29 represent moderate to severe depression, while scores above the value of 30 represent severe depression. Internal consistency indices of the BDI are usually above .90. In our study we did not use clinical cut-off points for analysis or selection of participants, but treated depression tendencies as a continuum ranging from minimal to maximal scores obtained by participants on the BDI scale.

Subjective well-being was assessed with the 5-item WHO well-being questionnaire (WHO Collaborating Centre in Mental Health, 1999), focusing on the assessment of positive affective states. Each of the five items is rated on a 6-point Likert scale from 0 (not present) to 5 (constantly present). Scores are summed, with raw scores ranging from 0 to 25. Then the scores are transformed to 0-100 by multiplying by 4, with higher scores meaning better well-being. This scale was adapted for Hungarian population by WHO (WHO Collaborating Centre in Mental Health, 1999).

Loneliness and **perceived social isolation** was measured with the 20-item UCLA Loneliness Scale (revised UCLA Loneliness Scale; Russell, Peplau, & Cutrona, 1980). Participants are asked to respond to each item on a 4-point Likert scale, from 'never' to 'always'. The scale's items are worded to suggest a general, present-day experience that relate to both social and emotional dimensions of loneliness (e.g., "*No one really knows me well*"; "*My interests and ideas are not shared by those around me*", and "*I feel in tune with the people around me*"). The UCLA Loneliness Scale consists of both positively and negatively worded items, with a possible total score of 20 to 80 points with no identified cut-off score that would define loneliness. The scale has good internal consistency with a Cronbach's α of 0.94 (Russell et al., 1980; Russell, 1996). Mean scores for university students usually vary between 36 and 39 (Anderson, Miller, Riger, Dill, & Sedikides, 1994).

Dysfunctional use of social media was assessed with the 5-point Likert type, 29-item self-report questionnaire (SMAS-SF, Social Media Addiction Scale-Student Form, Şahin, 2018). The SMAS has four sub-scales: 5 items regarding virtual tolerance (measuring the need for internet connection, e.g., "*Going on social media is the first thing I do when I wake up in the morning*"); 9 items within the virtual communication sub dimension (measuring the preference for virtual communication on social media networks, e.g., "*I usually prefer to communicate with people via social media*"); 9 items regarding virtual problem (measuring the occurrence of problems due to excessive use of social media and internet, e.g., "*I use social media so frequently that I fall afoul of my family*"), and 6 items constitute the virtual information (measuring the conscious reasons for

using social media and the internet, e.g., “*I am always active on social media to be instantly informed about what my kith and kin share.*”) sub dimension. The psychometric properties of the original scale are good, the internal consistency coefficient being .93, and for the subscales as follows: virtual tolerance = .81, virtual communication = .81, virtual problem = .86, and virtual information = .86.

Results

Firstly, we present the descriptive characteristics of our data (see Table 1).

Table 1. Descriptive statistics

	Min.	Max.	Mean	SD	Shapiro-Wilk	p
BDI	0	34	10.36	8.12	.91	.000
UCLA	20	68	40.67	9.51	.95	.000
WHO-5	4	84	51.08	17.29	.97	.000
SMAS virtual tolerance	6	23	12.81	3.36	.97	.000
SMAS virtual communication	9	34	16.81	4.77	.93	.000
SMAS virtual problems	8	30	14.61	4.79	.93	.000
SMAS virtual information	6	30	18.22	4.57	.96	.000

If previous studies indicated that means scores for university students is between 36.67 and 39.07, in our sample, loneliness has a mean score of 40.67, which is relatively similar to previous findings (Anderson et al., 1994).

Since indicators of mental health and maladaptive use of social networks may depend on gender, we continued our investigation with identifying differences in this regard (results are presented in Table 2). Due to the distribution of our data (see Table 1), we conducted the non-parametric Mann-Whitney U-test.

Table 2. Differences in depression, loneliness, subjective well-being and maladaptive use of social networking depending on gender

	Mean	SD	Z	p	η^2
BDI	m=9.62 f=10.61	8.06 8.14	NS		
UCLA	m=41.65 f=40.11	10.31 9.24	NS		
WHO-5	m=55.31 f=49.93	17.64 16.91	-2.43	.015	.019
SMAS virtual tolerance	m=11.35 f=13.27	2.90 3.38	-4.216	.000	.058
SMAS virtual communication	m=16.56 f=16.80	4.67 4.79	NS		
SMAS virtual problems	m=14.47 f=14.68	4.74 4.80	NS		
SMAS virtual information	m=16.93 f=18.66	4.84 4.36	-2.86	.004	.026

Our results indicate that there are significant differences in subjective well-being, virtual tolerance and virtual information between the assessed male and female Transylvanian Hungarian students. More specifically, male students experience significantly higher levels of subjective well-being than female students ($Z=-2.43$, $p<.001$), though the effect size for this difference is small. Furthermore, female students experience significantly higher levels of incapacity to tolerate absence of the access to the internet and social media ($Z=-4.216$, $p<.000$), this difference producing a marginally medium effect size ($\eta^2=.058$), and female students use significantly more the internet and social media for information than male students ($Z=-2.86$, $p<.004$), however, the effect size of this difference being small. These findings are partially different from those in the mainstream literature, since in most studies there are gender differences in depression, namely female participants report significantly higher levels than males (e.g., Nolen-Hoeksema, 2001). Quite surprisingly, regarding mental health indicators, our results showed such differences only in the case of subjective well-being.

Next, since the BDI uses cut-scores, we conducted an ANOVA analysis of variance to investigate if there are significant differences depending on the levels of depression (normal, mild and moderate-severe) in the dysfunctional use of social media. Since our sample sizes were unequal (N=156 normal levels of depressive symptoms, N=95 mild levels of depressive symptoms, and N=54 moderate and severe levels of depressive symptoms), we used post-hoc Sheffe to compare differences among the three groups of depression. Results are presented in Table 3.

Table 3. Differences in the dysfunctional use of social media depending on the levels of depression (normal, mild and moderate-severe)

	Mean	SD	F	p	η^2
UCLA	Gr1=35.82 (Gr2, Gr3)*	7.27	75.40	.000	.33
	Gr2=42.53 (Gr1, Gr3)*	7.88			
	Gr3=50.50 (Gr1, Gr2)*	9.09			
WHO	Gr1= 59.82*(Gr2, Gr3)*	1.15	64.81	.000	.30
	Gr2=46.14*(Gr1, Gr3)*	1.48			
	Gr3=35.63*(Gr1, Gr2)*	1.96			
SMAS_VT	Gr1=12.07 (Gr3)*	2.72	10.43	.000	.06
	Gr2=12.94 (Gr3)*	3.79			
	Gr3=14.40 (Gr1,)*	3.58			
SMAS_VC	Gr1=15.90 (Gr3)*	4.05	6.99	.001	.04
	Gr2=17.07	5.46			
	Gr3=18.59 (Gr1)*	4.77			
SMAS_VP	Gr1=13.44 (Gr2, Gr3)*	3.98	12.44	.000	.07
	Gr2=15.28 (Gr1)*	4.78			
	Gr3=16.87 (Gr1)*	5.85			

There were significant differences in loneliness between the three groups, the highest levels of loneliness being attained by the moderate-severe group, differences attaining large size effect (.33). The three categories of depressive levels also produced significant differences in subjective well-being, namely, those participants who reported moderate/severe levels of depression experienced significantly lower levels of subjective well-being as those in the normal and the mild depression groups (large size effect, .30). Results are similar in the dysfunctional use

of social media. Those from the moderate/severe depressive symptoms group reported significantly higher levels of dysfunctional levels of intolerance when impeded to use social networks and/or internet, but there were no significant differences in this SMAS subscale results between those who reported normal and mild levels of depression (medium size effect, .06). Regarding communication, significant differences were found between the normal and the moderate/severe group with a medium effect size (small to medium size effect, .04). A medium size effect was produced by the differences in virtual problems between the normal and the mild, respectively moderate/severe depressive symptom groups, but no significant difference between the mild and moderate/severe depressive symptom groups (.07).

Next, we conducted a correlation analysis, and the results are presented in Table 4.

Table 4. Pearson correlation matrix between depressive symptoms, loneliness, subjective well-being, and the subscales of maladaptive social networking usage

	BDI	UCLA	WHO	SMAS_VT	SMAS_VC	SMAS_VP	SMAS_VI
BDI	1						
UCLA	.61**	1					
WHO	-.62**	-.45**	1				
SMAS_VT	.23**	.19**	-.16**	1			
SMAS_VC	.22**	.25**	-.23**	.54**	1		
SMAS_VP	.30**	.30**	-.31**	.43**	.56**	1	
SMAS_VI	-.02	-.08	-.01	.39**	.14*	.26**	1

* $p < .05$; ** $p < .01$

Our results indicate that there is a strong significant positive association between depressive symptoms and loneliness ($r=.61, p<.01$), strong significant negative association with subjective well-being ($r=-.62, p<.01$), and significant positive associations with virtual tolerance ($r=.23, p<.01$), virtual communication ($r=.22, p<.01$), and virtual problem ($r=.30, p<.01$). These results are similar to those found in the literature (Cacioppo & Patrick, 2008; Holt-Lunstad, Smith, & Layton, 2010; Jelenik, Eickhoff, &

Moreno, 2013; Kross, Verduyn, Demiralp, Park, Lee, Lin, et al., 2013; Turkle, 2015; Uchino, 2006). Moreover, loneliness is positively associated with the maladaptive use of the internet and social networking, with weaker but significant associations between loneliness and virtual tolerance ($r=.19, p<.01$), virtual communication ($r=.25, p<.01$), and somewhat stronger with virtual problem solving ($r=.30, p<.01$). In the same time, our results indicate a significant negative association between subjective well-being and virtual tolerance ($r=-.16, p<.01$), virtual communication ($r=-.23, p<.01$), and somewhat stronger with virtual problem solving ($r=-.31, p<.01$).

Next, we conducted two hierarchical multiple regression (HMR) analyses in order to investigate the degree to which depressive symptoms (as measured with the BDI scale) (Table 5) and subjective well-being (Table 6) are predicted by the variables that correlated with them.

Table 5. Hierarchical Regression Model of Depressive symptoms, with loneliness and dysfunctional use of social media as predictors

	R	R ²	R ² Change	B	SE	β	t
Step 1	.61	.37***					
UCLA				.54	.03	.61	13.47***
Step 2	.63	.39*	.20*				
UCLA				.48	.04	.57	12.00***
SMAS_VT				.21	.13	.08	1.63 (NS)
SMAS_VC				-.04	.10	-.02	-.47 (NS)
SMAS_VP				.17	.09	.10	1.03 (NS)

Based on the correlation matrix for depressive symptoms in the first step of the HMR we entered gender since we intended to control for this demographic variable. In step two we introduced loneliness. In the third step, we introduced the three subscales of SMAS (dysfunctional use of social media). After running the regression analyses, we selected those variables which significantly predicted perceived stress. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity and homoscedasticity. Results are presented in Table 5 for depressive symptoms and Table 6 for subjective well-being.

Model one with loneliness as predictor of depression proved to be statistically significant ($F_{4,294}=181.51, p<.001$), predicting 37% of the variance in depressive symptoms. Next we introduced the three components of dysfunctional use of social media (that presented a significant correlation with depressive symptoms see Table 3, virtual tolerance, virtual communication, virtual problem) which also proved statistically significant ($F_{4,294}=48.86, p<.001$), explaining an additional 2% of the variance in depressive symptoms.

Table 6. Hierarchical Regression Model of subjective well-being (WHO), with loneliness and dysfunctional use of social media as predictors

	R	R ²	R ² Change	B	SE	β	t
Step 1	.45	.20***					
UCLA				.81	.09	-.45	-8.75***
Step 2	.48	.23**	.03**				
UCLA				-.70	.09	-.38	-7.24***
SMAS_VP				-.69	.19	-.19	-3.64**

Model one with loneliness as predictor of subjective well-being (as measured with the 5-item WHO subjective well-being scale) proved to be statistically significant ($F_{1,301}=76.85, p<.000$), predicting 20% of the variance in subjective well-being. Next we introduced the three components of dysfunctional use of social media (that presented a significant correlation with depressive symptoms see Table 3, virtual tolerance, virtual communication, virtual problem), and since only the subscale of virtual problems had a significant predictive power, we rerun the regression analysis with loneliness and maladaptive use of social media in order to solve problems. This model also proved statistically significant ($F_{4,297}=46.61, p<.000$), explaining an additional 3% of the variance in subjective well-being.

Conclusions

In the last four-five decades the quality of life- and work-conditions has significantly increased especially in the Western world (Harari, 2015). However, according to the statistics published by Ipsos Mori (2014), due to the significant changes in the social, economic, technological, moral-value systems (Amundson, 2006; Bauman, 2000, 2001, 2006, Curran & Hill, 2017; Nolen-Hoeksema, 2003), we have to confront increasingly tougher and diverse social, economic, and psychological pressures (Carr, 2010; Verhaeghe, 2014). In the same time, the incidence of mental health problems (suicide – WHO, 2019; depression – e.g., Andrade et al., 2003; Gonzales, et al., 2009; WHO, 2017) and loneliness has dramatically increased (Cacioppo & Patrick, 2008; Hawlkey & Cacioppo, 2010). According to the evolutionary explanation of the development and persistence in time of loneliness (Cacioppo, Hughes, Waite, Hawkley, & Thisted, 2006; Cacioppo, Cacioppo, & Boomsma, 2014), feeling lonely may be considered a signal with adaptive value that motivates the person to change his/her behavior in a way that would help him/her to reconnect socially with others, thus enhancing one's chances for adaptation and survival. However, a very critical aspect of reconnection with others involves the type and quality of this process. Thus, in the light of the extremely rapid technological development and its positive and negative repercussions on the human functioning, a crucial question regards the way in which individuals use such devices to reconnect in a virtual manner. Recent research has documented that there may be a strong relationship between mental health problems and dysfunctional use of social networking, association that may further impact the person's subjective and psychological well-being, and adaptive processes.

Since previous studies indicated that the young population may experience mental health difficulties, we started to investigate if the easily available and affordable social networking may affect their functioning, and in which way. Our study focused on the investigation of these variables in a sample of Transylvanian Hungarian first and second year students. The results indicated that contrary to our expectations and the findings in the literature, depressive and loneliness levels were not significantly different in male and female students, however, female students are significantly less happy (lower subjective well-being) than male students.

Also, female students are significantly more drawn to dysfunctional use social networking for informational purposes. When depressive scores are grouped into categories of normal, mild and moderate/severe categories, our results indicate that those students who have moderate/severe levels of depressive symptoms experience significantly higher levels of loneliness, and significantly lower levels of subjective well-being. In the same time, they also engage significantly more in dysfunctional social networking. Finally, the regression analyses conducted to identify what predicts more the two major health indicators (depression and subjective well-being). Results indicated that loneliness is the best predictor of both depression and subjective well-being, predicting 37% of the variance for depression and 20% for subjective well-being. Dysfunctional use of social networks explains only 2% of the variance in depression and 3% for subjective well-being.

Based on our results, we may conclude that female students are at higher risk for lower levels of the subjective well-being component of the mental health indicators, but all students who score moderate to high on depressive symptoms present both an increased level of loneliness and dysfunctional use of social networks, and significantly lower levels of subjective well-being. Since dysfunctional use of social networking explained only a relatively low percentage of both depressive and subjective well-being, it seems that the most benefic intervention in enhancing mental health indicators would be the one that targets the reduction of loneliness. Further research should focus on investigating the possible changes in the dysfunctional use of social media after implementing a program for reducing levels of loneliness.

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MOTIVATIONS OF OPTING FOR THE PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY MAJOR IN UNIVERSITY STUDENTS. BENCHMARKS FOR A STRATEGIC MANAGEMENT IN THE PROMOTION OF THE SPECIALIZATION

CĂTĂLIN GLAVA¹

ABSTRACT. The present study is an attempt to highlight the main reference points for a marketing program focused on the promotion of the pedagogical higher education majors, by taking into consideration of the main reasons and information sources that the present students used in their decision process that lead to the selection of these majors. After analyzing the essential constructs of the educational marketing, by contrasting them with the ones specific to general marketing, we reported the results of a qualitative investigation carried on through a questionnaire and a focus group. Both information sources and data contributed to the foregrounding of a possible personalized marketing plan.

Key words: *educational marketing, marketing strategy, vocational specialization, pedagogical major*

1. General vs. educational marketing

In 1985, Kotler and Fox defined educational marketing in “Strategic Marketing for Educational Institutions” as a process of analysis, planning, implementation and control over programs designed to assure a voluntary

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exchange of values with the target market to ensure that all the objectives have been met. In their opinion, the marketing of educational institutions implies the design and management of the entire institution so as to meet the needs and expectations of the target group, potential students, parents and professors. These needs and expectations are being discovered through processes of gathering and analysis of data. Furthermore, having these starting points, the marketing of educational institutions implies searching and applying efficient means of capitalization, communication and public distribution of educational products and services offered by the institution, to inform, motivate and help the community. Kotler, Ph, Fox, K. (1985)

While analyzing the way by which institutional management thinks and acts in order to attain the set objectives referring to the attraction of potential clients, we can sketch a possible course of action that should be followed to design a strategy of educational marketing. The place to start is the renown, reputation of the institution. From this point of view, the building of a strong reputation and image which resonates with the academic community and socially through all the means necessary, is essential. This is followed by the marketing of the educational offer. This includes the announcement of the offer by the two available means, the digital way (current, much more penetrating, perfect for generations Z and Alpha) – through web sites, social networks, blogs, vlogs, e-mail, mass media advertising and the traditional way – post, flyers, posters, published on the radio-tv, published by the media, printed, direct marketing (face to face meetings with potential customers). The third stage is the admittance stage, with all that it represents. From the ex-ante exploration of the market and training needs of potential clients for the challenges and criteria of admittance, to the acquisition of desired students, according to the model/prototype of expected students (Fig. 1).

Efficient marketing strategies do not represent an issue of intuition or instinct, but a conscious process as part of the educational policy and management of the institution. An efficient managerial educational plan must include marketing strategies, by their meaning as a cyclic process of gathering and distribution of information form and to the target market, and by their capacity to modify the educational offer and educational policy of the institution, responding to the information thus provided, achieving what general marketing calls "market feedback". The market feedback causes educational change/innovation (in terms of marketing).

It is the creation of products and services according to the requests of the consumers of education, requests that are continually changing (Mariange, F., Gibbs, P, (2009). The social dynamic, the changes of the labor market, the new jobs that are coming up and the jobs that are disappearing, due to robotization or them being anachronistic, shape the trends that will be shaping the education (Trends shaping education) in the future, on a macro scale.

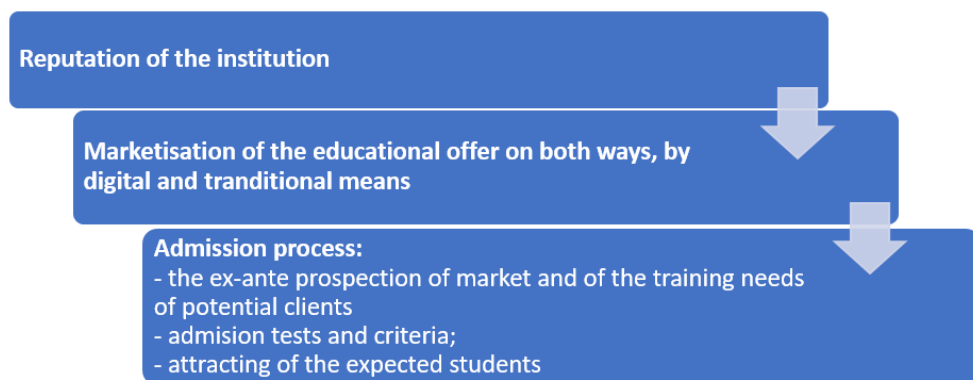


Fig. 1. Structure of the educational marketing process

The educational institution proposal, same as the offers form the sphere of general marketing, can be found in the educational products and services. The distinction between the two can be hard to find within educational marketing. The literature provides clashing opinions regarding the nature of the educational offer of school. Therefore, from the opinion that school cannot offer palpable products, because it is not a factory, but only educational services, to the opinion that the real achievements of the schools educational initiative would be represented by the "finite products", the young people that are being formed and trained, with an appropriate level of expertise according to the expectations of school and society.

Our opinion is that, given the research, we can assume that educational institutions offer both market elements, educational products as well as services. Consequently, we can assume that educational products

are essentially represented by the study programs, the specializations, the curriculum offer, the training programs, all the structured, systematic and coherent approaches, that lead to reaching the desired competency profile. On the other hand, educational services are activities provided for the benefit of the consumers of education, with or without their direct participation, with the purpose of fulfilling certain needs and providing intellectual satisfaction. Hence, educational counselling and consulting, partnership projects, tutoring, recoveries, extracurricular activities are some of the activities that are complementary to those who design the competency profile. In other words, educational marketing implies one human activity or a system of human activities geared to the satisfaction of the requirements of current and potential consumers of education.

The marketing arrangements come from the widely agreed upon concept that school must create and offer the educational market that which the market asks for. This means that it must guide its activity according to the expectations of the consumers of education. Marketing, in essence, is a scientific approach that implies not only the knowledge of consumer needs, but also their anticipation, the permanent adaption to consumer needs and, last but not least the request of educational needs. This complex approach implies an assembly of scientific ways and techniques that can support the quantitative and qualitative analysis of the phenomenon as well as the development of predictions regarding the evolution of the educational market. From this point of view, marketing becomes a fundamental function of management (Mazzarol,1998). Marketing is a science that implies the assimilation of educational action, of significant concepts from the educational field, on a theoretical level, the establishment of new concepts, theoretical generalization and continuous reflection over the ideas generated from practice, the experimentation with new ideas of investigation of cultural consumerism and the behavior of the consumer of education and the development of tools for predicting the educational market.

Starting from the idea that school must create and offer the educational market that which the market asks for, must guide its activity according to the expectations of the consumers of education, the educational marketing fulfills four fundamental functions. The first function is that of investigation of educational market, educational institutions that outline the market perspective, consumption of education and, last but not least,

the investigation of the specific competitive medium. The second function covers the adjustment of institutional and marketing policies to the explicit requirements of the educational environment. The third function requests the institution to resize the products and educational services in agreement to the needs, tastes, preferences, expectations, qualitative requirements of the consumers, along with the established targets at the level of educational policy of the institution. The fourth function implies the promotion of an efficient management of human resources that, together with material and informational resources would realize the proposed objectives.

2. The specific nature of educational marketing within the current Romanian context

Apparently, the relationship of natural communication that is established between the school and the community must be enough for the exchanging of information required for the presentation of the educational offer. Yet, the research that has been done in the educational marketing field proves otherwise. The school must undertake the task to systematically and consciously promote within the community information about its training offers. At the same time, the school will gather data from the public space regarding the needs, training interests, trend of society in general.

The analysis of the specific nature of the educational market in Romania highlights notable differences between the pre-university and university educational system, on one hand and, on the other hand, the differences between public and private school. Each system has individually developed, among its actors, different marketing strategies, given the major differences between the markets they are operating in.

The types of educational marketing that can be found on the educational offers market in Romania are the marketing centered around services/products and the marketing centered around the client.

The marketing centered around services/products seems to be characteristic for the self-sufficient school, a school that does not feel the need to market its educational offer, proposing what it thinks is for the best of potential clients, practicing the so called management of "impression".

The client (student, parent) is seen as the object of the educational action, the focus is on teaching, the exploration of the market is almost absent. This is primarily the case of public school and the pre-university level. With few exceptions, these schools have a secured human resource and marketing arrangements are useless. An exemption is given by the schools whose managerial structure is not contempt with clients which it would have had regardless, but is looking for solutions to attract certain quality students, all that consequently leading to the achievement of more ambitious objectives.

Client centered marketing – characteristic for private schools and vocational schools, sets off with the assumption that the client is the subject of the educational action and it answers the needs and requests of the market through actions of communication, information and market exploration. Client centered educational marketing is structured in two main action categories. *Mainstream marketing* is the type of marketing action that implies the mixing of potential clients, in other words, all the clients are potential clients, it is aimed at everyone (regardless of age, schooling level, economic resources), it is less expensive, easier to apply efficiently even when the potential clients have no other alternatives. *Targeted marketing*, preceded by the segmentation of the market, which means the identification and separation of groups of clients, according to criteria relevant to the institution (age, economical-social status, educational level, aptitudes, needs, specialties etc.), is based on the recognition of the interindividual differences. The targeted marketing is the primary marketing tool for higher education institutions and for private pre-university institutions. At the level of pre-university education in Romania, a distinct situation is represented by private education, where the marketing approaches of the educational offer are vital for the operation of the institution. For a private institution, the potential students and parents are not the only clients of the marketing process. It also addresses to faculty, local public authorities, business medium, and overall community. Therefore, the private educational institutions are much more present in various advertising strategies in the virtual space, digital multimedia and printed in the public space.

At university level, the marketing of the educational offer is also essential. Assuredly the chosen marketing strategies will present the educational offer of the institution, the number of students being directly

proportional to the growth of the financial resources needed for the institution to function optimally (Platis, Baban, 2010). Unlike the market segmentation mechanisms that are being used by pre-university institutions, universities will proceed to segment the market according to two fundamental elements: the educational level (the minimum level required for the completion of the offered curriculum: for the undergraduate level – the minimum level accepted is the baccalaureate, for masters studies – the minimum level accepted is the bachelors degree and so on) and the vocational orientation (the choosing of the major according to the clients preferences, needs, vocation, desires). These efforts of segmentation make the option of the potential clients much easier and more responsible, and the marketing action more precise, more targeted, also riskier for the institution.

We find relevant the fact that regardless of the type of educational institution, the employment on the consumers and offerors of education market imposes an extremely conscious, responsible, vital, action, and a correct and an honest presentation of the resources and profile of the institution can assure the success of the entire marketing endeavor.

3. The reasons for choosing the major and the information sources of the students from the majors Pedagogy and The Pedagogy of Primary and Pre-Primary Education. Qualitative analysis

Our intent was that of identifying the main reasons that formed the basis for taking the decision of following the mentioned majors by actual students, and the information sources regarding the chosen major. As we stated before, universities are strongly oriented towards targeted marketing, developing complex ways to segment the market, in order to more easily get to the desired target public. The purpose of our research was the identification of the most efficient strategy for the marketing of the majors Pedagogy and The Pedagogy of Primary and Pre-Primary Education in the light of gathered data.

The research instruments are specific to the qualitative investigation. We applied a single item questionnaire, with the question: Which were the reasons for the decision to follow the chosen specialty and which were the

information sources used to opt for this decision? The open question allowed us to use the method of contextual analysis. We went in depth with this analysis by using a focus group on the same topic.

Results and Discussion

Data regarding the intrinsic and extrinsic reasons involved in the decision of following a pedagogical major

A general analysis of the data revealed that the prestige of Babeş-Bolyai University was a general reason for the decision with regard to the academic studies. The respondents mentioned that the good reputation and visibility of the institution played an important role in the decision for a specific academic institution.

We grouped the received answers in two categories: answers that reflect rather intrinsic motives, and answers that reflect rather external motives. As we consider the intrinsic reasons as more important, for their long-term impact, in the following we present an in-depth analysis of this category. Our assumption is that the decision for a certain academic major is a very complex one as it may impact the future existence of the person. Consequently, it must be a plurimotivated decision that articulates both extrinsic and intrinsic reasons. Yet, from the perspective of our intention of constructing an effective marketing strategy, we consider relevant to aim for instilling an intrinsic motivation in the targeted public.

In the order of the preferences expressed by the students, the idea of following a vocational major seems to me the most relevant intrinsic reason, together with the will of working with children. The fact that the respondents felt attracted by working with primary school or preschool students lead them to opting for this specialisation that they perceived as primarily vocational. In this respect, more answers highlighted the option offered by these majors to make use of personal skills and abilities to connect with preschoolers of primary school pupils.

An important category of intrinsic motives mentioned by the questioned students was the impact of the model offered by their own primary school teachers as well as parental model. In this sense, many

answers mentioned that the option was due to a family tradition of parents, grandparents or close relatives that followed the same career. Due to the force that an idealized model, in both the case of former teachers or of parents, may have, we consider that it becomes compulsory to include this reason in an academic marketing strategy for the didactic career.

The category of intrinsic reasons also includes the option for the above-mentioned majors as a second and later taken option. It is the case of the responding students that already graduated or partially followed another academic specialization. All these students mentioned that they were informed about the pedagogical specializations while being students at another program of study. They declare that they were attracted by the idea of changing their major by the way it was presented by fellow colleagues. This fact is very relevant in relation to our focus for an effective marketing, as the orally spread impression has a certain impact that may be used.

An interesting category of answers refer to the opportunity that the majors offer for shaping personalities and it implies the disposition of the candidates to undertake the major responsibility of impacting the lives of the educated. In correlation with this topic, there were answers that mentioned the will to change the society and the possibility to do that by working with the little ones.

A different category of answers were the ones that evoke an extrinsic motivation. We noticed in the case of many such responses the performance orientation given by the past experiences the respondents had as volunteers in the educational activities with primary school students.

The external reasons were generally exposed in the second part of the answers, usually the intrinsic reasons being presented as primary motives. Yet, the presence of both categories of reasons in the same developed answer confirm the idea that the decision for a didactic career is always plurimotivated and that the intrinsic reasons prevail in the logic of the respondents. Thus, the external reasons included, in the order of their frequency in the answers, the influence of friends, parents, society, influences that took the form of information regarding the advantages of the educational professions: the benefits of working with small children that are more responsive to formative inputs, the advantage of a relatively easier program with a lot of holiday time. The advice

of the close ones that presented the institution and specializations in a good perspective seems to be important in completing the motivations for this professional option.

Of a particular relevance for the perspective of structuring a marketing strategy for the two pedagogical majors are the answers that refer of the intention of some respondents to continue their initial specialization acquired through the high school studies as graduates of a vocational pedagogical high school. The existence of a vocational specialization on pedagogical field at the level of pre-university studies is clearly a national advantage that may be successfully used for increasing the attractiveness of the corresponding academic majors.

The attractiveness given by the annual existence of a steady number of work places that are put in competition for a permanent or temporary teaching position, the perspective of a secured future and the fact that Babeş-Bolyai University functions in a large city with many opportunities represented other extrinsic reasons present in the answers of students.

Data regarding the sources of information used in the decision process

The second focus of the open question used during the investigation was to identify the main sources of information on the specific and characteristics of the chosen pedagogical majors. The main source mentioned was the description and information existing of the institution website. Students were interested not only on the actual admission process, but they also opened and consulted the student guide, the pages presenting the expertise of the faculty, learning plans and students' timetables. Some of the answers mentioned that the prospective students were guided to institutional webpage by the posts existing on different social networks, and referred specifically of the posts of the institution itself. This underlines the importance of accurately promoting the specializations through the means of the on-line socialization spaces.

The second source in the order of frequency was the discussions they had in the family and other significant persons: close relatives and friends. The positive presentation of the institution and programs of

study guided their decisions. It is most probable that the perspective of the closed ones is regarded as credible and a source that cannot be suspected of immediate or direct hidden interests.

An interesting information source mentioned by the students that follow the pedagogical majors involved in the analysis as a second specialization was the opinion expressed by the students that were already involved in studying these specializations. Information regarding the specificity of specialization, the quality of professionalization, the opportunities following the graduation of undertaking an attractive teaching position represented relevant information for the academic reorientation of students following their second academic program of study. *The focus group* organized as a supplementary source of understanding the topic analyzed offered the advantage that certain initial ideas could be elaborated in depth through guided discussions. The focus group involved five students in the majors mentioned above. The discussions correlate with the opinions presented in the questionnaire. Yet, there was a tendency between the participants to focus on certain categories of reasons as: the employment opportunities and the high employment rate then on reasons related with the vocational attraction and preference.

4. Conclusions. Key elements of a possible marketisation project for the majors Preschool and Primary School Pedagogy and Pedagogy

The main objective of the present study was that of articulating a marketing strategy for promoting the above-mentioned specializations. The data was obtained through a qualitative study that involved an open question investigation and a focus group.

The structure of the marketing approach involves three elements. First is the reputation of the institution. It follows the marketisation of the educational offer, namely the placement of the educational services and products on the public space by using both digital and classical means. The third stage is the admission process that involves: the ex-ante prospecting of the market and of the training needs expressed by the prospective students, the admission requirements and tests, the selection of the future students.

The starting point must be the use of the image capital that university has at both national and international level, of the prestige and reputation of the faculties and specializations of this university, of the opportunities that both the academic context of the institution, and the city offer to the potential students.

Then, on a second point, what must be emphasized is the attractivity of the idea of following such a vocational specialization, in which the aptitudes and abilities to work with children become essential benchmarks in taking the decision to follow these specializations. Both majors, Preschool and Primary School Pedagogy and Pedagogy, have the advantage of being much more vocational than other majors from the psiho-pedagogical sphere. Thus, since it is frequent that students chose this motivational, vocational option, assuredly its placing in the marketing strategy is justifiable. Many of the interviewed students even affirmed that the option for the specialization that they have selected was a very responsible one, some of them following a second specialization, after choosing a personally not suitable academic option in the past, therefore the valorization of the vocational character of the specializations in their marketing becomes a convincing argument.

As there were many answers that underlined the importance of the models offered by the professors, this image capital that the specialization, faculty and university have at the level of these professors, can be exploited, on one hand, on the other hand, the impulse of following the model of a teacher can be valued. Appealing to models is a marketing tool that is frequently used in digital and audio-video media and online. These models of teachers can be real, thus emphasizing important personalities from the domain, but also, they can be imaginary, exploiting models that the Romanian and universal literature provide.

An essential element of the marketing strategy is the presentation of the advantages of following the aforementioned specializations and the advantages of choosing a teaching career, throughout all media, namely, the constant professional outlet, with many vacant posts and many possibilities of tenure, attractive work schedule, with much holiday time, with possibilities of completing wage income with after-school programs, the fact that the profession is appreciated on a social level.

Having in mind the fact that the primary source of information identified by the questioned students as being important for the decision making process was the on-line presentation of the specialization, the web site itself and the information on the social networks, we consider that the institutions web site and the social network accounts must be valued to the greatest extent. These online spaces must offer relevant information, not only in the classical format, written text, but also in multimedia formatting, audio-video, digital. The potential students of these two specializations come from the generation of the digital natives, and the predilection for multimedia content and online space is scientifically proven fact. This does not necessarily imply the abandonment of traditional marketing tools, all the more so that its sphere of influence encompasses parents and professor, both categories still being permeable to the traditional manner of advertising and text messages.

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THE IMPACT OF EXISTENTIAL FACTORS ON PARENTAL SELF-EFFICACY IN SELF-HELP GROUP. AN INTERVENTION PROGRAM FOR PARENTS OF CHILDREN WITH ADHD

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ABSTRACT. Several studies indicate a number of aspects concerning the relationship between parents and their children diagnosed with ADHD. This relationship is characterized by frequent and ongoing conflict and tension in their daily interactions.

This article presents findings that emerged from a research that examined an original intervention program that led a parent's guidance group based on Yalom's (1995) group therapy approach. The aim of the intervention program was to elevate the participants' parental self-efficacy in order to improve the relationship between their ADHD children on the daily conduction, and to instill management tools. The intervention program consisted of five factors from Yalom's list of therapeutic factors. These factors according to Yalom (1995) exist predominantly in a group constellation. For this research, three dimensions of parental self-efficacy were chosen: self-trust, containment and communication. Qualitative data were collected and analyzed in the light of these dimensions.

Twenty persons participated in the intervention program, i.e., five fathers and 15 mothers of children having ADHD symptoms. The intervention program consisted of nine meetings held once a week for about an hour and a half. Five interviews were conducted before the beginning of the intervention, and five post-experimental interviews were conducted as well. Findings reveal an improvement in the parents' attitude toward their ADHD children by using efficiently the behavioral tools they obtained in the intervention program. The improvement is

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expressed by an increased containment ability, better communication and an increase of parental self-trust. These are the components of Parental Self-Efficacy (PSE) on which the research focused.

Key words: *parental self-efficacy, self-help group*

1. Introduction

As an educator of children who were diagnosed with ADHD, I was exposed to complaints of parents concerning their impaired relationship with their children, most of whom were diagnosed with ADHD. The difficulties raised by parents existed at home and at school as well. Most of the testimonies showed that children with ADHD have difficulties understanding the interaction steps they are supposed to take while interacting with their friends. These steps were disrupted by some of the most common inabilities of children with ADHD which are, among others, lack of concentration and distraction.

In many cases it is possible to describe the behavior as a 'Bursting behavior' due to the difficulties of awaiting their turn and adapting reaction to a situation (Mathinos, 1991). Therefore, I decided to commit myself to support my students in acquiring social skills to ease their social integration. A review of research literature raises the notion that well-functioning parents have a distinctive influence on their children's behavior. Time and again, direct parental influence on their children's emotional, academic developmental and social adaptation was observed, obviously considering the personal characteristics of the specific child. Therefore, it was decided, both in the intervention program as well as in the current research, that the parents would be the target population for group therapeutic treatment. That is from the perception that, when the parents would be addressed therapeutically and become the target of the intervention, they would lead processes of change among my students. In this case, I assumed that by guiding the parents and trying to convince them to adopt beneficial tools of behavior may have an indirect influence, and by that, behavioral, functional and social changes may take place

among the children. Yalom (1995), claimed that when a group of people experiencing similar difficulties, handicap, addiction, illness or other challenge facing them, these circumstances constitute a common ground between the members of that particular group.

According to Yalom, group therapy provides an opportunity for forming an effective, advancing and meaningful treatment existing only in a group gathering, and much less in individual treatment. It is the formation of the group around specific shared issue that provides the platform on which it is possible to implement Yalom's existential group therapy (1995). The group's conditions create a safe environment for the participants, meaning an atmosphere whereby they feel comfortable to dare to share information and sound their voice, 'stepping outside' their pattern of avoidance that usually mutes them in therapeutic situations.

Yalom's therapeutic approach includes eleven factors that constitute a therapeutic process stimulator agent. In the current study, the intervention program made use of five of them: instillation of hope, universality, imparting information, interpersonal learning, and catharsis. These factors were chosen because of their frequent appearance in the parent's intervention program's sessions. The work presented here is a smaller part of a larger research project.

Two main aims underpinned the intervention program design: (A) to increase parental self-efficacy among parents of children with ADHD, based on the perception that higher self-trust of the parents can improve their relationship with their ADHD children, and, visa-versa, low parental self-efficacy harms the basic interaction between them. (B) to improve the relationship between parents and their children with ADHD by instilling tools of behavior co-constructively with the participants of the group intervention.

2. Literature Review

Bowlby (1982), like his predecessors, appreciated the importance of the connection between children and their parents. One of the assumptions appearing for the first time in this theory is that the infrastructure for the creation of relationships on the basis of intimate feelings takes place between a baby and its parents. These connections have a significant effect

on the baby's emotional development. The nature of these relationships and the way in which parents relate to their children, is crucial to children's optimal development in general, and particularly the connection between babies and their mothers. Babies' initial and ongoing interactions with their mothers make them their central and most influential figures (Bowlby, 2008). Sound and healthy relationships exist thanks to two sources important to their functioning.

The first source is containment. Containment is a mother's ability to cope with her babies' first fears. That is to say that a mother's ability to create an atmosphere of calmness and inspire a sense of safety. This is, for babies, their place of refuge (Bion, 1994), stable and calm when they experience primeval fears.

The second source of nesting optimal relationships is the principle of reciprocity. In interactions between babies and their caregivers a system of agreed gestures and signs understood by both sides are created. Bowlby (1982) maintained that a baby's need for contact with its mother is to provide a sense of warmth and safety and not just the basic need for food. Babies want to feel warmth and protection. Therefore, they create as many opportunities as they can to interact with their mothers.

2.1 Families of Children with ADHD

Research shows that parents have a massive psychological-emotional impact on all aspects of their children's life. Parents are role models for their children: their behavior and attitudes play a significant part in forming their children's nature and self. Children having ADHD symptoms are more sensitive to their parents' behavior and parental approach, namely, parenting style influences how ADHD appears, and its severity in a child (Faraone et al., 2005).

The interaction between parents and children with ADHD is usually characterized in the literature as a relationship accompanied by varying levels of tension. Levels of tension between parents and children with ADHD vary, a parental approach based on authority increases tension level, but a containing and supportive approach, decreases tension between parents and their children with ADHD (Deault, 2010; Johnston & Mash, 2001).

Two components that have an influence on parent-child relationship are: (1) Personality traits of parents and their ADHD children have an effect on the nature and quality of interactions between them; (2) Disagreement and conflict that are intensified in adolescence (Johnston & Lee-Flynn, 2011). Nevertheless, studies of population segments testify that interaction difficulties between parents and ADHD children derive from the symptoms and problematic behavior of these children (Johnston & Mash, 2001).

2.2 Parental Intervention Group Therapy

Parents of children with ADHD, learning disabilities, and emotional problems require guidance and treatment because they are particularly vulnerable and at risk of high stress levels (Gordon, & Hinshaw., 2017), social isolation, low self-efficacy regarding their ability to help their children, and guilt (Rogers, Wiener, Marton & Tannock, 2009).

Research conducted in the last decade has provided evidence regarding the positive effect of parental intervention programs, and parent outcomes for children with ADHD (Benedetto, & Ingrassia, 2018; Fabiano et al., 2009). Furthermore, intervention program was found to improve a parental sense of self-efficacy, reduce family stress, and ameliorate child-parent relationships (Levac et al., 2008).

2.3 Universality

Yalom's (1995) factor of universality in group therapy describes a group situation in which the group members discover that the problem that led them to gathered and choose to participate in group therapy is not solely belong to them, but all group members share similar situation. In a group experience, the participants encounter other group members who had to cope with similar problems. The participants notice that they are not alone and can feel some satisfaction in this connection. The sense that their pain is not exclusive and that others with similar problems are willing to support them can be profoundly healing. It helps group members to move beyond their isolation and share ideas of the wish to progress and by that, it fuels the change process. (Yalom, 1995).

3. Research assumptions

The first assumption was that the process of the intervention program may have a positive impact on the PSE of the mentioned participants. The second assumption, that stemmed from the previous one, supposes that participating in the intervention program may help parents to better manage their relationships with their ADHD children. The PIP (Parental Intervention Program) basically assumes the increased or improved sense of PSE, has a positive impact on the daily management and parent-child relationship.

Intervention groups vary; there are support groups mutual aid, problem-solving and self-help groups. The center of the current research is a kind of guided self-help group conducted as intervention program for parents of children with ADHD.

The program was divided into three stages each stage consisted of three sessions. On the basis of each, there was a set goal, which aimed to progress the overall purpose of the program.

- ❖ Stage A - Building trust among the participants and between them and the facilitator. That was done while increasing the sense of parental fraternity around difficulty, a challenge that affects all the participants' lives.
- ❖ Stage B - Raising awareness of the parents' skills and parental abilities of each participant. Containing parental weaknesses and empowering each person's strengths.
- ❖ Stage C - Providing practical tools for creating optimal communication and ways of conduct in day-to-day life.

Each stage relies on, and strengthens the previous one by repeating the previous topic, i.e., linking new content to those already taught in previous sessions.

4. Method

4.1 Research Population

Twenty parents of children diagnosed with ADHD participated in the program, 5 fathers and 15 mothers. The sessions took place in a community center in the city of Lod in central Israel.

4.2 Research Tools

This current research used two tools. The first research tool was session long audio recordings and transcriptions to retrieve text for the purpose of qualitative inquiry. The second tool was semi-structured interviews. Thus, before the intervention program's implementation, semi-structured interviews were conducted with parents about their situation before participating in the intervention program. The interview consisted of ten open questions (attached interview after the references section) seeking to examine the parental self-efficacy and parents' interpersonal relationship with their children. The first opening question was an 'ice-breaking' type of question so as to encourage the formation of a mutual space between interviewer and interviewee as explained by Shkedi (2004). Parents were asked to tell their story, share their experiences and elaborate on feelings. The rest of the questions aimed to examine the components of parenthood difficulties faced by the participants to obtain a wide and detailed image of the participants' relationship with their children. That image stemmed from the exposure of the situations and the challenges faced by the interviewees. Data described above was obtained for the purpose of comparison between the pre-program interviews (pre-experimental) and the post program ones (post-experimental).

For this article, the focus was on the factor of universality as one of the therapeutic factors in existential therapy chosen for the research. The reason is that universality was very dominant and repetitive in the retrieved text deriving from the transcription of the session long audio recordings. It seemed that universality had high therapeutic meaning all through the intervention program. The research paid attention to the observation of how using universality in the group according to Yalom (1995), advanced parental self-efficacy in three dimensions: self-trust, containment and communication skills. Themes, their explanations and focusing on text that shoes elements of the participants reasoning on universality, are compared in the following chapter of findings.

5. Findings

5.1 Findings concerning the three dimensions of self-efficacy

In relation to the factor of universality in group intervention versus sense of loneliness before, text deriving from the session long recordings demonstrate the following:

Table 1. Self-trust

Testimony	Testimony's explanation	How does the text fit universality	Starting point
<p><i>"Our self-trust is still not high... I'll tell you why, it is because we still testing ourselves if we can stand it, yet it does not work. We are only at the beginning... in the starting point of a longer process."</i></p>	<p>This came as a reaction of one of the participants to another person who expressed dis-trust in the process commencing in the group.</p>	<p>The participant speaks in plural, she understands and perceives the dis-trust appearing among all the participants. That due to the expression of many similar feelings by other persons. The atmosphere was of failure of parental functioning</p>	<p>Second session</p>
<p><i>"We got smarter, I say that because... till I joined the group I felt so lonely with the shared problem we all faced. Suddenly, there are people that understand me. Together we take the hardships in portions, we clean the difficulties from ourselves and get the wisdom to feel capable and win."</i></p>	<p>This person testifies that he and his group members experienced together a shared process in which the obtained strategies that created a perceptual change. The procedure they underwent together in the group field, they came to the understanding that the challenges they face are similar and this realization became a unifying factor between them to the point that they understood each other and felt shared destiny.</p>	<p>The participant in his testimony testifies that members of his group experience equal experiences. He recognizes and admits that he and his group members together can bring up hard contents and find fitting solutions for all.</p>	<p>Seventh session</p>

Table 2. Containment

Testimony	Testimony's explanation	How does the text fit universality	Starting point
<p><i>"We feel a sense of disappointment from ourselves, despair, like how did I reach to this place...this anger has a very important place in our life: it protects us! There is no way but setting boundaries for our children"</i></p>	<p>One of the participants shared his wisdom during a session concerning the parental containment ability. The discussion deled with the issue of the flexibility parental containment has to have and the sensitivity parents have to develop in coping with their children behavioral difficulties. What was also agreed in the group was the extent of boundaries parents have to set.</p>	<p>The participant speaks in plural while he summarizes the whole emotions of his group members. He understands that low containment ability was something experienced by all his group members</p>	<p>Second session</p>
<p><i>"Everybody here tries and succeed to evoke the ability to contain, to accept our children hardships, all of us come from the same place. (to another member), you decide that you won't succeed you have to agree that it works for everybody."</i></p>	<p>The participant describes in her testimony that she and her group members were partners for a shared process. A process of developing the necessary flexibility to sublime their emotions without feelings of fear and guilt. The group arena enhanced the shared coping sensation.</p>	<p>The participant in her testimony shows that she and her group members experienced an emotional process of implementation and acceptance of difficulties. She explains her insight about universality that took place among all group members.</p>	<p>Ninth session</p>

Table. 3. Communication Skills

Testimony	Testimony's explanation	How does the text fit universality	Starting point
<i>"Now everyone that tells his story and elaborate on his hardships, everybody judges him immediately and do not let him finish. We estimate that he does not share all. We have to start listening! "</i>	One of the participants expresses his anger toward himself as well as toward his group members since they do not let him say or express emotions without judgment. He testifies that the rules of communication between the members of the group are defected.	The participant reports in his testimony that all the group members show no tolerance and restrain towards one of the participant's talk. That is a group recognition in the non-advancing communication existing in the group.	Second session
<i>"It is because we are here to listen, when you say something, I am attentive, and you are, when I say something. ..We all learn here the way in which we communicate".</i>	The participant's testimony demonstrates that together, all the group members, if they adopt communication skills between them, they will gain abilities to strengthen their interrelationships .	The participant reports in her testimony that learning processes took place and benefiting communicational tools were developed within the group discussions.	Ninth session

From the tables above one can learn that the togetherness of the participants, the mutual exposure to similar difficulties of every group member form the sense of universality. That particular process had in impact of strengthening the **self-trust** in parental efficacy. The emotional space existing in the group promoted the practice of good acceptive **containment** of each member of the group. The researcher claims that

such practice that occurred in the group sessions may teach the parents to contain the difficulties of their children. In the group arena, the participants exercised communicational skills that were found by them as advancing, and that is because they were exposed to these skills' positive features on the inner group relationships. This type of learning process provided the parents with communication conducts that they could apply in their discourse with their children. When the participants felt shared faith and that they were not alone, the felt the eager and the ability to create the wishful change for themselves.

5.2 Findings concerning the change in the sense of self-efficacy

Table-4 demonstrates quotes of text deriving from two out of five interviews conducted for the current inquiry.

Table4. Pre and post experimental text samples.

Pre intervention program	Post intervention program
<i>"I have nobody to consult with. My mother did not have such children so there is no example as to what to do. I cope with these kinds of behavior all alone"</i>	<i>When we joined the program, we realized that among our group members thins went to a direction of change. That inspired us and suddenly it began to adopt the change as soon as we "tuned to their wave"</i>
<i>"I am perpetually haunted with the thoughts about the difficulties I have with my son's behavior. I feel so lonely with that, I am helpless in trying to find my own way"</i>	<i>After our sessions I learned from the group that my discussions... we managed to understand that when our communication in the group is bad it demonstrates how our communication with our kids is bad, we have to take steps toward change... We are the parents and therefore we must assume our responsibility and believe that we can change.</i>

The above table demonstrates the sense of loneliness expressed in the text from the pre-experimental interview. The feeling of coping alone showed by this text reviles the challenges they had to take on themselves in the relationships with their children, challenges that they testified they had to experience all by themselves before their participation in the self-help group. In the duration of the intervention and at the post experimental interviews, it came clear that being exposed and discussing other members difficulties and emotional processes, inspired them, through the realization of the universal character of these emotions, and provided them with the sense of ability to assimilate a change in their daily conduct and their conception of self-efficacy.

In order to explain the reasons for the change described above, one must conceptualize the principles of existential self-help group. The participants created a new social situation through their group interaction. evidence? quotes? The group became a microcosm of the participants' life. The group conditions created a safe environment for its members. This is an environment where members feel comfortable and dare to share things from their internal world and sound their voices, to deviate from their patterns of avoidance that generally mute them.

6. Discussion

The participants' testimonies reveal that they feel capable of acting as they have modified their behavioral approach towards their ADHD children in particular and the entire family in general. This change is due to applying the skills they had acquired in the 'PIP'.

Several universal advantages derive directly from belonging to a self-help group addressing a unique subject. The group creates intimate space whereby it is possible to develop a sense of Self-efficacy through the creation of access to interpersonal learning processes that encourage personal growth. When the members of the group identify common life stories, the sense of cohesion is empowered among them. Consequently, processes of collective identification occur, instilling hope among participants, thus diminishing the sense of loneliness.

There was an atmosphere of encouragement, support and invitation to parents to share cognitive and emotional issues and experiences that occupied them. These created a platform for receiving emotional and practical support. Moreover, the participants received constructive feedback from the group. The group condition enabled reexamination of beliefs and values regarding the essence of the parents' role toward their ADHD children. The group cohesion contributed to the group members' increased awareness of their surrounding while it enabled processes of change in central developmental tasks pertaining to the formation of shared personal interest.

7. Conclusions

Some parents that joined the intervention program expressed that assumed they come to participate in "another program of parents training". It seemed that they came to get tips or maybe some "prescriptions" for the way they must act with their children. The content analyses (Shkedi, 2004) of the testimonies indicates that processes that have occurred in the intervention program may have increased the parental self-efficacy and had a positive impact on the participants' parental conduction.

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Appendix:

Semi-Structured Interview Questions

The interview began with a short explanation about the researcher's field of knowledge, the research, its essence and future contribution

The interview questions are listed below:

1. Could you please share something about your background i.e. your personal story?
2. Please describe a random routine morning with your children.
3. Based on your description of the routine morning what did you feel after it all happened?
4. Could you please give me an example of "a morning scene"?
5. Are there any other "mornings"?
6. Please describe a situation when your child was given a task. What were his/her reactions?
7. Can you please detail something about your interaction? What kind of communication takes place between you?
8. In a situation where you did not achieve what you wanted to achieve in peaceful way, do you raise your voice? If you do, at what intensity? Do you sense discomfort or frustration?
9. What motivated you to join the program?
10. Please elaborate on your feelings after every group meeting.

HOW SOCIO-EDUCATIONAL WORKERS WITH AT-RISK YOUTH ATTAIN ATTACHMENT CAPACITY AND SELF-EFFICACY: TWO RECENT FINDINGS

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ABSTRACT. Background: Although attachment theory and efficacy theory are well-developed the determinants of perceived self-efficacy have been much less researched.

Aims & research questions: This study measures and explains the association between the attachment style and perceived self-efficacy of Israeli socio-educational workers working with at-risk educational system drop-outs.

Methodology: This 2016-19 study of a large national sample deployed a Convergent Parallel Mixed Methods design. This first paper offers two findings from a semi-structured qualitative interview.

Findings: (1) An important proportion of workers come to the job pre-equipped and pre-committed for it by their upbringing and life since early childhood. (2) Almost all will significantly grow their PSE on the job.

Discussion: PSE develops throughout the lifespan. Noddings' 'pedagogy of care' helps explain many workers' heartfelt sense of mission.

Conclusions: PSE will not grow successfully on the job unless the working environment is made a 'safe haven' and 'secure base' for the workers.

Keywords: *at-risk youth; attachment; perceived self-efficacy; socio-educational work.*

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Background

Working with young at-risk drop-outs requires in socio-educational workers (SEWs) a high level of self-belief, something which most research into this form of work associates with a secure attachment style and a high level of perceived self-efficacy. Attachment style (ATS) is in essence the patterns of expectation, need, sensitivity and social behaviour [with respect to personal relationships] which are the outcome of the individual's attachment history (Mikulincer & Shaver, 2003). A secure ATS helps build a steady self-esteem, sustains mental health in the face of adversity, and makes it easier to build interpersonal supportive behaviours (Mikulincer & Shaver, 2017). People secure in themselves can solve quarrels and conflicts smoothly, handle painful experiences competently, channel their emotions efficiently (Mikulincer & Shaver, 2016). All these qualities are vital when working with adolescents caught in circumstances of failure, hardship and marginalization and in need of a strong, wise adult example to lean on (Bowlby, 1988). A SEW with an insecure attachment style would tend, it is commonly thought, to caution, would envision difficulty and failure, and fall prey to avoidant behaviours (Elliot & Reis, 2003).

As for perceived self-efficacy (PSE), it is an individual's assessment of his/her capacity to organize and execute the actions required to fulfil a given task or achieve a desired result or change one's surroundings in a desired direction (Bandura, 1986; 1990). PSE enables successful task performance and coping with difficulties (Bandura, 1997). Workers with PSE take obstacles as challenges and show initiative (Bandura, 2001). They can envision scenarios for overcoming difficulties and possess the long-term patience and experience of past successes to carry the scenarios through to fruition (Bandura, 1997). They also know how to recruit the support and advice of bosses and colleagues (Consiglio, Borgogni, Di Tecco & Schaufeli, 2016). The long experience as a supervisor of SEWs confirm this: SEWs gifted with a secure attachment style grew in self-efficacy, they generally felt themselves not only capable of solving their problems but were also willing to seek and take advice from others, admit their failures and try to learn from them. Their work with their young clients usually reached a higher level than other SEWs achieved.

Aims & research questions: Although attachment and efficacy theory are both well-developed the determinants of PSE have been much less researched and clarified. Our recent (2016-19) study of Israeli SEWs working with at-risk youth who have dropped out of the educational system was designed to measure and explain the association between the SEWs' attachment style (ATS) and their perceived self-efficacy (PSE). The study found that attachment style was indeed a significant factor in self-efficacy, explaining 51% of the variance in both total self-efficacy and its three components (building one-on-one client relationships, performing essential duties, liaising with and influencing management). The lower the SEWs scored on anxiety and avoidance in their attachment patterns the higher was their self-efficacy. This was an expected result given the consistent argument of attachment and self-efficacy theory that a secure ATS stimulates a lasting PSE, promotes the finding of coping strategies and helps create a mental approach conducive to good decision-making in both interpersonal and occupational contexts (Mikulincer & Florian, 1998; O'Brien et al., 2000; Mikulincer & Shaver, 2007, 2017; Wright et al., 2014).

The finding was, for all that, somewhat surprising since Bandura (1977,1997) the prime source of efficacy theory, attributes the greater importance in building perceived self-efficacy to behavioural factors—first and foremost, successful job experience (mastery)—rather than to an unconscious process with psychodynamic roots (Bandura, 1993). Moreover, differences in attachment style explained only half the variance in PSE. This fact alone justified further exploration into the association between ATS and PSE.

Methodology: Our study had deployed a Convergent Parallel Mixed Methods research design combining quantitative and qualitative data gathering. This present paper proffers two intriguing findings from the study's semi-structured qualitative interview of a sample of 10 SEWs, interviewed in order to explore the human dynamics behind the study's statistical results. The interview posed open-ended questions such as—How did you arrive at this work/job? What factors caused you to choose this line of work? What personal resources have helped you cope with this work? How are you coping with your workplace relations, with clients and with colleagues? What factors do you think have enabled you to succeed in this job?

Two intriguing findings from a qualitative interview: presentation and discussion

(a) Quantitative statistics requiring explanation: When the large nationwide sample of 175 SEWs from Israel's Youth Advancement Service (YAS) were classified by their self-reported attachment style (following the Brennan et al., 1998, method which uses position on the two dimensions/continua of anxiety and avoidance make its classification), it was found that although 58% of the sample reported the 'secure' attachment style considered the most suitable for socio-educational work, 29% reported the 'preoccupied' and 'dismissive' attachment styles, and 13% the 'fearful' style, apparently the most unpropitious for this type of work. A further finding was that 'preoccupied' and 'dismissive' SEWs reported PSE levels only slightly lower than SEWs reporting a secure attachment style. Since PSE scores are known to correlate highly and positively with practical effectiveness on the job (see Bandura, 2000, for example), this implies that the preoccupied and the dismissive found ways to function effectively despite what attachment theory argues are the disbenefits of their attachment style.

That 42% of the SEW sample currently working in the caring profession of youth advancement reported their ATS at less than secure is intriguing. That these 'insecure' SEWs seem to have found a way to cope at least competently with their very difficult work raises some doubt about the prevalent assumption that a secure attachment style is required for effective SEW work. At the least it indicates the need for research examining the relevance of this assumption in socio-educational work with youths.

A speculative explanation for the above 'insecure' ATS scores is that it reflects the finding from the present study that not a few SEWs had come to this work from emotionally deprived parental-home backgrounds. In the qualitative interview many of the interviewees admitted to be seeking some sort of "reparation" for themselves in this regard. Several made clear statements that they were using their socio-educational work to meet this need for intimacy, admitting frankly that their client relations enabled them to feel useful and strong and helped meet their need to feel human warmth, love and strong human contact. Although they were determined to advance their clients' needs the benefit was admittedly two-way.

As for the 17% of SEWs who scored as 'dismissive- avoidant', although the qualitative interview furnished no direct evidence of how someone who tended to feel uneasy with closeness and intimacy could function successfully as a SEW (interviewees were not classified by ATS), the long experience as a supervisor of SEWs suggests the following hypothesis: they may compensate for the lack of intimacy by having a PSE based on the more technical and functional aspects of their work. They might prefer to work alone rather than in teams, rebuff offers of assistance, rely on themselves, attract recognition for how organized their work is, how quick and alert they are at filing reports and the other formal elements of their job. The support they provide their young clients could be more technical and less emotional. (With respect to the 13% 'fearful-avoidant', a categorization which implies that they have internalised a negative model both of themselves and of others, and fear close personal involvement and rejection (Bartholomew & Horowitz, 1991), we can only conclude that they have somehow slipped into in the wrong job.)

The following presentation and discussion of two findings from the qualitative interview provides further explanatory material as to how SEWs come by their ATS and PSE.

First finding: SEWs find their role early in life:

(b) Parental influence: The interview responses demonstrated that in one way or another SEWs absorb a sense of 'parental' responsibility for others at their own parents' knee and thenceforward carry this 'mission' towards those less fortunate than themselves all through their life.

For SEWs who had a parent or parents who were physically and emotionally available to them, who gave them acceptance, love, attention to their needs and set an example of caring for others, this fundamentally shaped and directed their development. It gave them a sense of self-value and security and thence the 'courage' to dare to grow. It instilled in them a profound sense of ableness towards the other.

When, on the other hand, parents were injurious or absent or of inconsistent behaviour this could conduce to a sense of insecurity in the capacity to build relationships and thence negative perceptions of themselves and others (Bartholomew,1990; Bartholomew &Horowitz, 1991) *but it did not* necessarily lead away from a commitment to caring for others,

indeed some children of failed parents took on caring, quasi-parental roles on their own initiative—offering a role model to younger siblings, taking care of them, teaching, comforting, defending, ‘fighting their corner’, intervening for their protection, encouraging them to dream and dare. The literature reports that parents whose own childhood needs had not been met by their own parents sometimes seek practical help from their own children. These children, knowingly or unknowingly, assume domestic roles of mediation and security provision (Jurkovic, 2014). Having failed to evoke any caring response from their parents, these children become expert at observing the needs of others.

This relational strategy adopted by ‘parental children’ gathers strength until in adulthood these children enter the caring professions (Blumenstein, 1986; DiCaccavo, 2002). Vincent (1996) also reports an association between parental duties in childhood and the choice of a therapeutic profession later in life. In a study of 1,577 social workers, for example, more than two-thirds reported histories of taking on ‘care-taking’ or ‘go-between’ roles in their families (Vincent, 1996). It seems that psychotherapists are especially likely to report their ‘parentification’ in childhood (Burton, 1994, cited in Dicaccavo, 2002).

Many interviewees in the study drawn from here made it clear that a wound from the past still motivated and drove them (Jung C. G., 1963 made famous the concept of *‘the wounded healer’*). Those who are aware of the wound tend to see their work in a YAS unit as reparative. They chose not to nurse the wound in private but to do work for which their ‘wound’ gave them useful understanding, insights and sympathies and which would at the same time help them manage it or recover from it. One interviewee said that her relations with her parents left her feeling very alone and that her first instinct in later life was to go into the caring professions. “What I didn’t get there I realise here... The lack of intimacy there was so painful that perhaps I’m restoring it here”.

Parents as significant others—for good or bad—had clearly exerted a defining effect on most interviewees, pushing them in one way or another towards the caring profession of socio-educational work and equipping them, to varying extents, with the desires, experience and capabilities they need for that work.

(c) Some SEWs find their PSE later in life: Several interviewees stated that after a childhood of negative and damaging treatment from their parents they later encountered new significant others— a trainer, a spouse—who did furnish them a safe haven and secure base, and from whom they learnt security of attachment and optimism as to the potentialities of close personal connections.

Much empirical evidence for the susceptibility of attachment styles to change over time has come from a slew of recent studies. As a consequence of relationship experiences —people entering significant new close relationships—new interpersonal interaction teaches that a new pattern of attachment is feasible and successful (Feeney, 2008; Teyber, 2006; La Guardia et al., 2000; Fraley, 2016; Mikulincer & Shaver, 2017; Allen et al., 2018; Fraley, 2019; Fraley & Roisman, 2019). These researchers confirm the many studies which have found that attachment experiences in early childhood are not determinist (Fraley, 2019).

Other studies have shown who can perform this reparative role. Hazan & Shaver (1987) show that spouses can; Trinke & Bartholomew (1997) that trainers, romantic partners and good friends can; Fraley (2016) that siblings, teachers and close friends can; Fitch, Pistole & Gunn, (2010) that supervisors can; Popper & Mayseless (2003) and Mayseless & Popper (2019) that bosses and other leaders can.

(d) Destiny and self-realisation: Many of the interviewees said that they had for years felt a sense of mission and destiny for this work with at-risk youth, some of them for as long as they could remember. Others responded with the Bedouin saying that “The path knows more than the one following it: once on it, do not leave it because it is always right”, meaning that their feet were set on this path to socio-educational work with young people before they had even a glimmer that that was what they wanted to do with their lives. Three typical comments were: “The truth is that life drew me here even before I knew that I had made this choice.” “It was always obvious to me that I had to work with people ...from weak populations, weak not so much in their socioeconomic state but with regard to mental, emotional, learning and family difficulties...”. “...it was as though something inside me said to me this is what you want to do...It was not that I stopped and asked myself, is that what you want to do for the rest of your life?”

Nel Noddings' (2012, 2018) understanding of the 'pedagogy of care' helps us understand the sense of mission and destiny deeply felt by many SEWs. She argues that this imperative to care for the other absorbed from within the parental family is a learnt moral choice. We learn social involvement and formulate a sense of justice, she says, from how we ourselves as children are cared for. Indeed, several of the SEWs interviewees had chosen socio-educational work in reaction to what they had gone through in their childhood—to right the 'wrongs' done to them, repair the deficits, heal the pain. They come to this work in continuation of caring roles their childhood taught them.

It is clear then that for many SEWs the emotional underpinnings of this career choice run very very deep and that this very depth gifts the SEWs some of the skills, capacities and resolve they need in order to keep fighting and succeeding in their chosen very challenging job.

The evidence of our study is that many, if not most, interviewees have been drawn into SEW work by this sense of inner need and mission, by their need to give of what they were given and taught—one way or another— by their parents, and particularly given to young people. The quality and intensity of their work in the YAS unit is to a great extent a function of this inner need. These interviewees and the others like them probably make up the core of the YAS workforce who set the tone for all the others.

(d) Inner resources: SEWs require a particular set of inner resources to cope with a job which takes them into the most difficult of places, physically and emotionally.

SEWs have to make the choice not to descend into helplessness and hopelessness but to remain proactive and project strength. They need to be creative in finding solutions to difficulties and obstacles, able to appreciate their young clients' needs and adapt their methods and skills to those needs. The relationship with their clients has to be based on the promise of non-abandonment, the resolve not to abandon their clients in their adversity and not to give up (Razer & Friedman, 2017; Razer et al., 2013). Many interviewees' own experience of emotional suffering gives them insights and sensitivities in how to relate to these client's practical and emotional situation (Barnett, 2007; Gelso & Hayes, 2007, in Zerubavel & Wright, 2012). They need to take pleasure in autonomy; in the ability to create, to take initiatives.

These personal resources translate into personal growth and efficacy in achieving the YAS's objectives for their clients. Yet, by definition, these qualities of character can hardly be taught, although careful and skilled supervision and advice from colleagues, supervisors and managers will help.

We can sum up this first finding as follows. For the majority of the interviewees their own 'parental' responsibilities for care and support, watching over and giving advice, have been part of their lives for as long as they can remember. They come to professional socio-educational work equipped with the mindset and many of the skills and insights required for that work. Many feel that they have been destined for this work from their childhood, whether they have always known it consciously or not. In other words, lifelong 'amateur' SEWs take on in adulthood the role of professional SEW and caregiver and come pre-equipped for that very role. This long-standing —if not life-long—commitment to, and understanding of, the demands of the job is certainly a major source of their attachment capacity and PSE.

Second finding: The SEW's professional home has to be both safe haven and secure base

(a) The qualities of a professional home: The character of an SEW's professional home makes itself felt primarily through its staff, manager, supervisor and colleagues, although the physical setting can also play a part. The team exerts a decisive influence on the quality of the individual SEW's work and their expression of their own individuality. It is also decisive for their ability to cooperate and seek advice and support. In a professional home that radiates security a SEW can be innovative and creative, and colleagues acting supportively as a mirror to successes and failures will clearly improve their perceived self-efficacy.

Bowlby (1988) argued that it is, fundamentally, the establishment of the parental home as a 'secure base' that allows the child to grow and develop. A secure base is a place you can leave to explore the world and return to, knowing always that there you will receive comfort, peace and protection. From a secure base you can go out to take the risks of self-

exploration which will enable you to grow and mature. The availability of a parental figure or figures and their sensitivity to the needs of dependence is the key to this acquisition of personal autonomy (Feeney & Thrush, 2010) which Bandura argued was so central to the acquisition of perceived self-efficacy (Bandura, 1994/2010).

Bandura (1997, 2012) and other efficacy researchers' (Schunk & Parajes, 2002) have also argued that the work environment is a strong developer and shaper of PSE. Both Bandura (2000) and Mensah & Lebbaeus, (2013) came to the finding that settings which responded actively and continuously to the attempts of individual workers to handle and master the challenges of their work stimulated the worker's development, whereas settings that did not so respond retarded worker development. The result of a unit failing to provide such support will be SEWs who feel frustrated and helpless (Razer & Friedman, 2017; Razer et al., 2013).

One of the functions of SEW managers and supervisors, therefore, is, essentially, to replicate what parents do for their children. The figure most specifically responsible for this, and particularly with respect to new entrants, is the unit supervisor (who in the YAS meets twice monthly and individually with every SEW). He or she must be alert and sensitive to SEWs' needs and support them in their exploration and personal development. The association between attachment and early training has been studied by Bennet et al., (2013) who found that social work trainees' attachment behaviours reached a peak in the early stages of their training when they seek closeness as a means of coping with their uncertainty and forebodings. Fitch, Pistole and Gunn (2010) have proposed the Attachment Caregiving Model of Supervision, arguing that the nature of the relationship between supervisor and student (which we would extend to supervisor and SEW) is vital to the process during which the student builds up their repertoire of skills and is particularly critical when the student has been through an especially difficult attachment experience, such as a painful meeting with a client. Only if the supervisor can give the trainee the appropriate sensitivity, flexibility and responsiveness will they create the basis from which the trainee (or SEW) can explore their work and learn the needed skills.

A SEW must mature professionally and regular fruitful supervision is one of the keys to this. The supervisor, in addition to their essential

role of providing holding and support, will enable the SEW to continually review and revise their professional personality. The capacity for emotional self-regulation in the face of painful experiences is a function of this self-examination and self-analysis (Maddux, 2002).

As for the manager's specific role within the Unit, he or she bears, first of all, overall executive and administrative responsibility for all the socio-therapeutic and educational activities and services provided by the Unit and for working relations with the local government authority the unit is in partnership with. Some will make do with that, others add to that the same work with individual clients their SEWs are doing. The manager holds authority over their SEWs and is also responsible—together with input from the supervisor—for the SEWs' working conditions and professional development and thus for ensuring the vital 'secure base' and 'safe haven'.

Managers and supervisors reinforce SEWs' perceived self-efficacy by establishing professional covenants composed equally of demands and love, love that expresses itself in availability, attention to needs, evaluation and criticism, which does not demean but shows esteem and which therefore promotes learning and maturation. A SEW can explore their role and its challenges optimally only when the attachment system is relatively quiescent, namely, when an attachment figure feels sufficiently available and responsive (a state that Ainsworth, Blehar, Waters, & Wall, 1978, refer to as having a "secure base" and that Marmarosh et al., 2013, call "felt security"). In other words, attachment needs are primary; they must be met before exploration can proceed normally" (Hazan & Shaver, 1990 pp, 271). A Unit in which SEWs feel secure frees the SEW from spending time and energy on defensive measures and so enables them to go out and develop their craft, accept difficulties as challenges and learn to overcome them.

(b) The development and growth of SEWs towards perceived self-efficacy: The common saying is that 'All beginnings are hard' and this is undeniably true for a SEW. The great majority of interviewees reported that their start in a YAS unit was problematic and difficult but that they chose to remain and face their difficulties and doubts. By seeking cooperation, advice and guidance, by shedding fantasies of rescuing souls in favour of more realistic objectives and paths along which clients could develop they succeeded in achieving strong personal growth and professional development.

The beginning is probably hardest for those who come to this work with an insecure attachment style. These are the SEWs who most need the unit to be a professional safe haven and secure base for them. Bandura (1994/2010) writes: "... one must create enabling environmental conditions so that individuals who are occupied with profound self-doubt about their coping capabilities can perform successfully despite themselves" (pp. 6). The job is difficult and complex and there is no rule book for it, no guide book on how to act in the endlessly different personal situations of the clients.

SEWs accrue PSE on the job by successfully learning from failures and painful confrontations (Bandura 1977, 1989, 2006, 1994/2010). We would add to this that, if the Unit fails to furnish SEWs a safe haven and secure base this learning and adaptation process will be significantly inhibited. The very nature of the job means that entrants can arrive only partially prepared. SEWs need to rapidly acquire professional maturity, self-knowledge, and knowledge of their clients, and channel this knowledge into improving their own work. In other words, for most if not all SEWs the path to perceived self-efficacy goes through accumulated work experience and supervised professional self-development. They learn how to cope with the job's demanding challenges or they become less effective operators, or they drop out.

We have to recall the highly dynamic nature of socio-educational work. No two clients make the same demands, methods that work with one don't with another. The work demands high levels of individual creativity and flexibility (Hertz, 2019). Seniority in the job is no guarantor of such qualities: a young recent entrant with high PSE may perhaps handle the demands of the work better than a more 'experienced' SEW. On-the-job experience is more important for the anxious and avoidant SEWs than for the secure. That is, whereas SEW entrants with a secure attachment style can settle effectively into their work with relatively little trouble, the insecure need time and the close support of managers and supervisors to explore their new work environment and find ways to meet its challenges. This is definitely supported by the years as a SEW supervisor and is an intriguing direction for future research.

Conclusions

We have seen that there seem to be at least four paths by which SEWs achieve many of the elements of a relationship-building capacity and a strong PSE: (a) They can be learnt/absorbed from strong loving parents; (b) A child can teach themselves in despite of the parental example, (c) A reparative experience can teach attachment skills and PSE later in life, (d) An SEW can augment their PSE substantially on the job with the help of manager, supervisor and colleagues.

PSE is a quality which develops throughout the lifespan (Barone, Maddux & Snyder, 2012). The two findings set out here—first, that a large proportion of SEWs come to the job pre-equipped and pre-committed by their life and upbringing, and second, that almost all will significantly grow their PSE on the job— furnish strong evidence and insights as to how SEWs get their attachment ability and develop perceived self-efficacy at work with youth at risk. However, this latter stage of professional self-development will not come about as it can unless the YAS unit makes the professional home a safe haven and secure base for its SEW's. If it does this it will promote individual PSE and retain the most competent and efficacious SEWs in their vital jobs.

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THE IMPORTANCE OF EXPERIENTIAL LEARNING IN THE DEVELOPMENT OF THE XXITH CENTURY SKILLS ON TEENAGERS

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ABSTRACT. This article examines the concept of experiential learning and its relevance in the context of developing 21st century skills. The first part of the article offers conceptual clarifications, highlights the latest education initiatives for development and examples of best practices of experiential learning, according to the visions of John Dewey, Kurt Lewin, Carl Rogers and David Kolb. Also, the key skills of the 21st century are clarified, in the light of the 2011 National Education Law, the Council of the European Union and the World Economic Forum. The online study presented at the end of the article shows that there is a lively interest in Romanian research on the teenage development through experiential learning methods and a need for youth development projects to be launched throughout the country. This paper was developed with the aim of supporting educational agents to initiate and develop initiatives based on experiential learning, which will lead to the development of 21st century skills among teenagers, with beneficial effects throughout life.

Key words: *experiential learning, teenagers, XXIth century skills, good practices for trainers.*

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Introduction

Anticipating the future is a necessity within the educational management, which must come with continuous solutions to the problems of the present and to the demands of the future. Educating the individual to be prepared to respond to market demands is a development function that is closely related to educational agents within the social and organizational environment.

It is necessary to identify the demands of the future, the skills demanded by the employers, the needs of the students and the ideas of the teachers and parents in order to improve the quality level of the education. In the absence of a related initiative that unifies agents at the educational, social, political and administrative level, it is necessary to design reliable and flexible educational programs, such as those in schools and development centers, non-governmental organizations and associations. They provide training programs for the personal and social development of teenagers, so that the needs of the future are met while teenagers contribute to their own development.

According to the university professor Klaus Schwab, founder and executive director of the World Economic Forum, the fourth industrial revolution blurs the boundaries between the physical, digital and biological fields (Schwab, 2016). Some examples would be: ubiquitous commerce, intelligent robots, self-driving cars, genetic reconstruction, artificial intelligence, nanotechnologies. These progressive changes happen under exponential speed, all over the world, in every moment (Schwab, 2016).

Therefore, the need to include simple and customizable initiatives, based on the experiential learning, could increase the access to technology and education, leading to the development of 21st century skills.

It is noticeable that, currently, there is a rich variety of global educational systems and programs from which we can learn and from which teachers and trainers can take effective methods to ensure a better adaptation of contemporary pedagogy to the society's needs and real needs for training and development of young people. We present below three research projects applied in the field of education, based on which our study is theoretically and methodologically based.

Educational inovations identified by Brookings Institute

Through a local initiative, at the Brookings Institute's Center for Universal Education, a global catalog of educational innovations was completed in 2018, as part of their new work, "Leapfrogging Inequality: Remarking Education to Help Young People Thrive." (Winthrop, Barton, McGivney, 2018). The catalog documents nearly 3000 educational innovations from 166 countries worldwide. The ideas come from both developing and developed countries, are implemented by a variety of educational agents and range from new, untested and unvalidated innovations to others already certified and supported by evidence.

According to Brookings Institute, to create innovations in education it is necessary not only to understand how new generations are learning, but to rely on collaborating with teenagers in order to introduce innovations in schools with which their teachers are not yet familiar (Penido, 2018). The education needs, identified by the Brookings Institute, for the moment, are:

1. Curricula focused on 21st century skills that involve active pedagogical techniques and the involvement of students in developing critical, creative and purpose-based thinking that would allow them to remain proactive throughout adulthood;
2. Increasing the participation of students to the educational process by ensuring equal opportunities within an inclusive environment;
3. Involving students in the decision-making processes related to the school and the educational environment;
4. Developing relationships based on openness, dialogue, understanding and cooperation between teachers / trainers and students and the arrangement of spaces and infrastructures better connected with the reality of today's generations;
5. Customized learning taking into account the individual features of the students, which can lead to autonomy and flexibility related to the choice of study programs;
6. Including new technologies in the educational process, in order to support autonomy and free choice;
7. Accreditation and co-authoring: creation of projects, products and publication of materials developed by students;

8. Respect for their own forms of expression, organization and contribution;

9. Inclusion of practical activities where to find art, culture, digital media and nature (Penido, 2018).

GlocalTour Program regarding education for development

Due to the growing interest of educational agents, education for development has become one of the eight Millennium Development Goals, a development plan established by the United Nations for the period 2000-2015 (Gliga, 2015). In order to support the achievement of the goal, the GlocalTour program was created, carried out in four European Union countries, including Romania, for three years. A notable aspect was that Romania is in an early stage of implementing the experiential education, for development, not having a platform, a school program and efficient working procedures. Despite these shortcomings, the interest of the teachers regarding the education for personal development and its support, has climbed Romania in the top. Due to the attendance to trainings, the ideas proposed and the feedback provided, it was possible to identify a high level of readiness of teachers, students and NGOs to be actively involved in the education for development (Gliga, 2015).

Also, it was found that there is a high interest from the Romanian partners to generate materials with topics related to the education for development. When the opportunity existed, through the GlocalTour project, the educational agents from Romania showed themselves involved and interested in taking part to such an initiative.

“Litteris et virtuti. Education through teenagers’ eyes”

In 2012 was carried out the study “*Litteris et virtuti. Education through the teenagers’ eyes*”, which aimed to identify the perceptions of young people related to the current education system in Romania. The research was carried out on a sample of 410 respondents, representative at national level for young people between the ages of 14 and 26 years,

and showed that over 80% of young people from Romania perceive the education system as predominantly theoretical, with few practical inclinations. 79% of the respondents consider the practical activities to be “useful” or “very useful”, as a result of their involvement into volunteering activities. This shows that young people are eager to complete their formal education by engaging in non-formal education programs, which have the effect of developing their personality and social skills. This is the seventh study carried out by the SMARK Research service, which helps to identify relevant market needs and trends and provides solutions in the form of research reports developed in collaboration with the most important research companies from Romania (SMARK, 2012). In this context, experiential learning is presented as the solution that encompasses most of the best practices of the initiatives mentioned above, becoming a useful tool for trainers everywhere.

Best practices of the experiential learning – examples for trainers

Starting from the nineteenth century, the concepts of experimentation and experiential learning have increasingly emerged as a form of complementary learning to traditional, formal learning, developed with the industrial revolution.

The theories of experiential learning of John Dewey, Kurt Lewin, Carl Rogers and David Kolb, considered the parents of experiential education, emphasize both the significance of the environment and the merits of practical experience, valuing both individuality and personal experience as well as learning groups, group training and free activity. Learning is achieved through experimentation and discovery and skills, seen as learning purposes, are acquired as a means of achieving goals related to each individual’s life.

John Dewey (1859 - 1952), author of the cognitive development theory, valued individuality and free activity, manual work, experimentation, discovery and development of knowledge and skills of the child in order to find its meaning, fulfillment and role in the world where he lives (Dewey, 1966). In Dewey’s vision, the trainer should prepare

strategies, resources and equipment related to the appropriate learning methods with each type of experience, should provide clear and effective instructions to the participant, designing the steps that must be initiated and carried out and not last, to verify and to assess whether they were received correctly by the participants to the experience (Dewey, 1992).

Kurt Lewin (1890 - 1947) developed Dewey's work, focusing on the social environment, group dynamics and group learning where, through team-building methods, one can achieve not only the development of the individual, but implicitly the development of the organization of which he is a part. In Lewin's view, individuals act and react to changing circumstances, having the ability to influence themselves positively or negatively when they are part of a group (Lewin, 1959). This notion, that a group is more than the sum of its individual members, has quickly gained the support of sociologists and psychologists, remaining relevant in the current research (Forsyth, 2009) and a relevant method for trainers to develop skills.

Carl Ransom Rogers (1902 – 1987) through the non-directive therapy provided an optimistic view on the human ability of self-development in positive and healthy ways (Rogers 1942). He brings to the attention of trainers the student-centered pedagogy, where the emphasis is placed on creating an appropriate framework for the learning process. Carl Rogers emphasizes the need for learning to be a desired act by the student, where the teacher turns from an emitter into a trainer who creates the learning context and context (Rogers, 1942). Rogers also noted that when students have tools and methods available with which they can learn a specific topic, they can then measure their performance, thus training skills that will allow them to be autonomous throughout their life (Rogers, 1983).

David Kolb (1939) founder and president of the Institute for Experiential Learning (1981), developed the of Experiential Learning Cycle Model in 1984. Kolb promotes the notion that learning involves the acquisition of abstract concepts, which could be used in a wider range of everyday life situations. But to get there, you need valuable learning experiences. According to D. Kolb, the Experiential Learning Cycle Model requires the participant to go through four different phases of the learning process, shown in Figure 1:

1. **concrete experience** - living a real or simulated experience through which new information is discovered;
2. **reflective observation** - analysis and reflection on the lived experience;
3. **abstract conceptualization** - interpretation and creation of generalizations or principles that integrate observations related to experience in theories; these theories will be used as a reference for future actions;
4. **active experimentation** - ensures the transfer of lessons learned into subsequent experiences (Kolb, 1984).



Fig. 1. Experiential learning Cycle Model (according to David Kolb)

Starting from the Experiential Learning Cycle Model, David Kolb proposed four learning styles: the active style, the reflective style, the theoretical style and the pragmatic style (Kolb, 1984). In order to determine the learning style, the trainers can use dedicated questionnaires or use observation and certain games to highlight the predominant

learning styles of those they work with. The knowledge of the learning style of the working group is useful and decisive for selecting the activities and methods that the trainer applies to a certain group, in order to make the activities more efficient and to achieve the goals proposed.

In support of the trainers, there was also created the online platform Experience Based Learning Systems (EBLS) dedicated to experiential learning, where the researchers, practitioners and students can join in to share their research and practice. The mission of EBLS is to create an exchange of ideas and best practices with which supporters of experiential learning support each other, promote the theory and practice of experiential learning (<https://learningfromexperience.com/about/>).

As Ken Robinson, emeritus professor within Warwick University, author and international advisor on education and education, points out, the most appropriate approach for this era is the agricultural one (Robinson, 2015). In other words, it is necessary for the young person to be regarded as a young plant, who is provided the environment and the conditions favorable for growth and development, so that in time, he will also provide lifetime contributions.

XXIth century skills – reference and educational purpose

Skill represents “the ability of a person or group to interpret a phenomenon, to solve a problem, to take a decision or to take an action; resulting from his knowledge, skills, aptitudes and temperamental-characterological traits that the individual has.” In the curriculum, defining the goals in terms of skills imposes a formative education, focused not so much on “what to know”, but especially on what we “must know to do” (Răduț-Taciu, Aștilean, 2011, p. 96).

The building of different skills (and capacities) is approached in the pedagogy of J. Piaget which links the formation of a skill to an action scheme (Ardelean, Mândruț, 2012).

In the context of skills development, the training represents the “training activity” (Răduț-Taciu, Aștilean, 2011, p. 98) and can be facilitated by a provider, namely an “organization, which can be a company, corporation, enterprise, institution, agency, service, etc. which provides a product to a potential beneficiary or customer” (Răduț-Taciu, Aștilean, 2011, p. 98).

The trainer “has the role to form autonomous socially integrated personalities, with the capacity for critical and creative thinking, with an authentic moral profile and a high professionalism” (Răduț-Taciu, Aștilean, 2011, p. 27).

Skills-based education brings to the attention the modern paradigm on learning by emphasizing the assessment of how to achieve the goals undertaken at the end of the school year, of the educational cycle and at the end of the formal education period, to give a new meaning to the learning process and to certify the results of the training.

In this context, the education of the future evolves from the pedagogy for knowledge, to the pedagogy for skills (Chiș, 2005) and from the pedagogy through goals, to the pedagogy of “lifelong learning” and the pedagogy centered on skills.

Currently, there are three dimensions of the skills approach (Ardelean, Mândruț, 2012):

1. a dimension that originates in the strictly scientific meaning of skills. In this case, school learning has a profound inductive character (starting from well-defined elementary skills, to more general skills).

2. a dimension resulting from the key skills provided at European level. In this case, the main element is the cross-sectional nature of the skills and their orientation towards lifelong learning.

3. a dimension of achieving general skills and specific skills described in the school curriculum. In this case, it is about applying the skills to concrete situations of learning and taking as such the skills from the school programs. In this situation, a special emphasis is placed on building learning situations that will lead to performance.

These three ways of perceiving the skills are completed by the defining elements coming from each side. Their meeting into an articulated theoretical structure represents a purpose of didactics of the training of skills. Apart from this reference of the didactics regarding the predominant purpose pursued, there are also possibilities to outline different didactics, based on other criteria (Ardelean, Mândruț, 2012).

From the perspective of the didactics of skills, the essential mutation constitutes the type of purpose pursued, skills instead of goals (Frumos, 2008). Through its aims, education has the role to incorporate the evolutions, the dynamics of the society and to contribute to solving the problems that the world faces (Chiș, 2014).

From this point of view, experiential learning is concerned with organizing and coordinating different learning experiences, starting from real challenges, supported with the help of appropriate supports, into a safe and proper environment, which will facilitate the formation of skills.

The introduction of skills, as educational purposes, is a wish supported by national, European and global authorities (Edu.ro, EUR-Lex.europa.eu, WeForum.org).

Table 1. Key skills of the 21st century - National, European and Global vision

KEY SKILLS – COMPARATIVE APPROACH		
Law on National Education	European Union Council	Global Economic Forum
National context 2011	European context 2018	Global context 2020
1. Communication skills in Romanian and mother tongue, in the case of national minorities; 2. Communication skills in foreign languages; 3. Basic skills of mathematics, science and technology; 4. Digital skills for the use of information technology as a learning and knowledge tool; 5. Social and civic skills; 6. Entrepreneurial skills; 7. Cultural awareness and expression skills; 8. The skill of learning to learn.	1. Literacy skills; 2. Multilingual skills; 3. Skills in the field of science, technology, engineering and mathematics; 4. Digital skills; 5. Personal, social and skills of learning to learn; 6. Citizen skills; 7. Entrepreneurial skills; 8. Cultural awareness and expression skills.	1. Complex problem solving; 2. Critical thinking; 3. Creativity; 4. People management; 5. Coordination with others; 6. Emotional intelligence; 7. Analysis and decision making; 8. Service orientation; 9. Negotiation; 10. Thinking flexibility.

In all three approaches presented above, one can observe the importance of social skills to be acquired, which are related to social and personal well-being, and require an understanding of how individuals can ensure optimal mental and physical health, including resources for themselves, for the family, and for society, but also knowledge about their role in shaping a healthy lifestyle (Ardelean, Mândruț, 2012).

For a successful social participation and interpersonal relationships, it is essential to understand the codes of conduct and good manners generally accepted in different societies and environments (e.g. at the workplace). Also, learning the basic concepts regarding individuals, groups, work organizations, gender equality, non-discrimination, society and culture is equally important. Essential are the perception of diversity, socio-economic and multicultural dimensions of European societies and how national cultural identity interacts with the European ones.

The social skills needed for teenagers include the ability to communicate constructively in different environments, to prove tolerance and understanding towards different points of view, the ability to negotiate with confidence and empathy. The ability to handle stressful and frustrating situations, which must be solved promptly, in a constructive way and delimiting the personal spheres of interest from the professional ones are other valuable skills (Ardelean, Mândruț, 2012).

Research questions

Working with teenagers but also with adults, I noticed that in some contexts, some of them lack essential skills, such as: teamwork, critical and creative thinking, problem-solving analysis, communication, initiative and making the right decisions. The lack of basic skills, of complex skills but also of character traits essential for achieving personal, social and professional development generates not only the inability to adapt to different life situations, but also negative effects at the individual level, at the group and organization level and can even lead to negative effects on the social and natural environment.

These personal findings have turned into research questions and hypotheses, in my desire to contribute to the development of tomorrow's adults. The first questions were:

1. What skills need to be developed into a teenager in order to help him / her prepare for an unknown future?
2. How can experiential learning support the teenager's development?
3. What examples of good practices and methods of experiential learning can teachers and trainers who wish to develop the teenagers use in formal, non-formal and informal learning environments?

Study aim

The online study presented in the paper was conducted between December 2018 - June 2019 and aimed to identify the types of environments from which high school teenagers come (age group 14-19), the environments they want to reach, the methods by which they learn and develop, the skills they want to develop and the education needs they have, related to their expectations and personal interests.

Design

The scientific research was based on quantitative and qualitative research methods. The participants were selected according to the purpose of the study, students between the eighth and twelfth grade, from urban and rural areas, coming from nuclear families and single parent families.

Participants

The research was carried out on a sample of 776 respondents from Suceava, Cluj, Maramureș, Bucharest, Iași and Brăila counties. The respondents were teenagers between 14 and 19 years old.

The study involved both urban and rural teenagers, 57% and 43%, which makes the data provide a balanced perspective on the needs, preferences and expectations of the teenagers questioned.

83% of the participants to this study come from families where parents are married and live together and 97% of them study within a state school. Of these, 56% learn in sciences profile, 28% in humanities profile, the difference coming from vocational schools, high schools with economic profile and professional schools.

Instruments

The research instrument consisted into an online questionnaire that was built, developed and validated in accordance with the study requirements.

The survey research provided a number of advantages: shorter execution time, the operability of providing information, the possibility of exercising a more rigorous control of the way of collecting and processing information, lower costs, efficiency and effectiveness of the questioning process.

Data analysis

In the following, I will present a summary of the results from three questions of the online questionnaire:

Question 1: “Where do you spend the most part of the free time?”

This question was part of a group of items that sought to identify the growth, study, development environment and one where the teenagers questioned would like to reach the future. Being able to choose multiple answers, 67% of respondents confirmed that they spend most of their time in school and 43% of them at home. Only 10% of the respondents mentioned that they spend their free time in nature.

Question 2: “Where do you see yourself in the future?”

This imbalance between time spent in closed spaces (home, school, meditation) and open spaces (social environment, nature) was further validated in the following question, where teenagers were able to choose among the options that best reflect their future. 45% of them want to

travel and explore the world, suggesting a need to spend more time in open spaces. One can draw from this the idea that today's teenagers are interested in consolidating their theoretical and practical education by traveling, exploring, observing and discovering the world. This preference leads to the development of the following skills of the XIIth century: analysis and decision making, problem solving, creativity, negotiation, but also social and communication skills in foreign languages. Exposure to various cultures, customs, nations, ethnicities, religions, beliefs, but also by discovering history and geographical environments in a practical way, can also develop the flexibility of thinking, cultural awareness and expression skills and skills in science, technology, engineering and mathematics. These skills are found both in the approach of the Law of National Education, and of the European Union Council and the World Economic Forum. In other words, teenagers' preference for travel can lead to the simultaneous development of at least eight 21st century skills.

Regarding their first option for the future, the answers collected highlight the respondents' desire to continue their university studies, an aspect confirmed by 71% of them. This can prove a general belief in the need for university education, which provides the prospect of a stable and successful future. Two other preferences of teenagers are employment, confirmed by 36% of respondents and volunteering, taken into account by 22% of them. The desire to get involved in volunteer activities shows, again, that young people are willing to strengthen their formal education through experiential learning, which has the effect of developing personal, social and learning skills, developing citizenship and entrepreneurial skills. Last but not least, volunteering provides the opportunity to accumulate work experience, useful on employment.

Question 3: *"If you could choose, what would you like to develop on yourself?"*

This question sought to identify which of the 21st century skills attract adolescents and which one they would be curious to develop.

Based on an ordinary scale, fourteen 21st century skills were classified, to which were added the options "health of one's body and mind" and "productivity (to plan, organize my time, check, finalize)".

The use of the ordinary scale allowed to order the skills of the 21st century selected for analysis, on five levels, according to the interest of the subjects regarding their development. Below are the results:

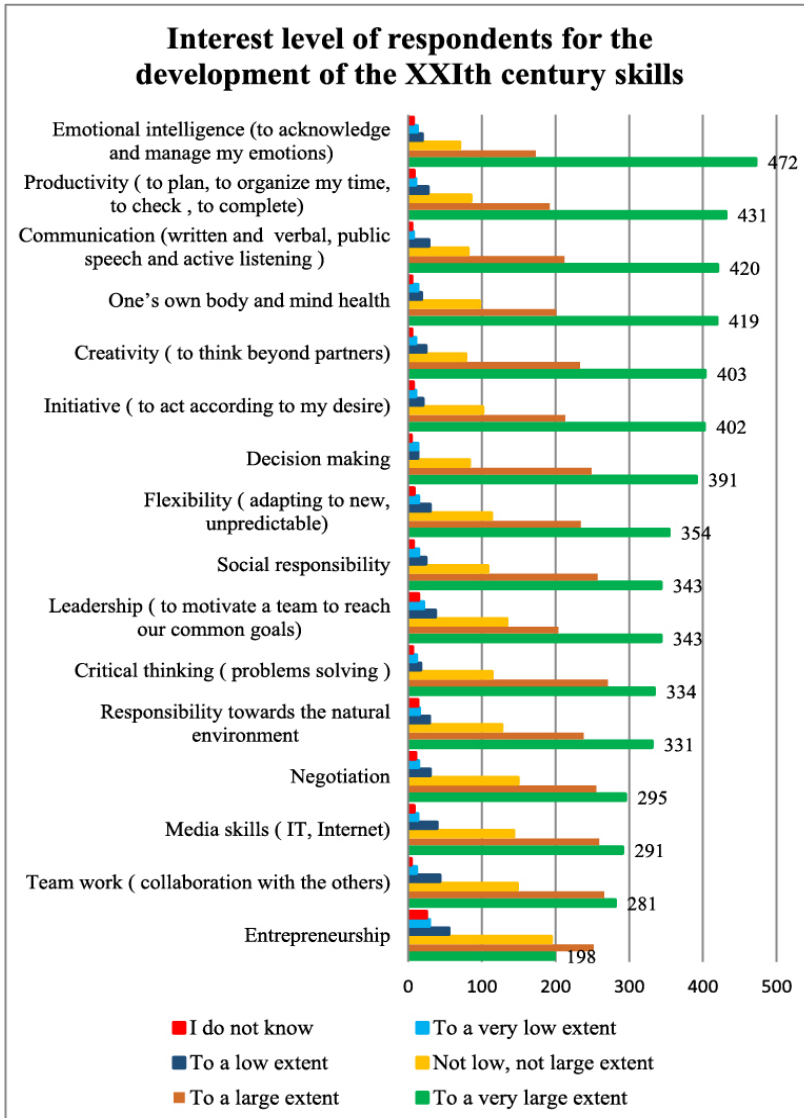


Fig. 2. Interest level of teenagers regarding the opportunity to develop their XXIth century skills

By analyzing the data presented in Figure 2, we note that a number of 472 respondents, representing a percentage of 60.8%, very much want to develop their “emotional intelligence”, considered the most important skill in their vision, followed by “productivity”, an option chosen by 55% of the respondents, “communication”, 54% and “the health of one’s own body and mind”, by 53% of the respondents.

The lowest scores were obtained by “Media skills (it, internet)”, “Teamwork (collaborating with others)” and “Entrepreneurship”, which was on the last place.

By analyzing the extremes, we can find the following outcomes:

- Regarding the respondents’ preference for the emotional intelligence skill, this can be interpreted as a need for development insufficiently satisfied by the formal, non-formal and informal learning environments. Teenagers surveyed confirm, through the answers provided, that the benefits of developing this skill are understood and desired.

- Entrepreneurship is on the last place in the interests of teenagers. The result can also be seen from the perspective of accumulating the highest number of answers with the “I don’t know” option, which can be found in 25 respondents. This indicates that 0.03% of the respondents are not familiar or interested in the concept of entrepreneurship.

- The correlation between the need to develop emotional intelligence and the “health of one’s own body and mind”, which has been added outside the classification of 21st century skills, should be mentioned. In essence, it can be observed that the level of health of the respondents, seen from the point of view of their ability to take care of themselves, turns them from beneficiaries into contributors to the welfare of the society. The results achieved show that education plays an overwhelming role in the formation of healthy behaviors, by involving teenagers in forming habits that will ensure a sustainable and self-sufficient lifestyle, an aspect also reflected by the theory of learning through experience.

Results

From this analysis we can highlight the following needs expressed by teenagers:

1. Emotional intelligence is the main skill of the 21st century that teenagers want to develop, regardless of the development environment;
2. Care for one's own physical and mental health is in the best interests of teenagers, an option confirmed by 53% of the respondents;
3. The continuation of the university studies is the main option of the teenagers, after graduation of the secondary studies, an option confirmed by 71% of the respondents;
4. 45% of respondents would like to travel and discover the world, a decision that would lead to the development of at least eight of the 21st century skills;
5. 22% of respondents want to get involved into volunteering activities, a decision that would lead to the development of three other skills of the 21st century;
6. Three of the skills of the 21st century, which are not considered a priority for development, at this moment by the respondents are: media skills (it, internet), teamwork (collaborating with others) and entrepreneurship;
7. In all stages of research, it was confirmed that teenagers are willing to complete their formal education through non-formal education programs, which have the effect of developing the skills of the 21st century.

Conclusions

The experiential learning emerged once with the emergence of mankind, due to our need to adapt to environmental conditions and to survive. The individual experience gained was passed on to the next generations, thus accelerating the pace and speed of human evolution. Examples of good practices of experiential learning have been mentioned since ancient times, by Socrates (469 - 399 BC), Plato (428 - 348 BC), Aristotle (384 - 322 BC), then developed by John Amos Comenius (1592 - 1670), Jean-Jacques Rousseau (1712-1778) to the parents of experiential education, John Dewey, Kurt Lewin, Carl Rogers and David Kolb, who continue to be inspirational for contemporary educators.

Today, education through experience can be found in a variety of institutions from educational and academic ones, state or private, to non-profit organizations, foundations and companies, in order to increase the level in human development.

The modern paradigm of learning, oriented towards educable, brings the teenager in front of us as the main source for identifying the development needs and on the didactics in the position of trainer and facilitator of learning, which emphasizes how to learn, constantly adapting the methods and teaching styles, to the learning needs of teenagers.

“The school, the family as well as the means of mass information are meant to place in front of teenager’s mirrors in which they recognize each other, to propose life paths worthy to be followed by the man of today’s society. The most effective psycho-pedagogical strategy is not to indicate the right path, but to assist in the discovery that the teenager must make”. (Ionescu, 1998, p. 49).

Through experiential learning teenagers can be helped to find this path through identifying, developing and clarifying their aims. Therefore, in order to create the right tools and strategies for transforming these young people, it is essential that we continue the study of identifying the needs, expectations and requirements that young people have from the future.

Personally, I will continue to involve and support young people in non-formal activities, based on the experiential learning.

Regarding the usefulness of the results above, it is worth mentioning that the information collected from the research undertaken can be useful to the following categories of educational agents, interested in introducing experiential learning into the learning and development activities of adolescents and not only:

- ✓ educational institutions, which were involved in the online study;
- ✓ national and international learning communities (educational establishments, non-governmental organizations, companies, associations);
- ✓ trainers and teaching staff concerned with the introduction of these ideas in the programs they design and implement, and in the learning activities they coordinate;

- ✓ infrastructures connected to the reality of today's generations (social networks, dedicated sites, trainers, workshops and cultural and educational events);
- ✓ authorities, specialists from research and development institutes, from knowledge-based organizations;
- ✓ experts from various fields of the business environment;
- ✓ parents and family members.

Based on the results achieved, educational projects can be designed and implemented and materials that will become useful for the education and development activities of teenagers can be developed. The educational agents mentioned above can decide whether they prefer to work in groups or individually.

It is essential to generate educational approaches that lead to the creation of value, through each individual, forming desirable social skills and behaviors, with future projections.

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