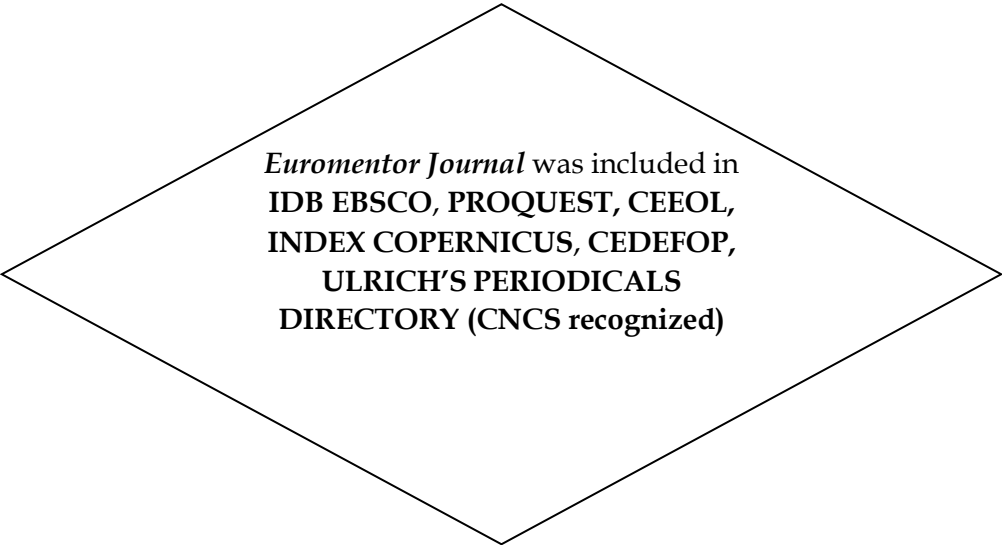


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CONTENTS

OBSERVATIONS ON MONGOLIAN CULTURE AND EDUCATION.....	7
MARJA-LIISA TENHUNEN	
MANAGEMENT AND LEADERSHIP WITHIN PREUNIVERSITY EDUCATION INSTITUTIONS IN ROMANIA	22
ALEXANDRINA-SIMONA-ADRIANA LAZA (ONIȚA-AVRAM), ROMULUS-DAN NICOARĂ	
SHAPING THE PROFILE OF THE CONTEMPORARY MANAGER BASED ON THE PERCEPTION OF EDUCATIONAL BENEFICIARIES.....	35
LILIA ȘARGU, ANGELA TIMUȘ	
THE RISK OF GLOBALISATION, MULTICULTURALISM AND CULTURAL DIVERSITY	50
GEORGE COSTIN RUSU	
PERCEPTION OF LEADERSHIP: EMPIRICAL ANALYSIS OF MANAGEMENT SKILLS AND LEADERSHIP EFFICIENCY	63
LAURA-CĂTĂLINA CULIPEI	
PSYCHO-SOCIAL VALUES IN THE CAREER COUNSELING OF STUDENTS - THE ROLE OF COPING MECHANISMS, RESILIENCE AND COMMUNICATION STYLE IN THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, STRESS, ANXIETY AND DEPRESSION	74
GABRIEL UNGUREANU, SIMONA GLĂVEANU, ADRIAN PRISĂCARU	

EFFICIENCY AND CONTROVERSIES OF DETENTION ROOMS IN SCHOOLS: AN ANALYSIS OF THE PROS AND CONS.....	90
MIHAELA STERIAN, ROMULUS-DAN NICOARĂ	
EDUCATIONAL MANAGEMENT PERSPECTIVES ON THE BULLYING PHENOMENON.....	107
ALEXANDRU GABRIEL NEGOIȚĂ, MIHAELA GABRIELA ROȘCA	
COLLOCATIONS FROM FUNDAMENTAL LINGUISTIC RESEARCH TO TEACHING METHODOLOGY	122
ADRIANA IULIA WANIEK, FLORIN POPESCU	
IMPLICATIONS OF OCCUPATIONAL THERAPY IN THE RECOVERY OF PARKINSON'S DISEASE PATIENTS	132
ANDREI DUMITRU	

OBSERVATIONS ON MONGOLIAN CULTURE AND EDUCATION

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ABSTRACT: *Mongolian culture and education are shaped by historical heritage, nomadic traditions, and modern influences. This study examines cultural identity, language, and social values in shaping education. It traces Mongolia's transition from traditional and Soviet-influenced education to a globally integrated system. The research evaluates progress in literacy and access while addressing rural-urban disparities and cultural preservation. The role of the Mongolian language is analyzed amid globalization. Balancing nomadic values with modern demands is explored, emphasizing indigenous knowledge. The study advocates for policies fostering cultural sustainability and inclusivity. Findings contribute to discussions on education in post-socialist societies until today's reforms in Mongolian education system.*

KEYWORDS: *Mongolia, culture, education, nomadic traditions, globalization, literacy*

INTRODUCTION

Mongolia, a country rich in history and cultural traditions, has undergone significant transformations in its education system over the past few decades. Historically, Mongolian education was deeply intertwined with nomadic traditions and Buddhist teachings, but modernization and globalization have introduced new influences. Understanding the interplay between traditional Mongolian culture and contemporary education is crucial for grasping how the nation navigates its socio-cultural evolution. As Mongolia continues to develop, examining the relationship between its cultural heritage and educational practices provides valuable insights into national identity, globalization effects, and policy development¹.

This study is guided by several key research questions. It examines how traditional Mongolian culture influences educational policies and practices, explores the role of globalization in shaping modern Mongolian education, and considers how Mongolia can balance cultural preservation with educational advancement.

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¹ B., Bold, *Mongolian Education: A Historical Perspective*. Ulaanbaatar: Mongolian Academy of Sciences, 2019.

The study employs a qualitative research methodology, utilizing both primary and secondary sources. Primary data includes interviews with Mongolian educators, policymakers, and students to gain firsthand perspectives. Secondary sources consist of academic journals, government reports, and historical texts that provide context and analysis. The article also includes the author's experiences and observations from teaching and development assignments in Mongolia in the fall of 2024. Additionally, the research adopts a comparative approach, examining educational developments in Mongolia alongside those in other culturally rich but rapidly modernizing nations².

The paper is structured as follows: the second section explores the historical context of Mongolian education, tracing its evolution from traditional nomadic practices to contemporary systems. The third section analyzes the ways in which Mongolian culture impacts curriculum design, teaching methodologies, and student engagement. The fourth section discusses the challenges and opportunities in education, focusing on the effects of globalization, technological advancements, and today's policy shifts in the sector. Finally, the fifth section presents conclusions and recommendations, summarizing key findings and offering policy suggestions for sustaining cultural identity while enhancing educational quality.

By investigating these themes, this study aims to contribute to the broader discourse on cultural sustainability in education while providing practical recommendations for policymakers and educators in Mongolia.

HISTORICAL CONTEXT OF MONGOLIAN CULTURE AND EDUCATION

Mongolian culture and education have been shaped by centuries of tradition, religious influence, and historical events. The development of knowledge transmission, the role of Buddhism, and the political dynamics of different periods have all contributed to the evolution of educational practices in Mongolia.

For centuries, Mongolian education was primarily oral, with knowledge passed down through generations within nomadic communities. Elders and skilled individuals played key roles in teaching younger generations essential survival skills such as animal husbandry, hunting, and traditional medicine. Folk tales, proverbs, and epic poetry,

² G. Tumenjargal & N., Sukhbaatar, *The Impact of Globalization on Mongolian Educational Policies*. International Review of Education, 2020, 66(4), 315-332.

such as the Secret History of the Mongols, were integral in transmitting moral values and historical narratives³. The nomadic lifestyle required an adaptable form of education, focusing on practical knowledge rather than formal institutions.

The introduction of Buddhism in Mongolia during the late 16th century significantly influenced cultural and educational practices. Monasteries became the primary centers of learning, where monks studied religious scriptures, philosophy, medicine, and astrology⁴. The Tibetan script was widely used for religious texts, but efforts to develop a unique Mongolian script had begun earlier, dating back to the adoption of the Uighur script in the 13th century under Genghis Khan. Later, the Oirat Clear Script and the Soyombo script were developed to better represent the Mongolian language⁵. These scripts played a crucial role in literacy and the dissemination of Buddhist teachings.

Under Qing rule (1691–1911), Mongolian education remained largely under religious institutions, though the Qing administration introduced policies that limited Mongolian literacy to maintain control over the region⁶. This period saw a decline in secular education, as Chinese classical texts and Confucian ideals became more influential among the Mongolian elite. The early 20th century witnessed efforts to modernize Mongolian education, particularly after independence from Qing rule in 1911. Secular schools were gradually introduced, influenced by Soviet-style educational reforms in the 1920s and 1930s⁷. These reforms marked a shift from monastic to state-controlled education, laying the foundation for modern Mongolia's educational system.

SOVIET INFLUENCE ON MONGOLIAN EDUCATION

The Soviet Union played a crucial role in shaping Mongolia's modern education system. Following the Mongolian People's Revolution of 1921, the newly established socialist government, heavily influenced by Soviet policies, began a systematic transformation of the country's traditional education system. Prior to Soviet involvement, formal education in

³ C.P. Atwood, *Encyclopedia of Mongolia and the Mongol Empire*. Facts on File, 2004.

⁴ Sh. Bira, *Mongolian Historical Writing from 1200 to 1700*. Otto Harrassowitz Verlag, 2003.

⁵ B. Rinchen, *The Mongolian Language and Script*. Ulaanbaatar: Mongolian Academy of Sciences, 1959.

⁶ J. Elverskog, *Our Great Qing: The Mongols, Buddhism, and the State in Late Imperial China*. University of Hawaii Press, 2006.

⁷ B. Bold, *Mongolia's Transition: From Socialism to Capitalism*. Routledge, 2009.

Mongolia was primarily limited to religious institutions, particularly Buddhist monasteries, where literacy was largely confined to monks⁸.

With Soviet guidance, Mongolia sought to replace the monastic education system with a secular, state-controlled model emphasizing socialist ideology, scientific knowledge, and technical skills necessary for economic development⁹. By the 1940s, compulsory schooling for children was implemented, and gender equality in education was actively promoted¹⁰. To institutionalize the socialist education system, Mongolia adopted the Soviet-style school structure, including primary, secondary, and higher education levels. The curriculum emphasized Marxist-Leninist principles, mathematics, sciences, and socialist political ideology¹¹. Vocational schools and technical institutes were also established to train workers for Mongolia's industrialization goals¹².

A significant aspect of Soviet influence on Mongolian education was language policy. Before Soviet involvement, the Mongolian language was written in the traditional script. However, in the 1940s, under Soviet direction, Mongolia adopted the Cyrillic alphabet, replacing the traditional script with a modified version of the Russian alphabet¹³. This change aimed to strengthen Mongolia's ties with the Soviet Union and facilitate ideological alignment.

In addition to script changes, the Russian language became mandatory in Mongolian schools. By the 1950s, Russian was the primary foreign language taught, and many Mongolian students were sent to the Soviet Union for higher education¹⁴. Soviet educational materials and pedagogical methods were directly imported, reinforcing Soviet ideology in Mongolian academia. As a result, a generation of Mongolian professionals became fluent in Russian, but exposure to other global languages was limited.¹⁵ Russification also influenced cultural and intellectual life, as Mongolian textbooks, literature, and research were

⁸ C.R. Bawden, *The Modern History of Mongolia*. Routledge, 1989, p. 134.

⁹ C.P. Atwood, *Encyclopedia of Mongolia and the Mongol Empire*. Facts on File, 2004, p. 276

¹⁰ C. Kaplonski, *Truth, History and Politics in Mongolia*. Routledge Curzon, 2004, p. 89.

¹¹ J.G. Hangin, *Mongolian Language, Literacy, and Education*. Indiana University Press, 1973, p. 211

¹² P.N. Bishchikov, *The Education System of the Mongolian People's Republic*. Moscow: Progress Publishers, 1961, p. 45.

¹³ G. Kara G., *The Mongolian Script and Its Evolution*. Acta Orientalia Academiae Scientiarum Hungaricae, 1970, p. 310.

¹⁴ A. Sanders, *Historical Dictionary of Mongolia*. Scarecrow Press, 1996, p. 157.

¹⁵ C.R. Bawden, *op. cit.*, p. 248

heavily influenced by Soviet scholars. The emphasis on Russian as the dominant foreign language meant that Mongolia's cultural and academic exchanges remained primarily within the socialist bloc¹⁶.

Despite concerns over Soviet control, one of the most significant positive outcomes of Soviet-led education reforms was the dramatic rise in literacy rates. Before the 1920s, literacy in Mongolia was limited to a small elite, primarily composed of Buddhist monks and nobility. However, by the 1950s, mass literacy campaigns had increased literacy among the general population to over 80%¹⁷. The socialist education system also led to the establishment of universities and research institutions. The National University of Mongolia, founded in 1942 with Soviet assistance, became the country's leading institution for higher learning¹⁸. Specialized training programs in medicine, engineering, and agriculture further modernized Mongolian society.

The Soviet-style education system created a highly educated workforce, enabling Mongolia to develop industries and state institutions. However, it also imposed ideological constraints, limiting academic freedom and critical thinking¹⁹. Moreover, the reliance on Soviet-trained experts meant Mongolia's intellectual elite remained tied to Soviet political and economic interests²⁰.

In conclusion, the Soviet influence on Mongolian education had lasting effects, both positive and negative. While it significantly improved literacy rates, expanded educational opportunities, and modernized the education system, it also imposed ideological constraints, reduced linguistic diversity, and reinforced Mongolia's dependency on the Soviet Union. The long-term impact of these policies continues to shape Mongolia's educational landscape today.

POST-SOCIALIST EDUCATIONAL REFORMS

The collapse of socialism in Mongolia in 1990 initiated a period of significant transformation in various sectors, including education. The transition to a market economy brought new challenges and

¹⁶ C. Kaplonski, *op. cit.*, p. 122

¹⁷ J.G. Hangin, *Mongolian Language, Literacy, and Education*. Indiana University Press, 1973, p. 215.

¹⁸ C.P. Atwood, *Encyclopedia of Mongolia and the Mongol Empire*. Facts on File, 2004, p. 367.

¹⁹ A. Sanders, *Historical Dictionary of Mongolia*. Scarecrow Press, 1996, p. 173.

²⁰ C. Kaplonski, *Truth, History and Politics in Mongolia*. Routledge Curzon, 2004, p. 201.

opportunities, leading to comprehensive reforms in the educational system. With Mongolia's shift from a centrally planned economy to a market-oriented system, the education sector faced financial constraints as state funding decreased²¹. The introduction of privatization led to the emergence of private schools and universities, diversifying educational opportunities but also increasing inequalities in access²². Rural schools, in particular, struggled with a lack of resources and teacher shortages, further widening the urban-rural educational gap.

To address these challenges, the Mongolian government implemented decentralization policies that allowed for greater local involvement in the management of education. However, key functions such as policy development, curriculum approval, and textbook selection remain under the purview of the Ministry of Education²³. This shift aimed to make education more responsive to regional needs while fostering community involvement. Additionally, curriculum reforms introduced new subjects, such as business studies and foreign languages, to align with the demands of a market economy²⁴. However, inconsistencies in implementation and disparities in teacher training posed ongoing challenges.

Mongolia has actively sought integration into global education networks, adopting international standards and collaborating with organizations like UNESCO and the World Bank²⁵. The Bologna Process has influenced higher education, promoting credit transfer systems and degree recognition to enhance student mobility²⁶. While these reforms have modernized the education system, tensions remain between preserving Mongolian cultural identity and embracing global educational trends.

In conclusion, Mongolia's post-socialist educational reforms reflect the broader socio-economic transition of the country. While progress has been made in decentralization and global integration, persistent challenges in

²¹ M. Bray, *The Transition and Its Impact on Education in Mongolia*. Comparative Education, 1999, p. 45.

²² R. Dore, *Educational Expansion and Social Change in Mongolia*. London: Routledge, 2007, p. 112.

²³ G. Steiner-Khamsi, & I. Stolpe, *Educational Import: Local Encounters with Global Forces in Mongolia*. New York: Palgrave Macmillan, 2006, p. 78.

²⁴ D. Bat-Erdene, *Curriculum Reforms in Mongolia: A Historical Perspective*. Educational Review, 2012, p. 134.

²⁵ B. Altangerel, *Mongolia's Educational Development in the 21st Century*. Ulaanbaatar: Academic Press, 2015, p. 210.

²⁶ N. Tumurbaatar, *Higher Education and Globalization: The Case of Mongolia*. Asian Education Review, 2018, p. 92.

funding, equity, and curriculum development continue to shape the landscape of education in Mongolia.

THE ROLE OF LANGUAGE IN MONGOLIAN EDUCATION

Language plays a crucial role in shaping Mongolian education, serving as both a vehicle for knowledge transmission and a marker of cultural identity. Throughout Mongolia's history, linguistic policies have influenced not only educational outcomes but also national identity and international relations. Mongolian is the official language and primary medium of instruction in public schools and universities. The government has implemented policies to strengthen Mongolian language education, particularly after the democratic transition of the 1990s. However, challenges remain in ensuring educational resources - such as textbooks and teacher training - are adequately developed in Mongolian, especially in technical and scientific fields²⁷.

Foreign languages have played a significant role in Mongolian education. During the Soviet era, Russian was the dominant foreign language, used widely in secondary and higher education. After the 1990s, English gained prominence due to globalization, economic partnerships, and increasing international mobility²⁸. Meanwhile, Chinese language instruction has grown due to economic ties with China, though it remains a politically sensitive issue²⁹. These shifts reflect Mongolia's changing geopolitical landscape and evolving educational priorities.

Mongolia's language policies aim to balance modernization with the preservation of national identity. The 2003 Language Law reinforced the use of Mongolian in education and administration, while recent discussions have focused on reviving the traditional Mongolian script alongside Cyrillic³⁰. Policymakers face the challenge of fostering multilingual proficiency while ensuring that the Mongolian language remains central to cultural identity and national cohesion.

²⁷ N. Baatar, *Mongolian Language and Education Policy*. Ulaanbaatar: Academic Press, 2018, p. 112.

²⁸ D. Bold, *Language and Globalization in Mongolia*. Ulaanbaatar: National University Press, 2015, p. 87.

²⁹ B. Tseren, *Geopolitics and Language Education in Mongolia*. Cambridge: East Asian Studies, 2020, p. 45.

³⁰ S. Erdene, *Cyrillic and Traditional Mongolian Script: A Linguistic Revival*. Ulaanbaatar: Heritage Publishers, 2021, p. 121.

As Mongolia continues to navigate linguistic influences in education, it must address questions of language standardization, accessibility, and identity in an increasingly globalized world.

CHALLENGES IN CONTEMPORARY MONGOLIAN EDUCATION

Mongolia's education system has made significant strides since the transition from a socialist model to a market economy in the early 1990s. However, contemporary challenges persist, particularly in the areas of rural-urban educational disparities, access to resources and infrastructure, and balancing modernization with cultural heritage preservation. One of the most pressing concerns is the stark disparity between urban and rural education. While Ulaanbaatar and other major cities benefit from well-funded schools, qualified teachers, and access to modern technology, rural areas struggle with a lack of resources, outdated curricula, and teacher shortages. According to Enkhbaatar and Bat-Erdene³¹, the dropout rate among rural students remains disproportionately high due to economic hardships and limited educational opportunities. The nomadic lifestyle further exacerbates these challenges, as children from herding families often experience interruptions in their schooling³².

Another significant challenge is access to resources and infrastructure. Many schools in rural Mongolia operate with inadequate heating, insufficient classroom materials, and outdated textbooks. A study by Tsend-Ayush³³ highlights that over 40% of rural schools lack proper internet connectivity, limiting students' ability to engage with digital learning tools. Additionally, the shortage of well-trained educators in remote regions results in inconsistent educational quality, further widening the gap between urban and rural students³⁴.

Balancing modernization with cultural heritage preservation presents another complex issue. As Mongolia integrates into the global economy, there is increasing pressure to adopt Western educational models, often at the expense of traditional Mongolian knowledge and customs. While

³¹ N. Enkhbaatar & S. Bat-Erdene, *Challenges in Rural Mongolian Schools*. Ulaanbaatar: Academic Publishing, 2019, p. 134.

³² M. Ganbold, *Nomadic Education: Challenges and Prospects*. Ulaanbaatar: Mongolian Education Journal, 2021, p. 210.

³³ B. Tsend-Ayush, *Infrastructure and Learning Gaps in Mongolian Schools*. Ulaanbaatar: New Horizons Publishing, 2020, p. 87.

³⁴ T. Sukhbaatar, *Teacher Shortages in Rural Mongolia: Causes and Solutions*. Ulaanbaatar: Education Reform Institute, 2022, p. 59.

subjects like science, technology, and English proficiency are crucial for future employment, scholars argue that Mongolian history, language, and nomadic traditions should remain integral to the curriculum³⁵. Without this balance, younger generations risk losing touch with their cultural identity. Addressing these challenges requires strategic policy interventions, investment in rural education, and a renewed focus on integrating cultural heritage into modern curricula. Strengthening educational infrastructure, expanding teacher training programs, and leveraging technology for remote learning can help bridge the rural-urban divide. Additionally, curriculum reforms should incorporate traditional Mongolian knowledge alongside modern educational advancements to ensure students are well-prepared for both local and global opportunities.

INTEGRATION OF INDIGENOUS KNOWLEDGE IN MODERN EDUCATION

Mongolia's rich cultural heritage, deeply rooted in its nomadic traditions, plays a vital role in shaping contemporary education. As globalization influences educational frameworks worldwide, the Mongolian government and institutions have taken steps to preserve and integrate indigenous knowledge into modern curricula. This chapter explores the role of traditional nomadic values in education, governmental and institutional efforts in preserving cultural heritage, and case studies highlighting indigenous knowledge integration.

Traditional nomadic values, including respect for nature, communal cooperation, and self-sufficiency, have been integral to Mongolian society for centuries. These values, passed down through oral traditions, are now being incorporated into the curriculum. Schools in rural areas have begun introducing lessons on livestock management, environmental stewardship, and traditional Mongolian crafts to ensure that younger generations remain connected to their heritage while receiving a modern education³⁶.

Recognizing the importance of preserving cultural identity, the Mongolian government has implemented policies to integrate indigenous knowledge into formal education. The Ministry of Education has introduced programs that encourage bilingual education, ensuring that students learn both Mongolian and their regional dialects. Additionally,

³⁵ D. Baasanjav, *Education and Cultural Identity in Mongolia*. Ulaanbaatar: National Press, 2018, p. 145.

³⁶ B. Bold, *Traditional Mongolian Education and Its Modern Adaptation*. Ulaanbaatar: Mongolian Academy Press, 2018, p. 112.

universities have established research centers focused on documenting and revitalizing indigenous practices³⁷. These efforts aim to bridge the gap between traditional knowledge and modern academic disciplines.

One notable example is the “Nomadic Knowledge and Education Initiative”, a program designed to incorporate traditional herding techniques into science and geography lessons. This initiative, supported by local NGOs and educational institutions, provides students with hands-on experience in sustainable pastoral practices. Another case study involves the National University of Mongolia’s Ethnographic Studies Department, which collaborates with rural communities to document traditional medicine and environmental conservation techniques³⁸. These case studies demonstrate the successful blending of indigenous wisdom with contemporary education. By integrating indigenous knowledge into modern education, Mongolia is fostering a curriculum that respects its cultural heritage while equipping students with skills for the future. The continued efforts of governmental and educational institutions ensure that traditional nomadic values remain a vital part of Mongolia’s evolving educational landscape.

In the 2020s, Mongolia's education system has undergone significant transformations, driven by digitalization, internationalization, and policy reforms. These changes aim to enhance educational quality and accessibility across the nation. The COVID-19 pandemic acted as a catalyst for Mongolia's shift towards digital education. In response to school closures, the Ministry of Education and Science collaborated with various organizations to produce and broadcast over 3,300 video lessons during the 2019-2020 period. These lessons covered topics ranging from national traditions to exam preparation and were made accessible through television and online platforms, including econtent.edu.mn. Despite these efforts, challenges such as limited internet access in remote areas highlighted the need for further infrastructure development³⁹.

To address these challenges, Mongolia has prioritized connecting schools to the internet. By 2023, 97% of the country's soums (administrative units) had fiber optic connections, and all 330 soums were equipped with 3G or 4G/LTE internet services. Initiatives like the

³⁷ G. Davaa, & S. Tumenbayar, *Education and Cultural Heritage in Mongolia*. Ulaanbaatar: National Publishing House, 2020, p. 87.

³⁸ N. Sukhbaatar, *Ethnographic Studies and Indigenous Knowledge in Mongolia*. Ulaanbaatar: University of Mongolia Press, 2019, p. 143.

³⁹ www.ispionline.it

"Teacher with Tablet" program have been introduced, providing home-based educational services to children in remote areas and promoting early digital literacy⁴⁰. In 2022, Mongolia held a national consultation on transforming its education system, engaging over 130 participants from various sectors, including children and youth. The consultation emphasized creating a flexible education system that incorporates lifelong learning and equal access to digital technologies. The outcomes led to policy recommendations aimed at aligning education with job market needs, which were presented at the Transforming Education Summit during the 77th General Assembly⁴¹.

The 2020s have also seen a push towards internationalizing Mongolia's higher education. Policies promoting English Medium Instruction (EMI) have been implemented to improve the global competitiveness of Mongolian universities. These initiatives aim to attract international students and foster global partnerships⁴². In 2023, English was designated as the primary foreign language in Mongolian schools, with instruction beginning from the third grade in 100 schools nationwide. This shift reflects the growing importance of English proficiency in the global landscape and Mongolia's commitment to integrating into the international community⁴³. The modern western business education has strengthened at the universities. Some special private business academies are established during the last years.

The 2020s have been a pivotal decade for Mongolian education, marked by digital and artificial intelligence advancements, comprehensive policy reforms, and a strategic move towards internationalization. These efforts collectively aim to provide equitable, quality education that meets the evolving needs of Mongolian society.

FUTURE PERSPECTIVES AND POLICY RECOMMENDATIONS

Mongolia's cultural and educational landscape faces both challenges and opportunities in the 21st century. As the country continues to modernize, strategies must be developed to balance cultural preservation with innovation in the education system. This chapter explores key policy recommendations aimed at sustaining Mongolian heritage while fostering a dynamic and inclusive educational environment.

⁴⁰ www.unicef.org

⁴¹ www.unicef.org

⁴² www.vo.hse.ru

⁴³ www.news-pravda.com

One of the foremost concerns is the preservation of Mongolian cultural identity within the education system. Incorporating traditional knowledge, language, and arts into curricula is crucial for maintaining cultural continuity. According to Tumenjargal⁴⁴, integrating Mongolian nomadic heritage into history and literature courses enhances students' understanding of their national identity. Additionally, expanding bilingual education programs that include Mongolian and minority languages can contribute to cultural preservation.

Mongolia's education sector must embrace technological advancements and inclusive policies to address disparities in access and quality. The digital and artificial intelligence transformation of learning platforms, especially in remote regions, can bridge educational gaps. A study by Davaadorj and Enkhbold⁴⁵ highlights the importance of expanding e-learning tools to rural communities. Furthermore, inclusive education initiatives should cater to students with disabilities and those from disadvantaged backgrounds. Enhancing teacher training programs and diversifying instructional and new pedagogical methods can also improve learning outcomes.

Global partnerships play a vital role in Mongolia's educational growth. Collaborations with international organizations and universities provide access to resources, research opportunities, and funding. Every single university should have strong internationalization strategy. Academic exchange programs have significantly improved the quality of higher education institutions in Mongolia. Furthermore, joint research projects on educational reform and policy implementation contribute to sustainable development. Strengthening these collaborations can enhance Mongolia's global academic standing while preserving its unique cultural heritage.

CONCLUSION

This study has explored various aspects of Mongolian culture and education, highlighting the deep interconnection between traditional values and contemporary educational practices. The findings indicate that Mongolia's education system has undergone significant transformations, especially in the post-socialist era, integrating global educational

⁴⁴ G. Tumenjargal, & N. Sukhbaatar, *The Impact of Globalization on Mongolian Educational Policies*. International Review of Education, 2020, p. 153.

⁴⁵ N., Enkhbaatar, & S., Erdene, *Challenges in Rural Mongolian Schools*. Ulaanbaatar: Academic Publishing, 2019, p. 211.

standards while striving to preserve its rich cultural heritage⁴⁶. Traditional nomadic values, which emphasize resilience, adaptability, and communal responsibility, continue to influence educational attitudes and approaches⁴⁷. However, challenges such as urbanization, language policies, and the impact of globalization pose significant concerns for cultural sustainability and equitable education.

The implications of these findings suggest that educational policies must carefully balance modernization with cultural preservation. Policymakers should consider incorporating more indigenous knowledge and practices into formal education while also ensuring access to quality education for all, including rural and nomadic populations. Language policy remains a critical area, as the promotion of Mongolian language and script is vital for national identity and cultural continuity. Additionally, teacher training programs should emphasize culturally responsive pedagogy to foster a curriculum that respects and integrates traditional values⁴⁸.

Future research should focus on the long-term effects of educational reforms on Mongolian identity and cultural sustainability. Longitudinal studies on the outcomes of bilingual education policies, as well as comparative analyses with other post-socialist nations, could provide valuable insights. Additionally, the role of technology in preserving and disseminating Mongolian cultural knowledge warrants further exploration.

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⁴⁶ B. Bold, *Mongolian Education: A Historical Perspective*. Ulaanbaatar: Mongolian Academy of Sciences, 2019, p. 87.

⁴⁷ B., Tseren, *Geopolitics and Language Education in Mongolia*. Cambridge: East Asian Studies, 2021, p. 112.

⁴⁸ M. Ganbold, *Nomadic Education: Challenges and Prospects*. Ulaanbaatar: Mongolian Education Journal, 2021, p. 63.

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MANAGEMENT AND LEADERSHIP WITHIN PREUNIVERSITY EDUCATION INSTITUTIONS IN ROMANIA

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ABSTRACT: *Management and leadership in pre-university training institutions in Romania are essential elements for making sure the quality of the academic method and the sustainable improvement of schools. The article analyzes the main characteristics, roles and skills wanted by educational leaders and executives within the pre-college machine, emphasizing the significance of a synergistic technique among the two concepts. The take a look at explores the challenges confronted by college principals in the context of social, legislative and technological adjustments, as well as effective techniques for coping with sources, motivating personnel and selling a beneficial academic weather. Emphasis is placed at the want for continuous schooling of administrators and coordinators within the spirit of participatory, results-oriented management. It should be emphasized that the implementation of powerful leadership and included control contributes substantially to the overall performance of college establishments, to the reduction of school dropout and to the growth of the nice of training.*

KEYWORDS: *management, leadership, educational institutions, quality of education, sustainable development.*

I. INTRODUCTION

In a worldwide academic context marked by way of fast changes and complicated demanding situations, the subject of control and management within pre-university education establishments in Romania is of pressing topicality. Increasing the best of schooling, lowering college dropout and adapting to the necessities of modern society are priority objectives of the

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schooling gadget, and attaining them depends, to a big quantity, at the abilities and approaches of leaders and executives in the discipline.

Within the educational institutions in Romania, the coexistence and collaboration between leadership and management has become a pressing necessity for the efficiency of the management act. This need is demonstrated by the obligation of teachers who aspire to the position of principal to follow specialized training programs in educational management.

Although leadership and management differ in their nature and approaches, both are essential to organizational success. Leadership requires inspiration, vision and commitment, while management integration of the two dimensions. As Bolman and Deal state, "The challenge of modern organizations urges the objective perspective of the manager, as well as the sparks of vision and commitment that the wise leader offers¹." This synergy becomes the foundation for building effective and sustainable educational communities, capable of responding to contemporary demands and challenges.

Educational management and leadership are advanced forms of strategic coordination of pedagogical activity, aiming to improve both the educational system and the instructional-educational process. These concepts reflect the need for efficient organization and visionary orientation within educational institutions, contributing to the development of quality education and vocational training adapted to contemporary requirements.

The need for this study derives from the realities encountered in pre-university education institutions, where leaders face various pressures, from the limitations of financial resources to the complexity of legislative requirements and social challenges. In this context, understanding and applying synergy between leadership and management becomes essential to respond to these pressures and promote a performance-friendly educational climate.

At the same time, the article shows the need for continuous training of school principals and educational coordinators, who must develop both their skills as leaders and managers. In a dynamic society characterized by technological progress and globalization, the role of the educational leader extends beyond administrative tasks. He becomes an agent of change,

¹ G. Bolman, E. Terrence, *Deal Reframing Organizations Artistry, Choice, and Leadership*, New York, Ed. John Wiley & Sons, (2021).

capable of shaping the organizational culture and inspiring the school community.

The paper also contributes to the literature, providing a detailed analysis of the differences and complementarities between management and leadership. This brings more clarity on how the two concepts can be integrated to support organizational success in the educational field.

The relevance of this topic is amplified by the importance of education as a foundation for the sustainable development of society. Thus, by highlighting effective leadership strategies and promoting participatory, results-oriented leadership, the article aims to support the transformation of pre-university education institutions into inclusive, high-performance and future-oriented environments.

In a context marked by rapid socio-economic and technological transformations, quality assurance in education and vocational training is not only a national priority, but also a community one, being supported by policies and initiatives aimed at standardization, innovation and equity in education. Educational leadership involves not only stewardship of resources and compliance with regulations, but also inspiration, vision, and commitment to creating an inclusive and high-performing learning environment. Educational management and leadership play a crucial role in achieving quality objectives and adapting the education system to the challenges of an ever-changing society.

The difference between manager and leader is often emphasized in terms of their approach to the processes and people they coordinate. A famous formulation, which highlights this distinction, states that: **"Managers are the people who do things right, and leaders do the right things."** This difference can translate into the fact that the manager is concerned with efficiency and compliance with established processes, while **the leader** is centered on vision and direction, he inspires, motivates and influences people to reach their full potential and contribute to the achievement of common goals.

The manager ensures the proper functioning of the organizational mechanisms, plans, organizes, coordinates and controls the activities so that the objectives are optimally achieved. Management is related to rationality, discipline and execution. Leadership emphasizes innovation, creativity and change, generating a profound impact on organizational culture and interpersonal relationships.

Metaphorically speaking, the manager is the one who pilots a ship on an already established route, while the leader is the one who decides the

right direction for the future. Thus, the two roles are complementary and essential for the success of an organization. Ideally, a person in a leadership position should combine managerial skills with leadership skills to achieve both short-term and long-term performance.

Warren Bennis², A renowned leadership theorist, he conducted sociological studies that highlighted the fundamental differences between manager and leader. He argues that the leader is, by definition, an innovator, who learns from the past, lives in the present and has a forward-looking vision. Leadership, according to Bennis' vision, is not limited to the efficient management of resources, but transforms management into a true art.

Table 1 Comparisons between the role of the manager and the leader

Manager	Leader
It focuses on maintaining the stability and optimal functioning of existing processes.	It is an agent of change, with the ability to innovate and rethink structures or strategies for the future.
They avoid risks and prefer to operate within clear rules and procedures.	They take calculated risks to innovate and create opportunities for growth.
It is process focused. Prioritize planning, organizing, and controlling to achieve short-term goals.	It is people oriented. Create a vision, inspire and motivate the team to contribute to the achievement of common goals.
It looks at tasks from an analytical and rational perspective, based on concrete and measurable objectives.	He approaches the activity with passion and imagination, having a broad vision of the future and a higher sense of purpose.
It exerts influence based on formal authority and hierarchical structure.	He influences through inspiration and personal example, capturing the loyalty and respect of the team.
They avoid risks and prefer safe solutions, in line with existing rules.	Create impact and prepare the organization for future challenges.
It ensures efficiency and keeps the organization functional in the short term.	Promote change and prepare the organization for the demands of the future.

Bennis³ emphasizes that managers manage, while leaders innovate. Leadership becomes that component that instills spirit and energy into managerial processes, transforming the management activity into an

² W. Bennis, *On Becoming a Leader*, New York, Ed. Addison-Wasley, 1984.

³ Idem, *op. cit.*

approach with meaning and vision. The two roles are not mutually exclusive, but complement each other, being essential for the success of any organization. Stephen R. Covey⁴, In his works on leadership and management, he highlights the differences between the two roles through simple and anecdotal stories.

The effectiveness of leadership is measured not by the amount of effort made, but by its correct direction. In other words, an effective leader invests energy and resources in the right goals and strategies, ensuring that the team is on the right track. Leadership is difficult because many fall into the trap of the managerial paradigm. Covey notes that, overwhelmed by pressing issues and day-to-day administrative details, many managers don't realize they've never practiced authentic leadership. They focus on managing immediate tasks, neglecting the long-term vision and development of people.

No managerial success can compensate for a failure in leadership. Effective resource and process management is important, but without a clear vision and the ability to inspire and motivate the team, the organization may not reach its full potential⁵.

Covey draws attention to the fact that contemporary organizations suffer from a lack of genuine leadership. Too many managers focus exclusively on operational efficiency without investing in developing a strong organizational culture and genuine employee relationships. These perspectives emphasize the importance of the balance between management and leadership within educational organizations. Authentic leaders not only manage resources efficiently, but also inspire, motivate and guide teams towards achieving common goals, thus contributing to increasing the quality of education and the professional development of staff.

It is obvious that leaders and managers perform, broadly speaking, the same functions, but in different ways. Thus, leaders and managers are not mutually exclusive, but represent two complementary facets of leadership, with a greater emphasis on motivation and vision in the case of leaders, respectively on organization and efficiency in the case of managers⁶. At the same time, they may possess similar skills and qualities, but in different proportions and with different intensities, an aspect highlighted in research on leadership styles⁷.

⁴ S. R. Covey, *Principle-Centered Leadership*, New York: Free Press, 2006.

⁵ S. R. Covey, *The 7 Habits of Highly Effective People*, New York: Free Press, 1989.

⁶ W. Bennis, *On Becoming a Leader*. New York: Basic Books, 1989.

⁷ D. Goleman, *Working with Emotional Intelligence*. New York: Bantam Books, 1998

Regardless of whether the personality of the school leader leans more towards the qualities of leader (inspiration, empathy, vision) or those of manager (planning, execution, control), the balance between the two dimensions is essential for achieving the objectives of the educational institution. According to studies, a school led by a principal who knows how to combine these two roles will benefit from increasing the quality of the educational act, greater involvement of teachers and positive results at the level of students⁸. Whether the leadership or manager style prevails, without neglecting the importance and role of the other, a balance between the two approaches ensures the success of the educational institution and supports the processes of innovation, motivation and organizational development.

II. THE ROLE OF LEADERSHIP IN MANAGEMENT CHANGE

Management change can occur with the overall transformation of an organization, involving both a new leadership style and a restructuring of the way the organization operates. Also, management change can be generated by conservative tendencies in the organization, as well as by the low effectiveness of organizational strategies. In both situations, the leader plays a particularly important role, as his actions and decisions will influence not only the management structure, but also the organizational culture.

By changing the organizational culture, the leader sees this new orientation as an essential condition in adapting to the requirements of modern organizational management and marketing. In structure, organizational culture is made up of a set of knowledge, experiences, beliefs, attitudes, routines, roles and relationships that a group of individuals acquires in a certain period of time, either through individual interactions or through collective interactions.⁹ Therefore, by changing and shaping these cultural elements, the leader not only influences the way the organization develops, but also enhances long-term success, through a modern and innovative strategic orientation.

The leader has the ability to influence management by changing a certain type of organizational culture, thus generating both a favorable image of the organization externally and a state of satisfaction for employees internally.

⁸ C. Cucos, *Psychopedagogy for final exams and didactic degrees*. Iași: Polirom Publishing House, 2009.

⁹ C.M. Watson, *Leadership, Management and the Seven Keys*, Business Horizons, March-April 1983, pp. 8-13.

While some managers consider organizational culture immutable, the leader is aware that by acting on people and the values they share, they can gradually transform the core culture of the organization.

By redefining the organizational culture, the organization can also impose itself on customers, provided that it satisfies their interests as well as those of its own employees. At the same time, the often-conservative position of the manager, who opposes change for fear of risks and uncertainties, can become an obstacle in an environment characterized by accelerated transformations, mergers or spectacular acquisitions. In the current context, managers are called to abandon old traditions and create new ones, given that organizational culture plays an essential role in the understanding and success of change agents, but also in managerial behavior. The change in organizational culture is closely related to the specific vision of a leader, which contrasts with the orientation towards stability and continuity, characteristic of management. The leader can even change the management style of some managers or the organization's management team.¹⁰ In fact, when management is the result of collaboration in a team, the process of adjusting the leadership style becomes easier, as the team, as a collective entity, can adapt more easily to the directions and values promoted by the leader.

In the situation where the leader is simultaneously the leader of the management team, change occurs more easily, because he has the opportunity to influence the dynamics and vision of the team from within. Through this position, the leader transmits the new cultural orientation and related values, causing team members to adjust their attitudes and skills in the established direction. Thus, the management of the organization becomes an integrated process, in which the leader's vision is reflected both in the management of the institution and in its organizational culture.

The change in management style, generated by the intervention of the leader, can be as important as the managerial skill set itself. In this context, the leader aims at the general reorientation of the organizational structure towards flattened forms, flexible work schedules and increasing the involvement of employees in the decision-making process.¹¹ At the same time, it aims to determine the manager to move away from traditional

¹⁰ M.J. Hollingsworth, *Purpose and Values*, The British Journal of Administrative Management, January-February, 1999, p. 22.

¹¹ O. Niculescu & I. Verboncu, *Fundamentals of Organizational Management*, Digital Courses, accesat în data de 19.02.2025 la adresa: <http://www.biblioteca-digitala.ase.ro/biblioteca/carte2.asp?id=60&idb=7>

styles, mainly based on control, and to adopt integrated approaches in the management of activities.

Although both the manager and the leader are concerned with how the organization can achieve and maintain high and sustainable performance, the difference lies in their focus: the manager focuses primarily on completing tasks, while the leader tries to highlight how the involvement of people can generate superior results.¹² Basically, the leader guides the manager towards the method by which subordinates are encouraged to imagine, create and develop permanently. Thus, the manager gets to act through the team, encouraging an active and innovative participation in solving tasks.

The leader influences management, mainly, by directing the manager's attention to how individuals can be most effectively motivated by leadership-specific rewards, as well as by the nature of the work and the organizational context in which they operate. From the leader's perspective, management change should start by achieving the goal of developing motivational processes and a work environment that ensures results in line with managerial expectations. This direction is based on the idea that only managers who support organizations in anticipating and adapting to environmental transformations will maintain long-term success.¹³ Organizations resistant to innovation and change will gradually lose their already obtained market segments.

The trend of change that the leader imprints in management does not result from simple subjective preferences but is determined by the deep dynamics of the environment, marked by complex changes and the accelerated pace of technological development. Modern information systems force organizations to pay more attention to the management and harmonization of four fundamental resources, which are closely interdependent: information, knowledge, information technology and people. In this context, the role of the leader is to strengthen the synergy between these resources, so that the organization maintains its competitiveness and develops its capacity for innovation.

In his attempt to change organizational management, the leader relies on a high-performance information system, meant to support

¹² M. Zlate, *Treatise on Organizational-Managerial Psychology*, Polirom Publishing House, Iași, 2007, p. 237.

¹³ R.M. Niculescu, *Learning to be a good manager*, Inedit Publishing House, Tulcea, 1994, p. 82.

transformation and achieve increased performance. In this context, it represents the essential binder that links information and knowledge to information technology. From the manager's perspective, such an approach can be perceived as a threat, instead of being recognized as a valuable support. It is remarkable that modern information systems have profoundly changed the way individuals consume art (cinema, theater, opera), they have shifted their preferences to high-performance audio-video media, television or the internet, without giving up the benefits offered by art.

Externally, the leader should incentivize management to adopt people-oriented marketing, instead of focusing strictly on the product, as many managers are used to.¹⁴ The manager focuses on obtaining a higher quality of the products in order to conquer the market, while the leader aims to really satisfy the customer's needs and build a "friendly" relationship with him, not just the simple transaction through the product (known as a binder between the organization and the customer). Change happens when the leader convinces the manager to update the middle of hobby "the product" with the direct and personal relationship with the patron, responding to his goals without enforcing a proposal that he won't even need.

Transformational leaders carry out techniques that consist of identifying the want for trade, formulating a brand-new vision, and eventually institutionalizing the exchange. Thus, through articulating a coherent imaginative and prescient and clear verbal exchange of objectives, leaders can redefine personnel' values, ideals and attitudes, motivating them to voluntarily pursue superior overall performance.

The school leader is distinguished by the special nature of the environment in which he exerts his influence and by the diverse circumstances that characterize the educational system. Although each leader develops his or her own style depending on the context, the school leader operates in a framework with unique particularities:

1. Multiplicity of assumed roles: the school leader can occupy the position of director of the institution, responsible for administrative and leadership functions, but can also be a teacher, exercising a role of direct influence on groups of students through pedagogical skills and interpersonal relationships.

2. Integration of management with leadership: ideally, the school leader combines managerial duties, which involve organization and

¹⁴ M. Zlate, *Treatise on Organizational-Managerial Psychology*, Polirom Publishing House, Iași, 2007, p. 643.

coordination, with specific leadership traits, such as vision and inspiration. Thus, principals and leading teachers contribute to achieving educational goals through strategies that involve both operational efficiency and human development.¹⁵

3. Structure of the group led: most of the members of the coordinated team are teachers, people with a high level of professional training and advanced intellectual skills. This gives an advantage to the leader, as teams benefit from a solid foundation of knowledge and skills for collaboration.

4. Contribution of auxiliary staff: auxiliary staff, which includes functions such as sanitary, maintenance and administrative, make up a smaller percentage of the staff. However, the involvement of this group in joint efforts is facilitated by the leader's coordination skills.¹⁶

5. Balance between administrative and innovative tasks: the school leader is responsible not only for the management of resources and the application of regulations, but also for promoting innovative initiatives that contribute to the modernization of the educational process and the creation of a dynamic learning environment.

6. Compact leadership structure: compared to economic organizations, schools have smaller leadership structures, which requires the leader to mobilize the entire team to attract and manage the necessary resources.¹⁷

7. Relationship with school councils: although the board of directors and the teacher council provide decision-making support, the leader remains primarily responsible for the success of the implementation of the initiatives, being the one who motivates and inspires the team to achieve institutional objectives.¹⁸

8. Adaptability to change: the education system is characterized by frequent changes, which occur within three to five years. In this context, the school leader must show flexibility and promote innovation in order to adapt the institution to the new social and community requirements.

¹⁵ M. Agabrian & V. Millea, *School-family-community partnerships*. Case study. Iași: European Institute, 2005.

¹⁶ C. Cucoș, *Psychopedagogy for final exams and didactic degrees*. Iași: Polirom Publishing House, 2009.

¹⁷ B. Pescaru, *Partnership in education: family – school – community*, Bucharest: Aramis Publishing House, 2004.

¹⁸ I. Nicola, *Treatise on School Pedagogy*. Bucharest: Didactic and Pedagogical Publishing House, 2000.

9. Transformational traits: In a dynamic educational environment, the school leader must adopt a transformational style, mobilizing the institution's resources to meet both the demands of students and the needs of the community.¹⁹

The school leader integrates the roles of manager and innovator in a complex environment, in which teachers have a high professional level, and changes occur at an accelerated pace. The balance between administrative and transformational leadership responsibilities becomes essential to ensure the performance and adaptability of the educational institution.

III. CONCLUSIONS AND RECOMMENDATIONS

Educational leadership and management are the foundation of the performance and sustainability of pre-university education institutions, in a dynamic context, marked by multiple challenges. The conclusions of this study underline the fact that institutional success depends on the harmonious integration of the two concepts, each having an essential role. If management ensures stability, structure and operational efficiency, leadership brings vision, inspiration and the ability to adapt to change.

The rapid evolution of society, legislative transformations and technological advancement require educational leaders to manifest transformational traits, mobilize institutional resources and promote an inclusive organizational culture. Participatory, results-oriented leadership complements effective management, having a direct impact on the quality of education, the professional development of teachers and the performance of students. At the same time, the balance between the administrative and innovative dimensions of school leaders is crucial to ensure long-term success.

In order to respond to contemporary challenges, it is imperative to invest in the continuous training of leaders and managers in the educational field. Development programs should combine technical and administrative skills with interpersonal and leadership skills, emphasizing flexibility, empathy, and the ability to inspire teams. In addition, integrating modern technologies into the educational process and promoting a climate conducive to innovation are essential steps for adapting to current requirements.

¹⁹ A. Gherguț, *Psychopedagogy of people with special needs*. Iași: Polirom Publishing House, 2006.

Thus, pre-college education establishments can grow to be environments of instructional excellence, capable of responding to the needs of the network and contributing to the improvement of a understanding-primarily based society. Leadership and control, visible as complementary facets of leadership, no longer only offer a model of organizational achievement, but also make contributions to constructing a destiny-orientated educational vision.

In order to aid the development and overall performance of pre-college training institutions, it is critical to put in force a series of strategic measures to strengthen academic leadership and management. First of all, it's far important to create and sell non-stop training programs dedicated to school leaders, which combine managerial and leadership competencies. These applications must be personalised and reply to the particular demanding situations of the contemporary academic context.

It is likewise vital to foster a participatory organizational culture, wherein all events worried- instructors, auxiliary group of workers, college students and mother and father - are active inside the decision-making procedure. Such an technique contributes to the concord of the faculty network and to the improvement of the academic weather. At the identical time, college leaders need to be supported in developing interpersonal talents, including communicate, empathy and the ability to motivate groups, fundamental abilities for effective transformational leadership.

Another priority aspect is the modernization of infrastructure and the integration of digital technologies in the educational process. This not only facilitates innovation, but also prepares students and teachers for the demands of an increasingly digitized society. In this regard, continuous monitoring and evaluation of the performance of educational institutions is necessary, in order to identify and remedy any malfunctions.

Moreover, the promotion of educational innovation must become a common practice. By creating an environment that encourages experimentation and the implementation of new teaching methods, one can better respond to the current needs of students and the community. In this context, leaders must be open to legislative, social and technological change, promoting a flexible and adaptive mindset.

Finally, clear and coherent communication between all actors involved in the educational process is essential. This will help to clarify common objectives and maintain a harmonious working environment. By adopting these measures, educational institutions can become centers of excellence that ensure the preparation of students for a constantly

changing society and contribute to the development of a quality, future-oriented education.

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SHAPING THE PROFILE OF THE CONTEMPORARY MANAGER BASED ON THE PERCEPTION OF EDUCATIONAL BENEFICIARIES

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ABSTRACT: *The actuality of the study summarizes the necessity of the presence of the performing manager for the labor market. Based on this argument, the authors as teaching staff considered it appropriate to consult the preferences of the clients (students) trained by them in the process of providing the educational service on the one hand and training the contemporary and competitive specialist on the other. In this context, the authors resorted to the questionnaire method through which they managed to consult the opinion of the client (student) to form a picture of the performing manager seen by young and future specialists. Because of the research, students enrolled in the business and administration specialty identified a feature of the portrait of the contemporary manager. We propose this table for consultation to course holders of the fundamentals of management for the formulation of the correct didactic strategies in obtaining specialists, future performance managers through the beneficiary's opinion.*

KEYWORDS: *performance manager, client preferences, educational services*

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ARGUMENTATION

The emergence of the idea of the present study has several reasons, and it is based on the personal didactic-scientific experience in the field of management for more than 20 years. In the didactic activity, I noticed phenomena, which created my interest in researching the preferences of

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clients (students) to whom I read the course on the fundamental of management. Obviously, several generations of managers have passed before me, who have performance in their professional activity and who, being students, had certain requirements regarding the studies they had obtained. Since the didactic practice was only in private institutions, where it is considered that the clients (students) are more demanding and selective, the study will be carried out in the area of private higher education institutions. To carry out the research, we used the questionnaire method, and the respondents were selected from 2 higher education institutions, the University of European Studies of Moldova (University 2) and the Free International University of Moldova (University 1). These two higher education institutions are among the first to appear in our country and have 30 years of experience in the educational services market. The selection of these 2 institutions was also not a random one, but an intentional one. The intention of the study consisted in the appearance of diverse opinions regarding their vision towards a manager. Any student from university dreams of a career of professional performance, obviously by occupying a certain managerial level. Obviously, the concerns regarding the particularities of the manager are identified during the listening of the course on the fundamentals of management.

THE ACTUALITY OF THE STUDY

Concerns regarding the quality of the teaching act are not only the problem of higher institutions providing educational services, but also the personal concern of the teachers involved in this process. On the one hand, the feedback permanently requested from the interested parties participating in the training of students' skills is one of the ways of adapting the program and curriculum to the demands of clients and the labor market. On the other hand, the improvement of the professional skills of each course holder through studies and research in the field, ensures the certainty of the specific training of the skills necessary and requested by the client (student). One of the methods, and perhaps the most effective one, is communication between the teacher and the student. Namely, on the element of trust and openness, the author relied on the involvement of students in the research.

Managerial skills training for specialists in the field of economic sciences is a mandatory form of skills training per program. Managerial actions are necessary in any type of entity, in any field of its activity and

with any form of ownership. Management as an appearance in the life of man is with the appearance of leaders in the primitive commune, with the leaders of armies in military actions in the process of the evolution of mankind and in the administration of daily activities.

The diversity of the scientific management approach allows us to argue the importance of training specialists with managerial skills in the contemporary period. Henri Fayol, a pioneer of management theory, emphasized the importance of managers' personal traits in ensuring organizational effectiveness¹, providing valuable insights into the essential qualities of an effective manager. Taylor's contributions² remain fundamental in the development of management theory and in understanding the role of the manager in organizations, and his works provide valuable insights into the role and essential traits of an effective manager. Harrington Emerson is known for formulating the "12 Principles of Efficiency", which have profoundly influenced managerial practices, emphasizing the need for managers to be able to set clear standards, plan effectively, and motivate employees to achieve organizational goals³. Frank B. Gilbreth did not directly address the subject of the manager's personality, his work had a significant impact on the way managers exercise their role, emphasizing efficiency, organization, and the use of scientific methods in leading teams and production processes. By applying his principles, managers were encouraged to adopt an analytical and systematic approach, focused on efficiency and process optimization, thus influencing management styles and interaction with employees⁴. Max Weber's theories of bureaucracy provide a clear framework for understanding the traits and behaviors expected of managers in formal organizations. In Weber's ideal bureaucratic model, the manager's personality is characterized by rationality, discipline, neutrality, and professionalism⁵. Starting from the theories of Henry Mintzberg and the 10 roles played by managers due to their behavior, continuing with the theories of Henry Fayol, that underpin the management principles of the

¹ Henri Fayol, *General and Industrial Management*. United Kingdom: Ravenio Books. 2016, 142 p.

² Barkley Copley, Frank. Frederick W. Taylor, *Father of Scientific Management (Volume I)*. India: Alpha Editions, 2020. 524 p.

³ Adrian-Paul Iliescu, *The Limits of Power*. Romania: All Publishing House. 1994, 180 p.

⁴ Gilbreth, Frank Bunker, *Primer of Scientific Management*. United States of America: Hive Publishing Company, 1973. 108 p.

⁵ Max Weber, *Critical Assessments 2*. United Kingdom: Routledge, 1991. 431 p.

management unit, we consider it appropriate to involve the position of those wishing to play this role in the entity to contribute to the formation of professional skills. Theories of the manager's personality are present not only in management concepts. A study on managerial roles in Mintzberg's theories, which emphasizes the importance of these roles in influencing managerial performance, can be found in Henegama, HP⁶. A work that emphasizes management through information, with people and for action, specifically Henry Mintzberg's 10 roles of managers, can be found in Olivier, Serrat⁷.

RESEARCH METHOD

The research method selected is the survey. This empirical data collection method will be assisted by quantitative and qualitative data analysis methods. The investigation consists of 2 components: the component that will describe the respondent and the basic component that will ensure the formation of hypotheses and conclusions. Core component questions are based on a 5-point scale and are scored from 1 to 5, from lowest to highest for the option. 10 important elements of managerial personality formation based on the theoretical foundations of the authors H. Fayol, F. Taylor, H Emerson, F. Gilbert, M. Weber were selected, which form the three sides of the golden triangle: skills, competencies, responsibility. Each element being described by 5 randomly selected characteristics after spending the seminar lessons on the discipline of management fundamentals with students from the 2 higher education institutions involved in the research.

The results of the survey will be calculated through statistical methods. The collection of statistical data was carried out by means of the electronic form (questionnaire) on the google platform. The quantitative results will serve as support for the calculation of the total score on each element characteristic. Through the method of comparison, the preferences of the students involved in the study will be assessed in order to formulate conclusions and proposals for their implementation.

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⁶ HP. Henegama, *Empirical review of performance of the managers: Reference to Mintzbergs' managerial roles*. International Journal of Management and Organizational Research, 2024, doi: 10.54660/ijmor.2024.3.4.13-17

⁷ Olivier Serrat, *Mintzberg's Model of Managing: Random Thoughts from an Observation*. 2021, Available from: 10.1007/978-981-33-6485-1_18

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SAMPLE CHARACTERISTIC

To carry out the survey, a sample of 200 students was selected, 100 students each from each private institution of higher education providing educational services in higher education in the Republic of Moldova. The researcher made the selection of respondents from the contacts of the students enrolled in the Fundamentals of Management course in 2022. The investigation process was made by the researcher, explaining to the surveyed students the importance of the study by expressing their individual opinion regarding the personality of the contemporary manager that each of the respondents wants. The results of the study being very important for the formation of the discipline strategies of the course holder, but also by improving the overall didactic process.

Respondents are characterized by gender and by the specifics of the specialty of studies. These two characteristics will be taken into account because the age of the respondents is approximately the same, taking into account the year in which they study the discipline of management fundamentals (first year). The level of skills possessed is evident due to the conditions of access to higher bachelor's studies.

The characteristics of the respondents are presented in Table 1

No.	Characteristics	The gender of the respondent Female	The gender of the respondent Male
1.	First year students at University 2	75%	25%
	Business and administration specialty	46%	14%
	Finance and banking specialty	17%	6%
	Accounting specialty	9%	3%
	Specializing in hotel services, tourism and leisure	3%	2%
2.	First year students at University 1	65%	35%
	Business and administration specialty	18	14%

Finance and banking specialty	23	7%
Accounting specialty	13%	5%
Specializing in hotel services, tourism and leisure	7%	3%
International economic relations specialty	4%	6%

Source: made by the author based on the questionnaire results

The geographical environment of residence will not be taken into account, as it does not influence the evaluation decision. Analyzing the presence of those in the survey process, a weight of participation of female respondents is observed for both institutions participating in the study.

With a weight of 75% percent female and 25% percent male for respondents from University 2 and with a weight of 65% percent female and 35% percent male for respondents from University 1. Students who are enrolled in the programs of the field of economic sciences studies the fundamentals of management as a fundamental discipline. Thus, the study was attended by students enrolled in the business and administration, finance and banking, accounting, international economic relations programs, but also students enrolled in the hotel services, tourism and leisure program, even if it is from the public services field.

In this context, we identify a higher participation of students enrolled in study programs in the field of economic sciences with a weight of 90% compared to 10% for the field of public services at University 2 and with 95% compared to the corresponding 5% for the respondents from University 1.

RESULTS AND DISCUSSIONS

After collecting the results on the platform and their analysis, 10 representative figures of the opinions of the respondents (students) involved in the study were built. Their opinions were represented in figures with separate accounts in order to interpret the result more easily and to make the comparison of the results possible. Even if they are identical according to the level of education, the respondents of the 2 higher education institutions differ in their views on the managerial phenomenon. Estimating the managerial (professional) characteristics of a manager that they believe they will represent, students from University 1 believe that the most important thing in a manager is curiosity, then ability and conscientiousness, while respondents from University 2

consider authority and cooperation and then conscientiousness and capacity.

The knowledge or skills that a contemporary manager should possess must undoubtedly be multilaterally developed, but according to the questionnaire, these were reduced to 5 general areas.

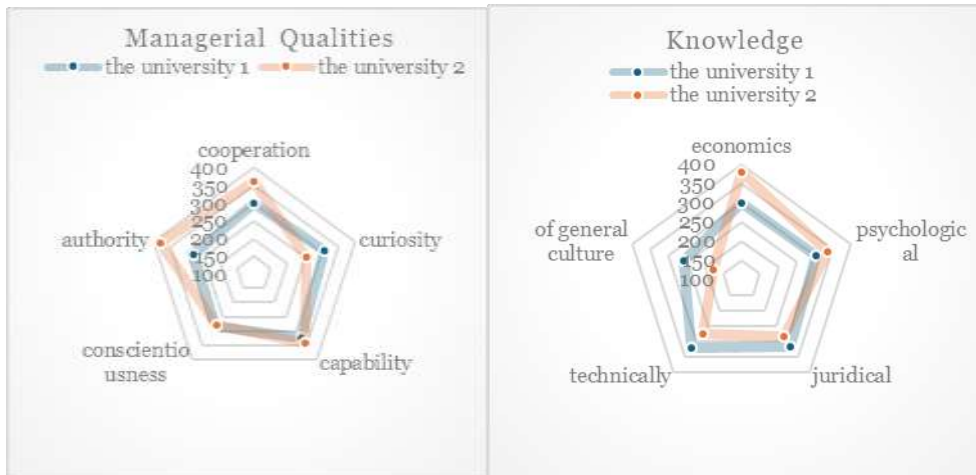


Figure 1 Estimation of managerial qualities; Figure 2 Estimating manager knowledge

As a result, the respondents from University 1 gave priority to those with general, legal and technical culture, while the respondents from University 2 consider that the priority for the contemporary manager to have economic and psychological knowledge. These results are graphically presented in Figure 1 and 2.

One of the sides of the success triangle of the manager's personality is the abilities. In the present research the hypothesis 2. There are skills identified by any group for the image of the contemporary successful manager, we have the following answer. 51% of respondents from university 2 gave preference to team work skills, 18% of respondents consider communication skills to be representative and 13% and 11% value memory and intelligence respectively. A totally different result is noted by the respondents of university 1 who believe that a successful contemporary manager must have teamwork skills in the view of 30% of the answers, memory and charisma a number of 20% of respondents. The result of the questionnaire can be seen in the diagram in figure 3. An interesting fact to note from the result of the comparative analysis, the respondents of both universities consider that the memory is the

characteristic least appreciated by the respondents. The characteristics communication and intelligence being equally valued.

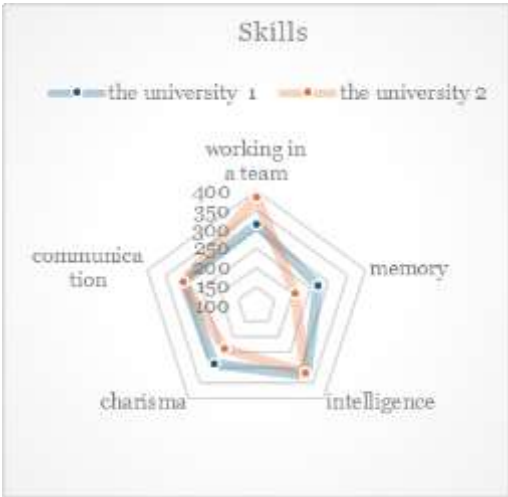


Figure 3 Skill estimation;

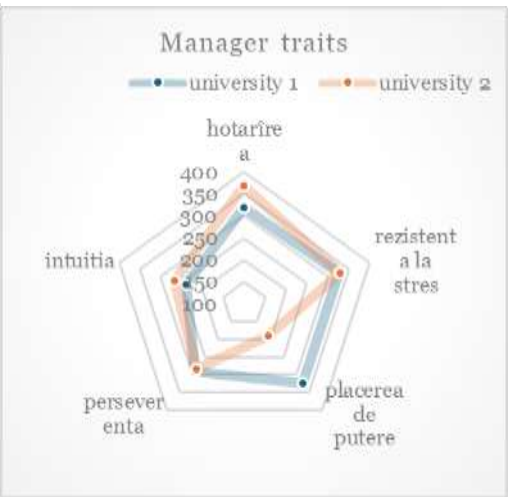


Figure 4 Estimation of manager traits

The characteristics of the manager were estimated by the respondents of university 1, as the leader characteristic the pleasure of power with 35%, and by the respondents of university 2 as the decision with 43% of the votes. The other characteristics had equal estimated values, such as persistence and stress resistance with values between 20-25%. Respondents from both universities had the lowest appreciation for intuition as a manager trait, at 5% and 8% for university 1 and university 2 respectively.

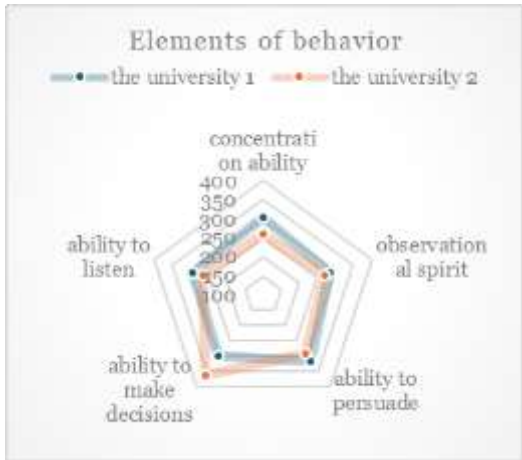


Figure 5 Behavior elements;

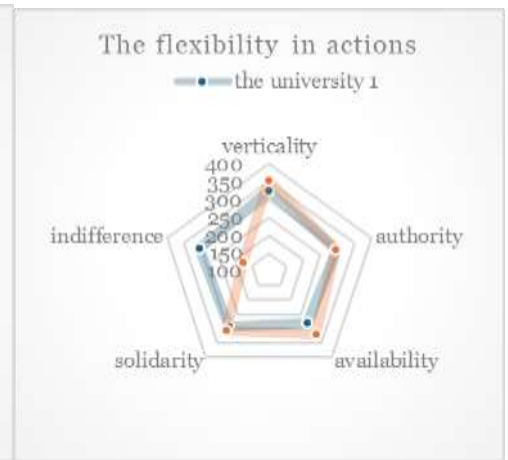


Figure 6 Assessment of flexibility in actions

The elements of behavior are represented in the questionnaire by the characteristics: the ability to concentrate, the spirit of observation, the ability to persuade, the ability to make decisions, the ability to listen. All these characteristics add value to the manager's personality and are very difficult for respondents to estimate. According to the result of the estimation, the respondents from university 1 gave priority to the ability to concentrate, the ability to make decisions and the ability to convince by 25%, and the respondents from university 2 estimated the ability to make decisions with the highest score by 46%, being a result very high compared to the other characteristics that have accumulated an appreciation by a maximum of 14% of the respondents. In the following figures, the graphs of the analysis of the result of the estimation of the manager's desire for affirmation and the performance of the managerial functions as an activity are presented.

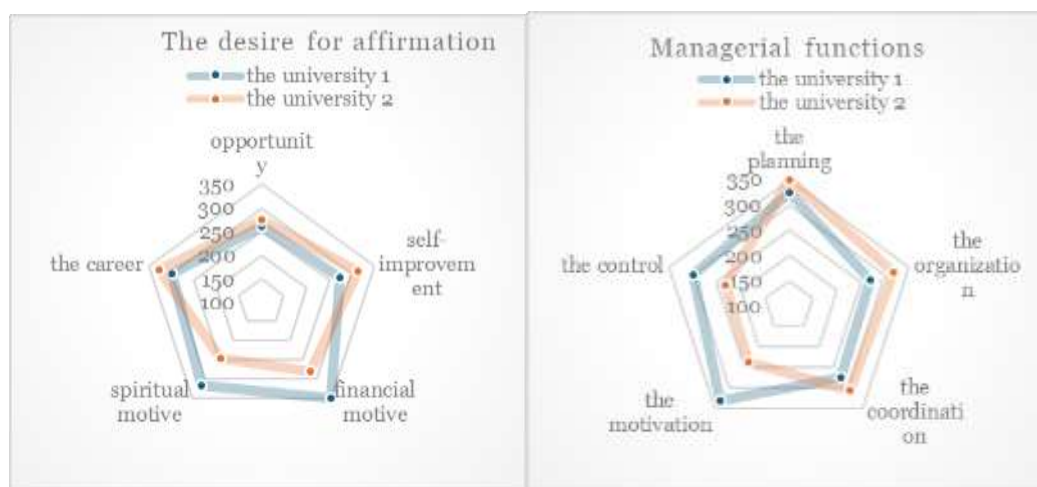


Figure 7 Estimation of the desire for affirmation; Figure 8 Estimation of executed managerial functions

The result of the estimation of the desire to affirm the contemporary managerial phenomenon by the respondents of the university 1 identified the financial motivation by 35% of the respondents and the spiritual motivation by 25% of the respondents, followed by 20% of the respondents who mentioned the career. Opportunity and self-improvement were the least valued. University 2 respondents gave priority to career with 33% of the likes, self-improvement with 22% of respondents and opportunity with 18% of respondents. Spiritual motivation is the least valued by university 2 respondents, with only 11%

of respondents making up less than half of those who voted for this characteristic from university 1.

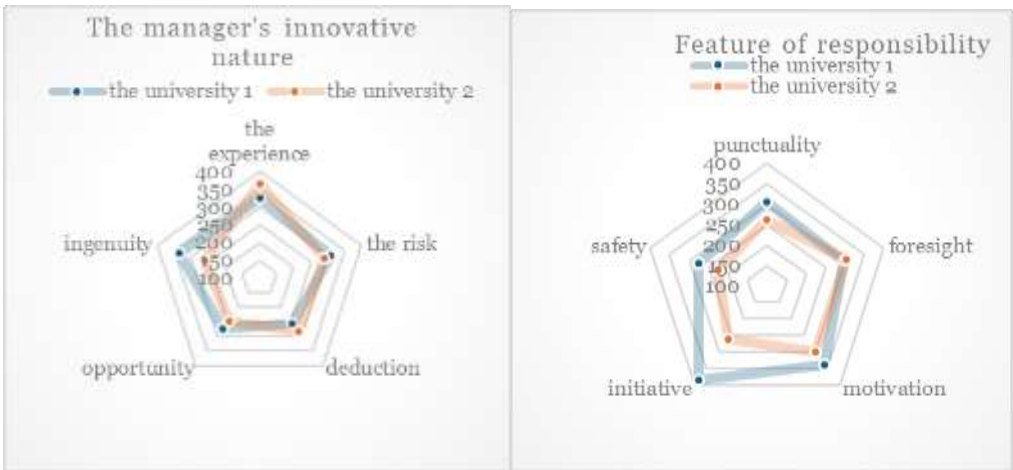


Figure 9 Evaluation of the innovative character; Figure 10 Estimation of managerial responsibility

The innovative character - for a manager in the conditions of the market economy represents the lifeline in the economic activity. The respondents of university 1 gave preferences to the characteristics of ingenuity 35% and experience 30%. Risk as an innovative characteristic of the contemporary manager was appreciated by 20% of respondents from university 1 and 17% of respondents from university 2. Respondents from university 2 gave priority to experience as an innovative characteristic with 51% appreciation of the responses. Risk, deduction, opportunity, and ingenuity are valued roughly in proportion.

Accountability is the 3rd element of the golden triangle of the manager's portrait. In the questionnaire, responsibility has the following characteristics: punctuality, foresight, motivation, initiative, security. Punctuality was valued by 35% of respondents, 30% valued motivation, 25% initiative by respondents of university 1. Respondents from university 2 decided that 27% value punctuality, 16% prioritize motivation, 11% and 12% for predictability and corresponding safety. This is the only element that was rated identically by the respondents as a priority assessment.

Concluding the results of the analysis of the estimation of the characteristics of the 10 elements that will present the outlined image of a performance manager was established. The respondents participating in the study from University 1 through the recorded answers determined the

following important characteristics for the typology of a performing manager and he must present an authority (40%), have general culture skills (35%), have teamwork skills (30%), with an ability to concentrate (25%), ability to persuade (25%), ability to make decisions (25%), with a desire for affirmation through financial motivation (35%), enjoyment of power (35 %), priority of the control function (40%), indifference in flexibility of actions (35%), with ingenuity in innovative character ((35%), punctual and responsible (35%). The second picture of the performing manager penciled by the respondents from University 2 after the answers has the following characteristics: authority (37%), economic skills (51%), teamwork skills (51%), decision-making ability (46 %), career tendency (33%), decisive (43%), planning managerial function (45%), vertical (39%), experienced (51%), punctual (27%).

In figure 11, the author presented the map of the profile of the performance manager characterized by the respondents from the 2 universities.

Analyzing the map of the 2 profiles formed by the preferences of the respondents from the 2 higher education institutions, we identify a big difference in the course of the 10 distinctive elements of the manager's characteristic. The students from university 1 formed a continuous less winding line by means of the preferences given in the survey answers, which confirms the homogeneity of the selected answers and the creation of a simple and rather obvious portrait of the performing manager. Analyzing more deeply the characteristics of the respondents, we came to the conclusion that the respondents participating in the questionnaire are representatives of the finance and banking, accounting, international relations specialties and less representatives of the business and administration specialties. This fact argues against abstract preferences over the characteristic elements of a performance manager. Even if the managerial theories state that the manager must have double professionalization, the specialists in the first cycle of higher education are trained not as managers but as executors. While the respondents from university 2, being mostly from the business and administration specialty, confirmed the trend towards managerial processes. Thus, the continuous line that represents their preferences has a more determined character in the discrete assessment of some characteristics for the manager's portrait.

In this context, we identify the theoretical foundation of 80/20 training of the manager, where 80% of the manager has innate skills and 20% is acquired skills. Obviously, this co-report cannot exist separately,

but the results of the study confirmed the specificity of respondents belonging to the managerial specialty.

		10	20	30	40	50
Managerial Qualities	Cooperation		-	-		
	Curiosity	-				
	Capability		-	-		
	Conscientiousness	-				
Knowledge	Authority				--	
	Economics					-
	Psychological	-	-			
	Juridical	-	-			
Skills	Technically	-				
	Of general culture	-		-		
	Working in a team			-		-
	Memory	-	-			
Manager traits	Intelligent	-				
	Charisma	-	-			
	Communication	-				
	Concentration ability	-	-			
The desire for affirmation	Spirit of observation	-				
	Ability to persuade	-	-			
	Ability to make decisions		-			-
	The ability to listen	-				
Elements of behavior	Opportunity	-				
	self-improvement	-	-			
	Financial motive	-				
	Spiritual motivation	-		-		
Managerial functions	Career		-	-		
	Decision		-		-	
	Resistance to stress		-			
	The pleasure of having power	-		-		
Managerial functions	Perseverance	-				
	The intuition	-				
	The planning			-	-	
	Organization	-				
Managerial functions	The coordination	-				
	The motivation	-	-			
Managerial functions	The control		-		-	

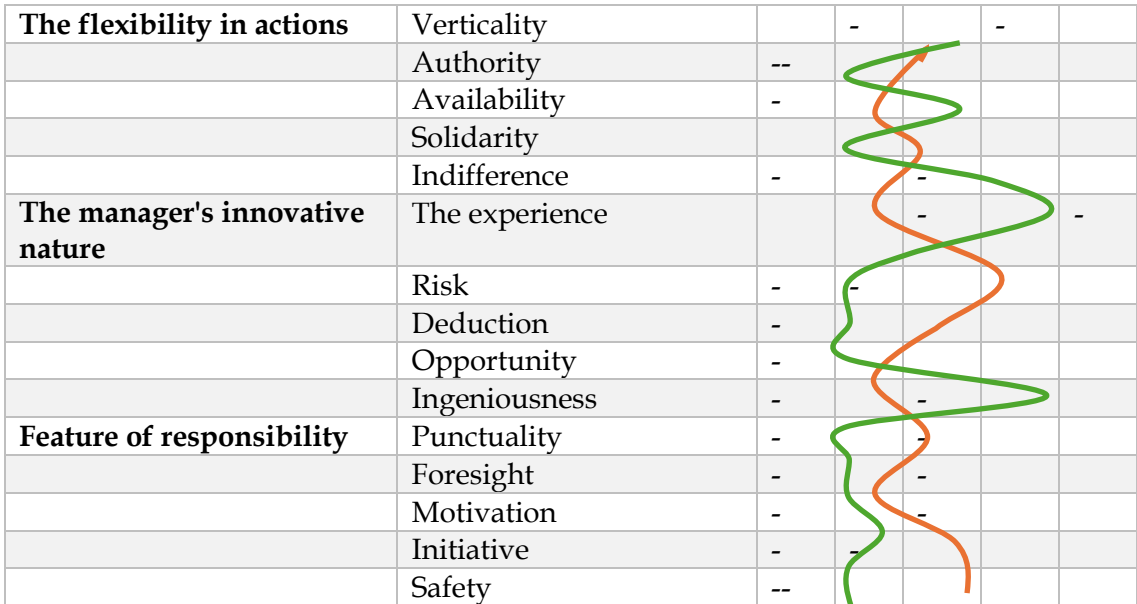




Figure 11 Performance manager profile map presented by university respondents

the university 2 	the university 1 
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Clients in the two universities perceive managerial functions differently. Clients of University 1 prioritize planning and control, which suggests a strategy- and evaluation-oriented approach. In contrast, clients of University 2 emphasize the importance of motivation and coordination, indicating a leadership style that inspires and mobilizes the team to achieve common goals. Knowledge and skills are perceived at University 1 as economic and legal knowledge, emphasizing the importance of a formal and technical approach to management. Managers are perceived as experts who use this knowledge to make informed and well-founded decisions. In terms of skills, intelligence and charisma are considered essential, which reflects a preference for leaders capable of inspiring and attracting attention through their presence. In contrast, clients of University 2 place particular emphasis on psychological and general culture knowledge, indicating a more humanistic approach. Teamwork and communication are fundamental skills, which suggests that managers are seen as facilitators of collaboration and good communicators, capable of creating a harmonious environment.

CONCLUSION

In conclusion, graduates from University 1 will have a traditional managerial profile, oriented towards control, strategy and internal efficiency. This managerial style is suitable for organizations that emphasize stability and compliance. However, the integration of more collaborative and innovative skills could contribute to a performance more adapted to current challenges. Traits such as authority, concentration and observation are essential for this type of manager, reflecting a style focused on strategy and compliance with rules. This profile is suitable for well-structured organizations that operate in relatively stable environments, where predictability and control are a priority. And graduates from University 2 present a more collaborative and innovative managerial profile, ideal for environments that require adaptability and strong interpersonal relationships. However, greater attention to planning and control could ensure better structuring of activities. Qualities such as cooperation, communication and motivation are a priority, reflecting a leader who values team involvement and innovation. This managerial style is ideal for organizations operating in dynamic environments, where flexibility and creativity are important for success.

These two profiles, although different, offer valuable insights into the labor market to respond to both organizational demands and external challenges. The managerial profiles outlined by the two universities highlight distinct, yet complementary, approaches to leadership. University 1 offers managers who opt for stability and control, while University 2 offers managers who promote innovation and collaboration. By integrating the strengths of both profiles and by applying information, coordination, and guidance tactics, both institutions can shape managers and develop a balanced, adaptable, and high-performing leadership style, capable of responding to both organizational demands and external challenges.

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THE RISK OF GLOBALISATION, MULTICULTURALISM AND CULTURAL DIVERSITY

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ABSTRACT: *This paper plays a double role. The first role is of an analysis of the multilayered society we live in, a world of globalisation, a world in which new trends lead to new cultural identities, shaping and transforming traditions, principles, patterns, identities, a world uniformed according to the principles of values imposed by the dominant culture. The second role is that of an alarm on the risks that the globalising society represents. Industrialisation and the export of state-of-the-art technologies also require, as a natural cause, the export of cultural institutions that tend to monopolise and dominate local cultural institutions and traditions, imposing, in the best case, a form of multiculturalism. The theory of mentality comes to analyse this phenomenon from the perspective of a new cogito, a new form of thinking initially accepted in a hybrid form, and taken over in an ongoing process as a new cultural identity and form of thought.*

KEYWORDS: *globalisation, multiculturalism, cultural diversity, cultural identity, cultural institutions, tradition, industrialisation, community, local identity, thinking and mind, economic neo-liberalism, literary works.*

The trend of contemporary society based on the expansion of communication technologies, on labour migration and on the export of cultural industries, has led to the destabilisation of borders and the erosion of nations, transforming, from the inside, the constructions of identity towards a general process of globalisation. Cultural flows have been stimulated by this phenomenon, leading to cultural diversity and multiculturalism. Social movements and coalitions against global market hegemony are emerging. At the same time, society is beginning to confront a neo-liberal trend dictated by globalisation and oriented towards the economic market: economic neo-liberalism, which negatively influences cultural identity.

Literary works take a stand against the trend of economic and cultural globalisation, a major landmark in this respect being *Empire*¹, the reference

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¹ Michael Hart and Antonio Negri, *Empire*, Harvard University Press, 2001.

point of contemporary radical thinking, expressed by Michael Hart and Antonio Negri. The authors comment on concepts such as postmodernism, postcolonialism and autonomism, synthesising them and overlapping them with theories of Marxism, anarchism, and trade unionism. A key element of their work is the connection between two essential notions of the new imperialist vision - the lack of territorial limitation and the idea of cultural identity, dominated by the macroeconomic interests of the contemporary world.

The production of the new cultural identity tends not to be limited to territoriality in the sense of '*deterritorialization*' approached by Gilles Deleuze and Felix Guattari in their work *Capitalism and Schizophrenia*², where schizophrenia plays a positive role, a stimulating factor in broadening the boundaries of identity space by the pragmatic proliferation of the concepts with which it operates. Finally, it leads to the dissolution of the link between culture and place, in terms of territory, resulting in a limitation, a diminution of the meaning of space and territory.

The non-territorialisation of space can, however, result in a lack of specification, nomination, and confirmation of the resulting identity form. The dichotomy between inner and outer space related to '*history*', seen as time, leads to the idea that the notion of '*contemporary epoch*' in the new Empire has no limits, thus becoming unlimited as space. Postmodern capitalist production eliminates its own valence of '*outside*' within the new Empire because modern dialectics change the notions of '*outside*' or '*inside*' as space, with the new game of the paradigm '*hybridity and artificiality*'. Time, in accordance with space, is thus seen as generator of a process of elimination of '*outside*' or '*inside*' because the sovereign character of the Empire, in the new acceptance, leads to the idea of non-spatiality. The Empire, by the power it holds, is '*everywhere*' and '*nowhere*' appearing as a uniform space in which cultural identity has melted into a form of identity globalisation with new valences, which tend to change the meaning of cultural diversity into a non-identarian manifestation, but extending the boundaries of certain cultural institutions into a new form of cosmopolitanism. The deterritorialisation of the old cultural identity area allows this new form of cosmopolitanism, where globalisation plays the role of the contributory vector of the new cultural identity, based on the

² Gilles Deleuze and Felix Guattari, *Capitalism and Schizophrenia*, Penguin Books, 1972.

cultural diversity of the new Empire. It also leads to an identity universalisation dictated by dependence on the economic power, imposed in the new structure, which is dominated by a form of managerial centrism.

From this perspective, there is a danger that can generate an identity deadlock, starting with the legitimate question "Where is here?" - the new structure generating possible confusing forms by simulating old identities superimposed on the new forms of identity or generating a hybrid form of globalised identity: the result is the global citizenship that manifests itself in a boundless space. The idea of a new geographical storage space of circulating humanity arises, like a depository space of new identities generated by the flows that drive humanity into the new Empire, with cities taking over the depository feature of spirituality. This form of mass distribution contributes to the new directions of destinies marked by geographical mythologies, but also infusing the hope of freeing from the sufferings generated by the new movement. The condition of release may also be linked to the acquisition of the status of '*global citizenship*' as part of a political programme for the globalised crowd.

An individual, as part of such a crowd, should be able to decide whether, where and when to settle in the identity space of the *Empire*, having the right to control his own decisions. The '*new proletariat*', as it is called by Hart and Negri, cannot be classified as '*a new working class*', because according to this concept, the proletariat is defined as belonging to that category whose work is part of the capitalist exploitation system, depersonalised and without a certain cultural identity. The income this individual makes, becomes a citizen's income and plays the role of social income since the whole society holds the status of '*citizen*' of the Empire, where he labours for the benefit of capitalism. We could sense a similarity with the idea of equality as presented in George Orwell's *Animal Farm*³, the concept of fairness being the link between the two different approaches, as there is no fairness, neither in the *Empire*, nor in the society presented in *Animal Farm*.

The analysis of mental discourse, as a model of analysis and scientific research, leads to a conclusion with sarcastic valences. This form of evolution of the cultural identity presented by Hart and Negri is totally opposite to the cultural area represented by the traditional cultural institutions. The social trend within *Empire* changes the atmosphere of

³ George Orwell, *Animal Farm: A Fairy Story*, UK: Penguin Books, 2000.

local mentality into this perspective of globalisation, of a multicultural space that loses its cultural identity, and transforms individuals into characters without identity. It is the local cultural typology which has been created from the cultural identity perspective, a typology recognisable through gestures, activities, identification, and co-validation. This symbolic training space played the role of a melting pot where fundamental values were initiated, decanted, and then shaped into the spirit of the ideals of society, representing the keystone to support the further development of the whole society. Without real values that share the same ideals and considering cultural institutions as a basis for starting and developing it, civil society loses its targets to go to in this evolutionary process, in fact losing its national cultural identity, as can be concluded from the analysis of the literary work written by Hart and Negri.

The idea of cultural identity has been developing year after year, hand in hand with the idea of globalisation. Although specific features existed long ago in certain societies, globalisation made individuals realise the risk of losing their cultural identity. While cultural identity unites individuals around the same cultural values, making them share and treasure the same cultural identity, globalisation tries to impose those cultural values which are most relevant in a dominant society. Cultural globalisation is looked upon as a process of transmitting ideas, values and meanings around the world in order to extend and intensify social relations. This process could not be possible at this scale without using nowadays technology like the internet and media. International travel plays also a key role in the process, although colonisation played in history, more or less, the same role of carrying cultural meaning around the globe, but with a different political, cultural and social impact. This circulation of cultures enables individuals to get involved in extended social relations, crossing borders at an international level and creating so-called '*shared norms and knowledge*' with which individuals associate their cultural identities.

Religions were among the earliest cultural elements to globalise, being spread by force. Besides religions, migration and traders were other main channels in spreading certain cultural identity all over the world. However, today, music and film, probably, play the most important role, some critics of globalisation argue that it harms the diversity of cultures. When a dominating country's culture is introduced into a receiving country through globalisation, it can become a threat to the diversity of local culture. Globalisation may ultimately lead to Westernisation of culture, where the dominating cultural concepts of economically and

politically powerful Western countries spread and cause harm to local cultures.

The term globalisation implies transformation. Cultural practices including traditional music can be lost or turned into a fusion of traditions. Globalisation can trigger a state of emergency for the preservation of musical heritage and can lead performers to discard traditional instruments.

On the other hand, cultural diversity is often used interchangeably with the concept of *multiculturalism*. Sociologists described seven important actions involved in the definition of multiculturalism:

- recognition of the abundant diversity of cultures,
- respect for the difference,
- acknowledging the validity of different cultural expressions and contributions,
- valuing what other cultures offer,
- encouraging the contribution of diverse groups,
- empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases,
- celebrating rather than just tolerating difference to bring about unity through diversity.

Questions like: What language do you speak? What is your religion? What holidays do you celebrate? What is your racial identification? What is your ethnic identity? What is your culture? are commonly asked in a multicultural environment. Cultural diversity comes with answers to these questions, sharing cultural identities to each other, learning to understand and accept different cultural backgrounds and creating new communication bridges between cultures. It might be the solution to cultural globalisation because it involves mutual respect and recognition of national, ethnic or group values. In this way, no national or group traditions are in danger in the melting down process played by globalisation.

Intercultural communication skills are needed in order to be successful when analysing different cultural backgrounds and trying to communicate in a different cultural environment. These skills are those required to communicate, or share information with people from other cultures and social groups and involve both verbal and non-verbal communication techniques. There are gestures that can be interpreted in a

wrong way, leading to miscommunication and misunderstanding, or worse, being interpreted as an offense by the collocutor.

There are many interpretations of culture, in general, as a whole, from different scientific perspectives, affecting or describing ways that should help intercultural communication. Unless such an analysis is firmly made, no other interpretation could target a successful positioning. Yet, as Geertz recognised, observation and description, in and of themselves, are insufficient to describe culture. As he points out, culture cannot be reduced to specific behaviour patterns - customs, usages, traditions, habit clusters. On the contrary, culture is best seen as a set of rules that serve to govern behaviour. Using a linguistic analogy, cultural patterns provide the grammar:

"The establishment of a common language in the social sciences is not a matter of mere coordination of terminologies or, worse yet, of coining artificial new ones; nor is it a matter of imposing a single set of categories upon the area as a whole. It is a matter of integrating different types of theories and concepts in such a way that one can formulate meaningful propositions embodying findings now sequestered in separate fields of study."⁴

Zygmunt Bauman, the Polish sociologist and philosopher, also analyses the group mentality, social classes and cultural identity in our society, through his theory on modernity, postmodernity, and what he termed *liquid modernity*. Analysing his concepts will help us understand the complexity our world faces as his work primarily focuses on the changing nature of society, identity, and the human condition in the contemporary world. According to his concept of *liquid modernity*, our contemporary society is fluid and ever-changing. His theory on group mentality, particularly within organisations like clubs and societies, reflects his broader concerns about how individuals relate to each other in the modern world. Bauman's insights into group mentality are deeply connected to his views on identity, community, and the changing nature of social bonds and social behaviour. Unlike the *solid* phase of modernity, where social structures and norms were stable and enduring, *liquid modernity* is characterized by constant change, uncertainty, and fluidity. In this state, individuals face a rapidly changing environment where traditional structures like family, work, and community are no longer

⁴ Clifford Geertz, *The Interpretation of Cultures*, New York: Basic Books, Inc. Publishers, 1973, p. 42.

fixed. This leads to increased anxiety and a sense of insecurity as people must continuously adapt to new conditions. In a modern club or association, membership might be more fluid and less committed than in the past. Members may join based on temporary interests or trends, and there might be less of a sense of long-term obligation or loyalty to the group. For instance, a social media group or an online community could have members who join and leave quickly, depending on how well the group's purpose aligns with their current interests.

Bauman observed that in liquid modernity, identity is increasingly shaped by consumption rather than production. People define themselves by what they buy and consume, rather than by their work or contributions to society. Consumer choices become a key way of constructing and signaling identity. However, this also creates a sense of inadequacy and anxiety, as individuals constantly strive to keep up with trends and social expectations. In a modern society, identities and communities can be consumed like products. Membership in a group can be seen as a way to consume a certain lifestyle or identity, rather than a deep commitment to the group's values or goals. A fitness club might attract members who join not because of a strong commitment to fitness, but because of the social status or image associated with being a member. The club becomes a product to be consumed, and membership can be easily discarded if a more appealing alternative comes along. Some members may engage with the club or association in a transactional manner, valuing their membership based on the tangible benefits they receive. If those benefits diminish or another association offers more, their loyalty might shift, reflecting Bauman's notion of fluid, consumer-oriented group mentality.

In liquid modernity, individuals have more freedom to shape their lives, but this comes with the burden of responsibility for their choices. Without stable social structures to guide them, people must go through life on their own, which can lead to feelings of isolation and insecurity. The lack of solid foundations in life means that many people experience a sense of precariousness, where job security, relationships, and social status are all uncertain and subject to rapid change. This individualisation, while empowering in some respects, also leads to feelings of anxiety and insecurity, as the social safety nets and collective bonds of the past weaken. This insecurity can make people more susceptible to manipulation by organisations or leaders who promise security in exchange for loyalty or conformity.

Developing his concept of liquid modernity, Bauman was critical of how globalisation exacerbates the fluidity of modern life. It creates a world where borders are more porous, but this also leads to increased inequality and a sense of displacement for many. While some benefit from the opportunities of a globalised world, others feel left behind, leading to a divided society where the “winners” and “losers” of globalisation have vastly different experiences.

In liquid modernity, traditional moral frameworks are less clear, leading to a sense of moral ambiguity. Bauman argued that this creates challenges in understanding and acting upon ethical responsibilities. He emphasised, resembling Boia’s theory ⁵, the importance of ethical responsibility towards *the Other*, or those who are different from us. He believed that in a globalised world, ethical consideration must extend beyond local communities to encompass all of humanity.

In a rapidly changing world, group mentality can provide a sense of security and belonging, offering a stable identity within the flux of modern life. Groups, whether they are clubs, societies, or associations, become crucial in the formation of individual identity. By aligning with a group, individuals gain a clearer sense of self, defined by the group’s values, beliefs, and practices. Bauman suggests that group mentality can create a strong *us vs. them* dynamic, where the identity of the group is solidified by distinguishing itself from others. This can lead to exclusionary practices, where those outside the group are viewed with suspicion or hostility. For instance, in a local chess club, according to Bauman, members may join the club not just for the love of chess but also to find a stable identity within a community. The chess club offers a place where members feel a sense of belonging and purpose, in contrast to the broader, more uncertain social world. The club may develop an *us vs. them* mentality, distinguishing themselves from other local groups. This dynamic helps reinforce the members’ identity as “chess players” and not just generic social club members. A professional association like the American Medical Association (AMA) provides a framework for doctors to identify with their profession. The AMA offers not only resources and networking but also a clear sense of what it means to be a medical professional, which can be particularly comforting in an age where professional roles are rapidly evolving.

⁵ Lucian Boia, *For a History of the Imaginary*, Bucharest: Humanitas, 2000.

According to his theory on globalisation, Bauman also discussed the emergence of a new social class he called the *precariat*, consisting of *precarious* and *proletariat*. The precariat consists of individuals who live in a state of economic and social insecurity, often facing unstable employment and lack of long-term prospects. This group is emblematic of the broader uncertainties of liquid modernity, organisations using control over their members. In traditional societies, control was often utilised through social norms and expectations that were deeply internalised by individuals. In modern organisations, control is more often exercised through rules, regulations, and encouragement. In many modern organisations, such as large companies or government agencies, control is exercised through a bureaucratic system of rules and procedures. These organisations function like machines, where each member has a specific role to play. While this system can be efficient, it can also lead to alienation, as members may feel like they are just gear in a machine rather than part of a meaningful community. A modern corporation might have a strong corporate culture that encourages certain behaviours and attitudes among employees. While this can create a sense of belonging, it can also be aggressive and bullying, as employees may feel pressured to conform to the culture even if it conflicts with their personal values.

Bauman also spoke about the ambivalence present in modern forms of solidarity. People may desire solidarity and community but are often ambivalent about the responsibilities and limitations that come with it. In a volunteer organisation, members might feel a strong sense of solidarity with the group's mission but may also feel conflicted about the time and energy required to fully participate. This ambivalence can lead to fluctuating levels of commitment and participation. Also, an environmental advocacy group in the context of liquid modernity might see members who are passionate about environmental issues but also transient in their involvement. As global attention shifts from one issue to another, members may move on to other causes or groups, reflecting the fluid nature of modern commitments. The group might also face challenges in maintaining a cohesive identity as members bring in diverse, sometimes conflicting, perspectives shaped by global discourses on environmentalism.

In a professional association, such as a medical or legal society, Bauman's ideas on identity and community can be seen in how professionals use their roles. Members might join to gain professional recognition or to network, but they might also resist conforming too

closely to the association's standards if they feel it restricts their personal or professional autonomy. This tension can lead to a more individualised approach to membership, where the association serves more as a resource than a community. Social media groups are perhaps the most clear example of Bauman's liquid modernity at play. Membership in these groups is highly fluid, with people joining and leaving based on interest, relevance, and personal identity. These groups often lack the stability and commitment found in more traditional organisations, reflecting the fluid nature of modern social bonds.

We may conclude that Bauman's analysis highlights both the strengths and vulnerabilities of group mentality in modern organisations. On one hand, groups offer essential spaces for identity formation, support, and community, on the other hand, the fluidity and consumer-driven nature of modern life can make these affiliations less stable and more susceptible to fragmentation. His insights into group mentality and organisations highlight the complex and often contradictory nature of social life in modern society. While modern organisations and groups offer new forms of belonging and identity, they also reflect the fluid and transient nature of liquid modernity, where relationships are often shallow and temporary, and where individuals must go through the tensions between freedom and insecurity, in contrast with the traditional club mentality.

Against the background of such concerns within civil society, the evolutionary process has generated the emergence of identity forms based on accelerated and unilateral economic development. This phenomenon has led to the arising of identity models of the cosmopolitan type. Despite the traditional, conservative mentality, macroeconomic evolution has, however, imposed a new form of multiculturalism and cultural diversity. The fast pace, dictated by economic interests, has led to the dismantling of the old principles of the identity space formed around the clubs, which remain traditionally linked to the principles that have generated them.

The interplay of globalisation, multiculturalism, cultural diversity, cultural identity, and intercultural communication reveals various risks that can undermine societies. Literature serves as a critical lens through which we can explore these themes. While globalisation can drive economic growth, it also poses the threat of cultural homogenisation. Its impact on local cultures, particularly prove how powerful economies can dominate and overshadow local traditions and practices. The idea of 'McDonaldization' can be seen as a metaphor for cultural homogenisation,

where global brands and media oversimplify diverse identities into easily consumable products.

Multiculturalism can unite, but can just as easily lead to fragmentation. Cultural diversity enriches societies, yet its persistence is threatened by global pressures. Questions of cultural identity can cause internal conflict, while intercultural communication can lead to both understanding and misunderstanding.

Globalisation increases interconnectedness, influencing cultures worldwide. While it maintains economic opportunities, it can lead to eroding local traditions. On the other hand, multiculturalism advocates for the coexistence of diverse cultures within a society. In *The Joy Luck Club*,⁶ Amy Tan describes the circumstances in which four Chinese women, recent immigrants to San Francisco, begin meeting, united in shared unspeakable loss and hope, calling themselves *The Joy Luck Club*. Rather than sink into tragedy, they choose to gather to raise their spirits and money. While multiculturalism enriches societies, promoting inclusivity and understanding, it can also lead to social tensions, as cultural tensions may arise when different cultural groups interact.

Cultural identity is shaped by various factors including history, language, religion, and social norms. In a globalised world, individuals may face conflicts as they navigate between multiple cultural identities, leading to a phenomenon known as "cultural hybridisation." Cultural diversity embraces various cultural expressions and can produce and develop collaboration and enrichment. However, it may cause misunderstandings due to differences in norms and values.

Globalisation and its risks are showcased in various forms in literature, a distinct approach being illustrated by Mohsin Hamid's *The Reluctant Fundamentalist*.⁷ The protagonist Changez grapples with his identity in a post-9/11 world influenced by globalisation. The novel elucidates how the global economic landscape can alienate individuals from their cultural roots. Changez's experiences in America, where he initially thrives in a corporate job, later spiral into disillusionment as he faces discrimination after the events of 9/11, leading him to question his identity. The globalisation that promised opportunity also brings out xenophobia and cultural displacement, presenting a harsh risk when cultural identities are overshadowed by global economic interests.

⁶ Amy Tan, *The Joy Luck Club*, Penguin Books, 2006.

⁷ Mohsin Hamid, *The Reluctant Fundamentalist*, Harper Collins Publishers, 2008.

In conclusion, the interplay of globalisation, multiculturalism, and cultural diversity forms a complex tapestry that shapes our contemporary world, yielding both tremendous opportunities and significant challenges. As globalisation tightens its grip, connecting economies, societies, and cultures more closely than ever before, we witness an unprecedented merging of diverse identities and traditions. This melding brings up innovation, creativity, and an enriched global dialogue that can transcend geographical and cultural barriers.

However, it also raises critical questions about cultural preservation, identity authenticity, and social cohesion. The power dynamics inherent in global interactions often position dominant cultures at an advantage, risking the marginalisation of minority voices. As multiculturalism emerges as a framework for encouraging coexistence and respect among diverse cultural groups, it faces the challenge of translating ideals into concrete realities. Societies must navigate the fine line between embracing diversity and fostering inclusivity while addressing the tensions that can arise from cultural clashes and economic disparities.

To harness the potential of globalisation while nurturing multiculturalism and cultural diversity, a concerted effort is required to promote equity, dialogue, and understanding. Educational initiatives can play a vital role in constructing cultural competence and empathy, equipping future generations with the tools necessary to engage in a globalised world that values both unity and difference. Moreover, policy frameworks need to be inclusive and adaptive, ensuring that all cultural groups have the platform to contribute to and benefit from the global economy and multicultural society.

Ultimately, the journey toward a genuinely inclusive global community lies in our collective ability to celebrate diversity while building connections that consolidate mutual respect and shared values. The success of this endeavour will determine not just the future of individual cultures but the very fabric of global society—an intricate, living orchestra of voices that enriches the human experience as a whole. In embracing both the challenges and the rich possibilities presented by globalisation and multiculturalism, we can aspire to create a world where diversity is not merely tolerated but cherished as the cornerstone of human progress and resilience.

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PERCEPTION OF LEADERSHIP: EMPIRICAL ANALYSIS OF MANAGEMENT SKILLS AND LEADERSHIP EFFICIENCY

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ABSTRACT: *In the context of the continuous evolution of leadership as a research field, this study aims to analyze the impact of transformational and transactional leadership on organizational performance, given the rapid changes in the labor market, digitalization, globalization and the need for adaptability in the face of crises. Starting from these considerations, our study aims to investigate the specifics of leadership in the Republic of Moldova, through a mixed methodology that combines quantitative and comparative research. The tools used include surveys based on the Likert scale, Pearson correlation analysis to determine the relationships between leadership and factors such as motivation, adaptability and strategic thinking, and statistical analysis through linear regression to assess the impact of leadership on team performance. The study will contribute to understanding the advantages and limitations of each leadership style and to formulating practical recommendations for optimizing leadership in the organizational environment of the Republic of Moldova.*

KEYWORDS: *transformational and transactional leadership, correlation, strategic thinking, adaptability*

Some recent studies conducted by researchers from various countries on leadership and its typology influenced by various factors inspire us to initiate more research in this field. Since leadership is a field of study in continuous evolution, and in recent decades, numerous scientific researches have analyzed the impact of transformational and transactional leadership in increasingly complex economic, social and technological contexts. The relevance of these studies is determined by rapid organizational changes, digitalization, globalization and the need for adaptability in the face of crises. Certain phenomena and circumstances such as rapid transformations of the labor market, globalization, generations of new employees, global crises, increased interest in sustainability, etc., create premises for the need for research towards

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discovering new mechanisms for applying transformational and transactional leadership.

The studies analyzed confirm the current trends of transformational leadership in adapting to the conditions of the digital age. Thus, the study Antonakis & House, 2014¹ demonstrates that transformational leaders are more effective in managing remote teams, as they manage to maintain motivation and commitment. Recent research Northouse, 2021² suggests that the use of digital technologies requires a transformational approach, as leaders must inspire employees in decentralized work environments. Other recent research points to transformational leaders who stimulate creativity and innovation in organizations, encouraging experimentation and risk-taking. Research on Transformational Leadership and Innovation Bass & Riggio, 2006³ suggests that leaders who adopt a transformational style stimulate creative thinking and entrepreneurial spirit among employees, and organizations led by transformational leaders are more flexible and able to adopt new technologies. Another study focusing on transformational leadership, as well as transactional leadership, demonstrates that in a highly competitive environment, transformational leadership has a stronger relationship with organizational support, which mediates the link between the former and intrapreneurial behaviors.⁴ An international study in which the authors⁵ compare transactional and transformational leadership styles from the perspective of leadership as an effective practice in navigating the multifaceted challenges of organizational change brings added value to both practitioners and the scientific

¹ John Antonakis, Robert J. House, *Instrumental leadership: Measurement and extension of transformational-transactional leadership theory*. The Leadership Quarterly, 25(4), 2014, pages 746-771. <https://doi.org/10.1016/j.leaqua.2014.04.005>

² Peter Northouse, *Leadership: Theory and Practice*, Ninth Edition, SAGE Publications, Inc., 2021, 600 pages

³ Bernard M. Bass, Ronald E. Riggio, *Transformational Leadership (2nd ed.)*, Psychology Press, 2005, <https://doi.org/10.4324/9781410617095>

⁴ Klein Galit, *Transformational and transactional leadership, organizational support and environmental competition intensity as antecedents of intrapreneurial behaviors*, *European Research on Management and Business Economics*, Volume 29, Issue 2, May-August 2023, pages 1-11, <https://doi.org/10.1016/j.jedeen.2023.100215>

⁵ Ali M. Mouazen, Ana Beatriz Hernández-Lara, Farid Abdallah, Muhieddine Ramadan, Jawad Chahine, Hala Baydoun, and Najib Bou Zakhem, *Transformational and Transactional Leaders and Their Role in Implementing the Kotter Change Management Model Ensuring Sustainable Change: An Empirical Study*, *Sustainability* 16, no. 1: 16, 2024, <https://doi.org/10.3390/su16010016>

community for the conditions of organizational change. Certain authors in the presented studies invoke transformational leadership as having no direct effect on organizational culture, innovative behavior of employees, or employee performance. In contrast, transactional leadership directly influenced organizational culture and innovative behavior of employees, significantly affecting employee performance when mediated by these factors⁶. Another study on transformational leadership focuses on inspiring and motivating followers to achieve their potential and prioritize group goals, while transactional leadership emphasizes performance-based rewards and company profits. Hendro Puspito, Fendy Suhariadi⁷ believe that transformational leaders promote team cohesion and encourage improvements for both employees and the organization. Author⁸ Pronoy Kumar, believes that transformational leadership significantly improves team motivation, cohesion, and performance, especially in innovative environments. In contrast, transactional leadership is effective in structured settings, but can restrict creativity and flexibility, limiting overall team performance and adaptability. Ibrahim Alusine Kebe, Christian Kahl, Liu Yingqi⁹ determined that transformational leadership inspires and energizes employees, while transactional leadership focuses on structured tasks and rewards. The study found that both styles have a significant impact on employee performance, with transactional leadership having a greater influence, mediated by organizational citizenship behavior and employee engagement.

The relevance of studies on transformational leadership is justified by the increasing need for innovation, emotional intelligence, and adaptability in digital and hybrid work environments. And the relevance of studies on transactional leadership is justified by the importance of maintaining operational efficiency and crisis management, especially in structured organizations.

⁶ Medina Nilasari, et all, *Transforming Leadership Style: Enhancing Organizational Culture, Innovative Behavior and Employees Performance*, Jurnal Manajemen Bisnis, 2024, <https://doi.org/10.18196/mb.v15i2.21151>

⁷ Puspito Hendro, Fendy Suhariadi, *Optimalization of strategic management to enhancing CEO's transformational leadership*, Technium Social Sciences Journal, 2024, <https://doi.org/10.47577/tssj.v63i1.11875>

⁸ Kumar Pronoy, *Leadership Styles and Their Influence on Project Team Performance*. 1(6), 2024, pages 1–13, <https://doi.org/10.70008/nhj.v1i06.29>

⁹ Ibrahim Alusine Kebe, Christian Kahl, Liu Yingqi, *Charting Success, The influence of Leadership Styles on driving sustainable Employee Performance in the Sierra Leonean Banking sector*, 2024, <https://doi.org/10.20944/preprints202407.2015.v1>

Purpose Under these conditions, we consider it appropriate to initiate a study that would align with the aforementioned and that would concretize the specifics of leadership approached by the environment in the Republic of Moldova.

Hypothesis 1 The transformational and transactional leadership typology influences the leader's abilities

Research methods used. This study on transformational and transactional leadership uses a mixed methodology, combining both quantitative and comparative research, to obtain a detailed picture of the impact of leadership styles on organizational performance. Employee survey, using the Likert scale to measure perceptions of leadership. Pearson correlation analysis, to identify relationships between variables such as motivation, adaptability, strategic thinking and stress management. Statistical analysis of data, using methods such as linear regression to assess the impact of leadership on team performance. Comparison of results obtained for transformational and transactional leadership, identifying the advantages and limitations of each style.

RESULT

The survey was attended by 91 people employed in companies in various fields of activity, aged between 21 and 48. From the descriptive analysis of the results, following the responses received, a clear trend of positive appreciation of leadership in all the dimensions analyzed can be observed. The most appreciated dimensions are:

Motivating and inspiring the team (81.3% "very good")

Strategic thinking (75.8% "very good")

Making quick and well-founded decisions (74.7% "very good")

Building and maintaining trusting professional relationships (70.3% "very good")

Dimensions where there are more moderate perceptions:

Managing stress and pressure (44% "very good" and 49.5% "good")

Openness to feedback (41.8% "very open", but 54.9% "fairly open")

Delegating tasks effectively (59.3% "very good", but 3.3% "satisfactory")

From the result of the study, leaders are perceived as having strong motivation and decision-making skills, but their ability to manage stress and delegate tasks could be optimized. However, this result does not show us a concrete direction for measuring the transformational and transactional typology of leadership. We will use the Pearson Correlation

Method. The Pearson Correlation (r) is a statistical method used to measure the strength and direction of the linear relationship between two quantitative variables. This is one of the most used correlation coefficients in scientific and social research, being defined by the formula:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2} \cdot \sqrt{\sum (Y_i - \bar{Y})^2}} \tag{1}$$

Where:
X → The first variable
Y → Second variable
 \bar{Y} și \bar{X} → The average of each variable

Interpreting the Pearson coefficient (r):

- r>0 → positive correlation (when one variable increases, the other increases)
- r<0 → negative correlation (when one variable increases, the other decreases)
- r=0 → no linear correlation
- The values of rrr vary between -1 and 1, where |1| indicates a perfect relationship.

Table 1 Pearson Correlation Matrix for Survey Results

	Communi- cation	Moti- vation	Deci- sion- making	Strate- gic thinking	Openness to feedback	Stress manage- ment	Adap- tability	Profe- ssional relation- ships
Communi- cation	1.0	0,3399	0,1933	0,3072	0,2230	0,2262	0,3424	0,2604
Motivation	0,3399	1,0	0,1339	0,4899	0,2537	0,2960	0,3963	0,2192
Decision- making	0,1933	0,1339	1,0	0,1553	0,2559	0,1555	0,2313	0,1438
Strategic thinking	0,3072	0,4899	0,1553	1,0	0,31648	0,1313	0,4115	0,3196
Openness to feedback	0,2230	0,2537	0,2559	0,3165	1,0	0,4185	0,4674	0,2973
Stress management	0,2263	0,2961	0,1555	0,1313	0,4158	1,0	0,523	0,0922
Adapta- bility	0,3424	0,3963	0,2313	0,4115	0,4674	0,5228	1,0	0,3157
Professional relationships	0,2605	0,2192	0,1439	0,3196	0,2973	0,0922	0,3157	1,0

Source: Created by the author based on the survey results using the formula

We generated a heatmap that illustrates the Pearson correlations between the leadership variables. Darker colors indicate weaker correlations, while lighter shades of red suggest stronger correlations. Values closer to 1 indicate a strong positive correlation, while values closer to 0 suggest a weak correlation.

The Pearson correlation matrix provides us with a clear perspective on the relationships between the different dimensions of leadership.

Analyzing the types of correlations formed after analyzing the results of the questionnaire under the Poirson Matrix, we can conclude that the strongest correlation for this group is openness to feedback and adaptability, so for a leader who positions himself in this correlation, it will be easier for him to cope with changes. Such a Leader is part of the Transformational Leadership category, which emphasizes the ability to continuously learn and adjust strategies based on feedback received from subordinates. These leaders, who listen to and value the opinions of the team, are more likely to adopt innovative solutions and adapt more quickly to new contexts.

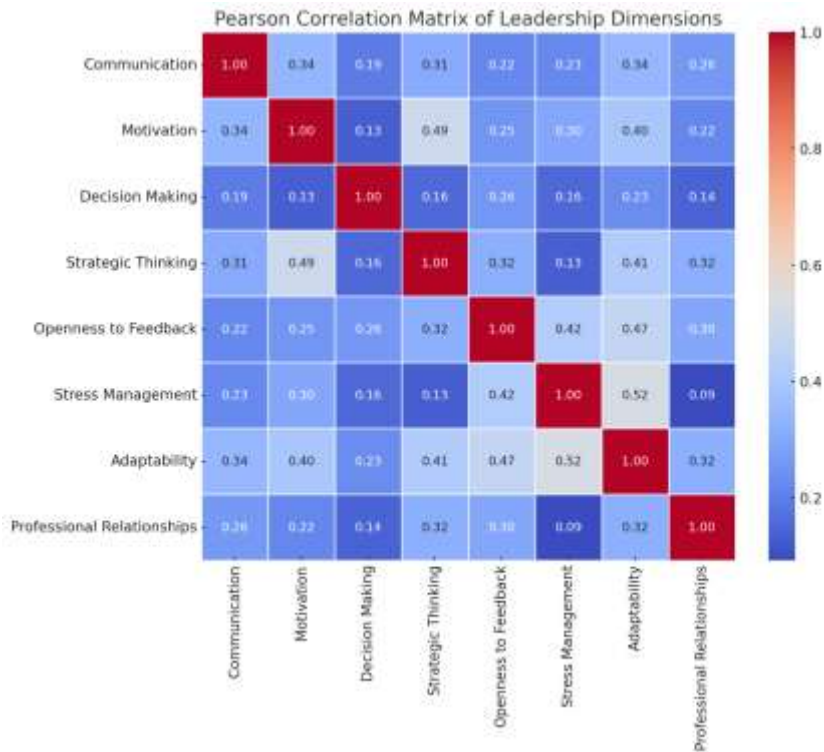


Figure 1 Graphical correlation matrix for the results of table 1
Source: developed by the author based on the results of the analysis

We also mention the correlation between stress management and adaptability, so it is a characteristic mentioned by respondents that is found in the strongest correlations. It is important to manage stress effectively for the team, and adaptability helps to be more flexible in the face of change. Effective stress management allows leaders to remain calm and rational in crisis situations, which increases their ability to make flexible and adaptive decisions. This result supports the hypothesis that a leader capable of maintaining emotional balance will be able to better manage organizational change.

A very important correlation in the important category is motivation and strategic thinking. This represents a significant positive relationship between the ability to motivate the team and strategic thinking. Leaders who provide inspiration and clear direction to the team are also perceived as having a strong strategic vision. This correlation is also explained by the theory of transformational leadership, which argues that effective leaders not only guide the team in achieving goals, but also create a long-term vision.

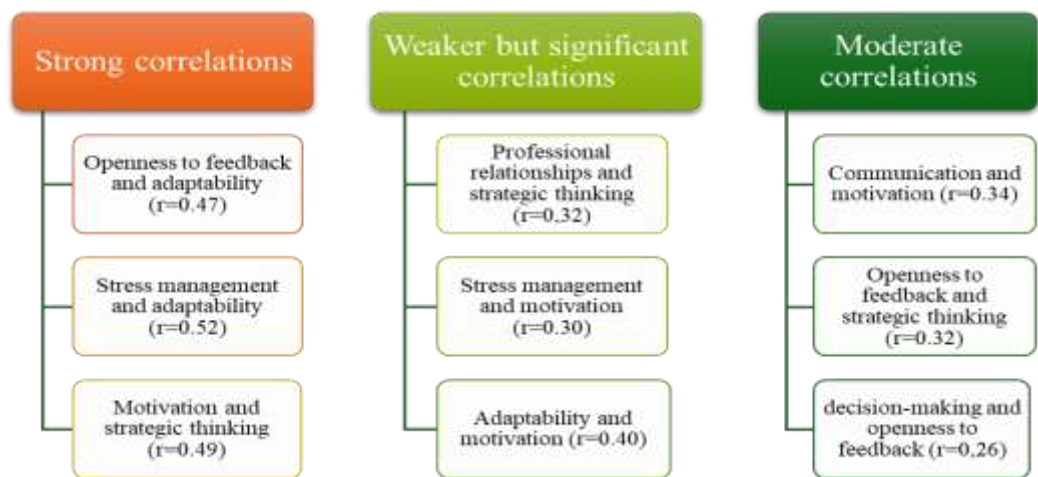


Figure 2 Types of correlations formed as a result of Pearson matrix analysis

Source: developed by the author

Analyzing the weaker but significant correlations, we come to the conclusion that they are equally linked to strategic thinking, stress management, adaptability and motivation in various correlations. Thus, the correlation between stress management and motivation inspires the team and raises morale. The correlation between adaptability and

motivation forms the team's confidence in rapid changes and adaptation to new market requirements, which will lead to achieving the goals. For the correlation between personal relationships and strategic thinking, it develops trusting relationships, has more opportunities for collaboration and exchange of ideas, which can improve the long-term strategic vision.

For the category of moderate correlations, we have the following elements persistent: openness to feedback, strategic thinking, motivation and decision-making. The decision-making process in the context of consultations with the team can have advantages in developing strategic perspectives and efficient decisions. Openness to the group is also due to motivation and communication skills.

Thus, we conclude that the strong correlations support the transformational leadership model, where openness to feedback, adaptability, and motivation play a central role. However, stress management is an important predictor of leader flexibility, suggesting that developing resilience skills is essential for leadership success. And strategic thinking and motivation are closely linked, indicating that effective leaders not only set clear directions, but also manage to inspire their team in the process.

The information obtained from correlation analysis can be applied strategically to improve leadership effectiveness in an organization. These correlations not only highlight leaders' strengths and areas for improvement, but also provide concrete directions for intervention.

Depending on the organization's objectives, this information can be used to create personalized leadership development programs, training sessions, and improve the decision-making structure.

Based on the correlations obtained, we can assess how the different dimensions of leadership align with the transformational and transactional models.

Transformational Leadership emphasizes team motivation, inspiration, strategic vision, and employee development. Transformational leaders are open to change and feedback, having a positive impact on organizational culture. While Transactional Leadership is more oriented towards control, structure, quick decision-making, and rewards/punishments to ensure performance. Transactional leaders are more rigorous in delegating tasks and managing stress in clearly established contexts.

The important indicators of transformational leadership and the relevant correlations from our analysis are presented in Table 2

Table 2. Transformational Leadership Indicators in Correlations

<i>Dimension</i>	Significant Correlations	Interpretation
<i>Motivation and inspiration</i>	$r = 0.49$ (strategic thinking)	Leaders who inspire their team also have a clear vision.
<i>Openness to feedback</i>	$r = 0.47$ (adaptability)	Those who listen to their team adapt more easily.
<i>Adaptability to change</i>	$r = 0.52$ (stress management)	Flexible leadership is more resilient to stress.
<i>Building professional relationships</i>	$r = 0.32$ (strategic thinking)	Leadership based on strong relationships enhances strategy.

Source: developed by the author based on correlation analysis

Transformational leadership is closely related to motivation and strategic vision. Adaptability and openness to feedback are essential, which means that leaders must be flexible in decision-making. Building professional relationships is a strategic factor, demonstrating that a transformational leader creates an environment of trust that supports organizational growth.

Transactional leadership is more oriented towards quick decision-making, stress management and effective delegation of tasks, the analysis of indicators is presented in table 3.

Table 3. Transactional Leadership Indicators in Correlations

<i>Size</i>	Significant Correlations	Interpretation
<i>Quick Decision Making</i>	$r = 0.26$ (openness to feedback)	Decisions are more effective when leaders receive feedback.
<i>Stress Management</i>	$r = 0.52$ (adaptability)	Leaders who manage stress are more flexible.
<i>Professional Relationships</i>	$r = 0.32$ (strategic thinking)	Transactional leaders must balance professional relationships with strategy.

Source: developed by the author based on correlation analysis

Transactional leadership works well in high-pressure environments where quick decisions are required. Stress management is essential for transactional leaders, indicating that they must be well-prepared for

critical situations. Openness to feedback is useful for improving decisions, although this leadership style is not defined by flexibility, it is observed that more open leaders can make more informed decisions.

CONCLUSION

In the argumentation of the study, we find that if the organization is in a dynamic environment, with frequent changes, then we will use the Transformational Leadership model is more effective, because leaders must be flexible and inspirational. And in the case when the organization has well-structured processes and a great need for operational efficiency, we will use Transactional Leadership works better, because it is based on clear rules, quick decisions and control over execution.

Depending on the objectives of the organization, one leadership style may be more suitable than the other, but the most effective teams combine both styles. A high-performing leader must be able to combine transformational elements (inspiration, vision, interpersonal relationships) with transactional elements (quick decisions, control, operational efficiency).

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PSYCHO-SOCIAL VALUES IN THE CAREER COUNSELING OF STUDENTS - THE ROLE OF COPING MECHANISMS, RESILIENCE AND COMMUNICATION STYLE IN THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, STRESS, ANXIETY AND DEPRESSION

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ABSTRACT: *The present researcher analyzes the role of coping mechanisms, mental alertness and communication style in the relationship between personality traits and stress, anxiety, depression in a group of students in the construction and career orientation program with the aim of identifying non-native and skills development skills that support students in harmonious adaptation in the university environment. The results obtained through the investigation of 67 students show that emotional stability with a personality trait negatively correlates with stress, depression and anxiety. At the same time, it is highlighted that certain dysfunctional coping mechanisms, of psychological resilience and communication style explain, in different proportions, the appearance of specific manifestations of depression, anxiety and stress, but also that their effective mechanisms are constitute in supporting factors major in managing depression,*

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anxiety and stress. In conclusion, the obtained results are identified with needs in the activities of the following directions in the room: development of efficient coping strategies, psychological resilience and assertive communication style. As long as the objectives were achieved, through the small number of subjects, the research reflects the characteristics of a pilot study, but through future research, the number of participating students will be expanded and the effect of development programs on students' performance and adaptation to the university environment will be evaluated.

KEYWORDS: *career counselling, personality, coping mechanisms; psychic vigilance; communication, stress, anxiety; never of development.*

1. THEORETICAL PREMISES

Career counselling according to the definition used by the European Commission in 2024 refers to services and activities that intend to assist the individual, of any age and at any time of his life, to make choices in terms of education, training and occupations and to develop his own career.

From a traditional perspective, career counselling is a structured process cantered on: informing students/masters/other people about professional prospects, the criteria to be achieved, identifying the interests, values, skills, aptitudes necessary to access the respective profession and support for to establish the objectives and strategies necessary to achieve them, so as to integrate better in the future profession starting from the current reality (Jigău, 2007) ¹.

Modern conceptions of career take into account, in addition to the activities involved in the traditional perspective, and the continuous assistance given to individuals in the complex process of adapting to the changing work environment (Livingston et al., 2024) ².

Career counselling for students has as its objective, in addition to informing about the steps to be followed in order to train in a profession, and the knowledge and development of certain skills necessary to integrate harmoniously both in the current university environment and in the future, in the field of work.

¹ Jigău, M., *Career Counseling. Compendium of methods and techniques*, Bucharest, Publisher SIGMA, 2007.

² Livingston, G., Huntley, J., Liu, K.L., Selbæk, G., Alladi, S. et al., *Dementia prevention, intervention, and care: 2024 report of the Lancet standing Commission*, The lancet commissions, 2014, vol. 404.

Personality traits have a central place in adaptation and performance at work (Castro et al., 2024) ³. Along with these, social communication skills, stress management and managing relationships with others have an important role in effective adaptation to work environments and represent factors that can be developed in career counselling (Otto et al., 2019) ⁴, APA (2024) ⁵ places a new skill at the center of adaptation: psychological resilience, which represents the process and result of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioural flexibility. Numerous studies have correlated the psychological resilience of people with reduced levels of stress perception, anxiety and depression (Hardy et al., 2004) ⁶. Based on these studies, the general objective of the present research was formulated, specifying the relationship between various skills and the harmonious adaptation of students in the university environment in the context of career counselling activities.

2. RESEARCH

Career counselling is approached in this research, aligning with modern concepts that take into account numerous factors associated with it that allow the person to adapt to a constantly changing environment, a fact that ensures the prerequisites for achieving success in the university environment as a student and rest in accordance with the Framework Methodology regarding the organization and operation of career counselling and guidance centres in the higher education system in Romania regulated by the Order of the Ministry of Education no. 4042/2024 ⁷.

³ Castro, G., Leite, B, Silva, Deoclécio Junior; Silva Stertz, Estefana; Flores Costa, Vânia Medianeira; Dias Lopes, Luis Felipe; Pereira de Sá, Clayton, *The relationship between personality traits, career adaptability, and gender: evidence of professionals from brazilian technology incubators*, in Environmental & Social Management Journal / Revista de Gestão Social e Ambiental, 2024, Vol 18.

⁴ Otto, K., Sobiraj, S., Schladitz, S., Vásquez, M.E.G, Roe, R., Mabunda, M.B., *Do Social Skills Shape Career Success in the Psychology Profession? A Mixed-Method Approach*, in Zeitschrift für Arbeits- und Organisationspsychologie A&O, 2019, Vol. 63, No. 2.

⁵ American Psychological Association, *Resilience*. In APA dictionary of psychology. Retrieved May 25, 2024, from <https://www.apa.org/topics/resilience>.

⁶ Hardy, S.E., Concato, J., Gill, T.M. *Resilience of Community-Dwelling Older Persons*, in Journal of the American Geriatrics Society, 2004, vol. 52(2), p.257-262.

⁷ Methodological Framework for the Organization and Functioning of Career Counseling and Guidance Centers in the Higher Education System in Romania, regulated by the Ministry of Education Order no. 4042/2024.

2.1. Research objectives

The objectives of the research aimed at highlighting the role of coping mechanisms, mental resilience and communication style in the relationship between personality traits, stress, anxiety and depression as a diagnostic activity in the framework of career counselling and guidance and identifying the needs to develop skills that would facilitate the harmonious adaptation of students to the university environment.

2.2. Research hypotheses

In order to fulfil the objectives of the research, the following hypotheses were formulated:

- **Hypothesis no. 1** - We assume that there are interdependence relationships between some personality traits, stress, anxiety and depression.

- **Hypothesis no. 2** - We assume that there are interdependence relationships between stress, anxiety, depression, coping mechanisms, phallic resilience and communication style.

- **Hypothesis no. 3** - We assume that the intensity of anxiety, depression and stress can be influenced, predicted and explained by in terms of the coping mechanisms available to some students.

- **Hypothesis no. 4** - We assume that the intensity of anxiety, depression and stress can be influenced, predicted and explained by the primary psychological resilience and communication style that students have.

2.3. Description of research subjects

The participants numbered 67 students from year 2 and 3 from the Faculty of Psychology of the Ecological University of Bucharest (vârsta m-36, SD-13.48). 58 females and 9 males, who make up the research group, were selected in accordance with the requirements of probabilistic (random) techniques, which take into account the requirement to indicate the probability of case selection; adequately describing the reference population.

2.4. Tools used for data collection

For the psychological assessment of the students who are part of the research group, 5 instruments were used, two of which are part of the computerized psychological assessment platform COGNITROM-CAS++.

- *The personality questionnaire* - CPSF made by Monica Albu in 2008 based on the model of the FFPI questionnaire - Five-Factor Personality

Inventory designed by Hendriks in 1997 (Cognitrom, 2024a)⁸. CP5F contains 130 items designed to assess the five superfactors of the Big Five model (Extraversion, Emotional Stability, Conscientiousness, Agreeableness and Autonomy), but also includes a scale (called Social Desirability) for identifying people whose answers are not in accordance with reality, or because they want to create a favorable image, either because they answer randomly or because they want to seem different from the rest of the people (ibidem, p.66).

- *The cognitive-emotional coping questionnaire (CERQ)* built by N. Garnefski, V. Kraaij and P. Spinhoven and translated and adapted for the Romanian population by A. Perțe and I. Tincas (coordinators) in 2010 (Cognitrom, 2024b)⁹ is a self-report questionnaire that measures cognitive coping strategies of adults and has 36 items that refer to exclusively to what a person thinks and not to what they actually do when going through threatening or stressful life experiences. The CERQ assesses nine cognitive coping strategies, as follows: acceptance; self-blame; rumination; positive refocusing; refocusing on planning; positive reevaluation, putting into perspective; catastrophizing and blaming others.

- *The psychological resilience assessment scale ARES-125* built by S.M. Glăveanu (2024)¹⁰ and published in International Journal of Educational Psychology, 13(1) which contains 25 items distributed on the following scales:

1. Tenacity and self-efficacy, the ability to evaluate the life situation and the steps necessary to solve the various problematic contexts and personal resources/limits, as well as the ability to organize resources to solve problems;
2. Self-confidence-reflects a positive self-image, obtained in objective relation with intuition and capabilities;
3. Ability to learn from life experiences (personal and/or other people's)

⁸ Cognitrom, *Personality questionnaire - CP5F*, in Development Evaluation Platform – PEDb, 2024a, <https://www.cognitrom.ro/product/developmental-evaluation-adolescents>.

⁹ Cognitrom, *Cognitive Emotion Regulation Questionnaire (CERQ)*, in Development Evaluation Platform – PEDb, 2024b, <https://www.cognitrom.ro/product/developmental-evaluation-adolescents>.

¹⁰ S.M. Glăveanu, *Adolescents' Resilience Evaluation Scale – ARES-i25 and the Analysis of its Psychometric Characteristics*, in International Journal of Educational Psychology, 2024, vol. 13(1), p.21–44.

4. Rapid recovery after negative life events, tolerance towards negative affects and the state of uncertainty, recovery after failure in adopting some resolution means, identification of sources of support, focus on goal achievement and resistance to disruptive factors:

5. social and family resources - represent the factors external to the person that play a supporting role in dealing with various life problems and in the manifestation of resilience.

- *The communication style diagnosis questionnaire* is adapted from the one made by R. Gherghinescu & M.S. Glăveanu (2015)¹¹ and includes 27 statements, each with three answer options, from which only one answer option is chosen, which best fits the way of reacting in an interpersonal interaction situation. The rating is established by the frequency of answers to the questionnaire items, thus most answers a reflect a submissive style, most & denote an aggressive style and most c show an assertive (efficient) style, accepting combinations of two styles if the score of the two is close and there is a big difference compared to the third one (for example: assertive communication style with aggressive influences or assertive communication style with submissive influences) but also the situation of a inconstant style when scores are very close.

- *The depression, anxiety and stress scales (DASS)* were originally collected by Lovibond and Lovibond in 1982 and translated and adapted for the Romanian population by A. Perțe (coordinator) in 2011, they represent a set of three self-assessment scales, built for to assess negative emotional states in the sphere of depression, anxiety and stress. The Romanian version of the DASS-21R Questionnaire has 21 items, divided equally into 3 scales Anxiety, Depression, Stress, it was built to evaluate states rather than traits, and it is not used to evaluate the emotional state of the moment, since one item refers to experiences and situations outside the testing context (Cognitrom, 2024c)¹².

2.5. Research Results

For the analysis of Hypothesis no. 1, with the following assumption *We assume that there is an interdependent relationship between certain personality traits, stress, anxiety, and depression*, the statistical technique

¹¹ R. Gherghinescu, & M.S. Glăveanu, *The educational Level and the Style of in-couple communication*, in *Procedia - Social and Behavioral Sciences*, 2015, Volume 187, Pages 67-71.

¹² Cognitrom, *Depression, anxiety and stress scales (DASS)*, in *Development Evaluation Platform – PEDb*, 2024c,

<https://www.cognitrom.ro/product/developmental-evaluation-adolescents>.

called Pearson correlation was used. The results obtained are presented in Table no. 1 and Table no. 2.

Table no. 1 – Descriptive statistics for personality traits, stress, anxiety and depression (N=67)

Personality traits	Mean	Std. Deviation	Variables of depression, anxiety and stress	Mean	Std. Deviation
<i>Extraversion</i>	3.1791	1.01392	<i>Dépression</i>	1.1194	.32671
<i>Agreeableness</i>	3.4328	.80197	<i>Anxiety</i>	1.1194	.32671
<i>Conscientiousness</i>	3.2239	.83159	<i>Stress</i>	1.3433	.64084
<i>Emotional Stability</i>	3.2687	.84535			
<i>Autonomy</i>	3.8358	4.91626			

Table no. 2 – Pearson correlation coefficients between personality traits and depression, anxiety and stress (N=67)

Variables (Dépression, Anxiété and Stress)	Personnalité traits				
	(1)	(2)	(3)	(4)	(5)
<i>Depression</i>	.026	.031	-.156	-.557**	-.016
<i>Anxiety</i>	.072	.089	-.156	-.502**	-.035
<i>Stress</i>	.044	.090	-.146	-.425**	-.016

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

Extraversion (1); Agreeableness (2); Conscientiousness (3); Emotional Stability (4); Autonomy (5)

Interpretation of the data: according to Colton (1974, p.167)¹³, correlation coefficients have the following significance: a correlation coefficient between -0.25 and 0.25 indicates a weak or non-existent correlation; a correlation coefficient between 0.25 and 0.50 (or -0.25 to -0.50) indicates a moderate association; a correlation coefficient between 0.50 and 0.75 (or -0.50 to -0.75) represents a strong association; a correlation coefficient greater than 0.75 (or less than -0.75) indicates a very strong correlation.

The data presented in Table no. 2 indicates that there are degrees of association between the variables depression, anxiety, and stress and the personality traits, expressed through correlation coefficients. Acceptable levels for strong statistical significance are:

¹³ T. Colton, *Statistics in Medicine*, Boston: Little, Brown and Company, 1974, p. 167.

- emotional stability and depression, Pearson's linear correlation coefficient is negative (one variable increases while the other decreases) and has a value of $r = -0.557$ ($p < .01$). This highlights a statistically significant and strong negative relationship between these variables with statistical significance at the .01 level (99% confidence);

- emotional stability and anxiety, Pearson's linear correlation coefficient is negative and has a value of $r = -0.502$ ($p < .01$), showing a statistically significant and strong negative relationship;

- emotional stability and stress, Pearson's linear correlation coefficient is negative and has a value of $r = -0.425$ ($p < .01$), indicating an acceptable level of statistical negative relationship between these variables at the .01 level (99% confidence).

Partial Conclusion: based on the data in Table No. 2, as well as the interpretations provided, we can affirm that Hypothesis no. 1 is statistically supported.

For the analysis of Hypothesis no. 2 with the assumption, *We assume that there is an interdependent relationship between stress, anxiety depression, coping mechanisms, psychological resilience and communication style*, the Pearson correlation statistical technique was applied. The results presented in Table no. 3 and Table no. 4.

Table no. 3 – Descriptive statistics for depression, anxiety, stress, coping mechanisms, psychological resilience and communication style (N=67)

Coping mechanisms, psychological resilience and communication style	Mean	Std. Deviation	Variable of Depression, Anxiety and Stress	Mean	Std. Deviation
<i>Self blame</i>	3.4179	.92358	<i>Depression</i>	1.1194	.32671
<i>Acceptance</i>	3.7761	.75520	<i>Anxiety</i>	1.1194	.32671
<i>Rumination</i>	3.8955	.85519	<i>Stress</i>	1.3433	.64084
<i>Positive Refocusing</i>	3.2836	.86700			
<i>Refocusing on Planning</i>	3.2985	.81677			
<i>Positive reappraisal</i>	3.2985	.85307			
<i>Perspective taking</i>	3.3134	.85651			
<i>Catastrophizing</i>	2.5373	.74525			
<i>Blaming others</i>	2.8060	.90853			
<i>Psychological Resilience</i>	3.3731	.83186			
<i>Perseverance and Self Efficacy</i>	3.2537	.87634			
<i>Self confidence</i>	3.3134	.82036			

<i>Ability to learn from Personal Experience</i>	3.2537	.87634			
<i>Recovery from Difficult or Traumatic Life Situations</i>	3.2687	.84535			
<i>Family and Social Resources</i>	3.5224	.53252			
<i>Communication Style</i>	2.1791	.69468			

Table no. 4 – Values of the correlation coefficients between depression, anxiety, stress, coping mechanisms, psychological resilience, and communication style (N=67)

The variables of coping mechanisms, psychological resilience, and communication style	Depression	Anxiety	Stress
<i>Self-blame</i>	-.188	-0.67	-0.41
<i>Acceptance</i>	-.197	-.136	-.371**
<i>Rumination</i>	.100	.154	-.044
<i>Positive refocusing</i>	-.442**	-.496	-.314**
<i>Refocusing on planning</i>	-.590**	-.533**	-.401**
<i>Positive reappraisal</i>	-.565**	-.510**	-.440**
<i>Putting into perspective</i>	-.569**	-.515**	-.365**
<i>Catastrophizing</i>	.293*	.168	.496**
<i>Blaming others</i>	.181	.181	.402**
<i>Psychological resilience</i>	-.557**	-.501**	-.386**
<i>Persistence and self-efficacy</i>	-.531**	-.478**	-.400**
<i>Self-confidence</i>	-.481**	-.481**	-.352**
<i>Ability to learn from personal experience</i>	-5.31**	-.478**	-.346**
<i>Recovery after difficult life situations/trauma</i>	-.447**	-.502**	-.313**
<i>Family and social resources</i>	-1.03	-.103	-.089
<i>Communication style</i>	-.162	-.296*	-.208

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

The data presented in Table no. 4 show that there are different degrees of association between the variables of coping mechanisms, psychological resilience, communication style, on one hand, and stress, anxiety, and depression, on the other. These degrees of association are expressed through various correlation coefficient values, ranging from

values indicating an acceptable association to values indicating a good association.

Thus, between depression and the variables listed below, the Pearson linear correlation coefficient has good values with a negative sign (one variable increases, while the other decreases), specifically $r = -0.590$ in relation to refocusing on planning, $r = -0.565$ in relation to positive re-evaluation, $r = -0.569$ in relation to putting things into perspective, $r = -0.557$ in relation to psychological resilience, for ($p < .01$), which highlights the presence of a statistically significant relationship between these variables, and the statistical link is significant at the 0.01 level (99% confidence).

Between anxiety and the variables listed below, the Pearson linear correlation coefficient has good values with a negative sign (one variable increases, while the other decreases), specifically $r = -0.533$ in relation to refocusing on planning, $r = -0.510$ in relation to positive re-evaluation, $r = -0.365$ in relation to putting things into perspective, $r = -0.501$ in relation to psychological resilience, for ($p < .01$), which highlights the presence of a statistically significant relationship between these variables, and the statistical link is significant at the 0.01 level (99% confidence).

Between stress and the variables mentioned below, the Pearson linear correlation coefficient has acceptable values with a negative sign (one variable increases, while the other decreases), specifically $r = -0.401$ in relation to refocusing on planning, $r = -0.440$ in relation to positive re-evaluation, $r = -0.515$ in relation to putting things into perspective, $r = -0.496$ in relation to catastrophizing, $r = -0.386$ in relation to psychological resilience, for ($p < .01$), which highlights the presence of a statistically significant relationship between these variables, and the statistical link is significant at the 0.01 level (99% confidence).

Partial conclusion: Based on the data presented in Table no. 4, as well as the interpretation provided, we can state that Hypothesis no. 2 is statistically supported.

For the analysis of Hypothesis no. 3, *Which states that the intensity of anxiety, depression, and stress can be influenced, predicted, and explained through the coping mechanisms available to some students*, the statistical technique called Simple Linear Regression was used, and the results obtained are presented in Table no. 5.

Table no. 5 – The values of the regression coefficients regarding the direct relationship between anxiety, depression, stress, and coping mechanisms (N=67).

	B	Std. Error	Beta	t	Sig.
a) Depression					
Constant	1.698	.403		4.215	.000
Self-blame	-.088	.038	-.023	-2.19	.828
Acceptance	-.047	.062	-.108	-.755	.453
Rumination	.079	.044	.206	1.773	.082
Positive refocusing	.197	.087	.523	2.255	.028
Refocusing on planning	-.207	.121	-.517	-1.701	.094
Positive re-evaluation	-.101	.103	-.264	-.984	.329
Putting things in perspective	-.110	.084	-.289	-1.316	.193
Catastrophizing	.047	.061	.107	.764	.448
Blaming others	-.024	.050	-0.67	-.487	.628
b) Anxiety					
Constant	1.716	.443		3.877	.000
Self-blame	.000	.041	.001	.004	.996
Acceptance	-.049	.068	-.113	-.720	.474
Rumination	.087	.049	.299	1.792	.078
Positive refocusing	.007	.096	.018	.070	.944
Refocusing on planning	-.072	.133	-.181	-.543	.589
Positive reappraisal	-.056	.113	-.147	.500	.619
Putting things into perspective	-.094	.092	-.247	-1.024	.310
Catastrophizing	-.037	.068	-.084	-.548	.586
Blaming others	.020	.054	.055	.365	.717
c) Stress					
Constant	1.007	.847		1.189	.239
Self-blame	.027	.079	.039	.341	.735
Acceptance	-.120	.130	-.142	.928	.357
Rumination	.119	.093	.159	1.280	.206
Positive refocusing	.298	.184	.404	1.623	.110
Refocusing on planning	-.185	.255	.236	-.726	.471
Positive reappraisal	-.304	.216	-.404	-1.407	.165
Putting things into perspective	.010	.176	.013	.056	.956
Catastrophizing	.233	.129	.271	1.805	.076
Blaming others	.086	.104	.122	.825	.413

a. Dependent Variable: depression; b. Dependent Variable: anxiety; c. Dependent

Taking into account the values of the regression coefficients mentioned in Table no. 5, we can conclude that coping mechanisms explain, to varying degrees, the variation in the level and intensity of anxiety, depression, and stress. For example, positive refocusing explains 1.9% of the variation in depression and 2.9% of the variation in stress, putting things into perspective explains 1.1% of the variation in depression, and catastrophizing explains 2.3% of the variation in stress.

The role of certain coping mechanisms that contribute negatively is also highlighted. In other words, these mechanisms do not support the adaptation process or the management of specific manifestations of depression, anxiety, and stress, such as rumination and blaming others. These conclusions are also supported by other studies.

Partial conclusion: The data presented in Table no. 5, as well as the interpretation provided earlier, allow us to affirm that Hypothesis no. 3 is statistically supported.

To analyze Hypothesis no. 4, with the following content *We assume that the intensity of anxiety, depression, and stress can be influenced, predicted, and explained through the lens of psychological resilience and the communication style of certain students*, the statistical technique called Simple Linear Regression was used, and the results obtained are presented in Table no. 6.

Table no. 6 – Values of the regression coefficients regarding the direct relationship between anxiety, depression, stress, psychological resilience, and communication style (N=67).

	B	Std. Error	Beta	t	Sig.
a) Depression					
Constant	2.275	.275		8.263	.000
<i>Psychological resilience</i>	-.331	.110	-.843	-.3.002	.004
<i>Tenacity and self-efficacy</i>	-.104	.079	-.279	-1.316	.193
<i>Self-confidence</i>	-.403	.191	1.011	2.105	.040
<i>Ability to learn from personal experience</i>	-.146	.120	.393	-1.221	.227
<i>Recovery after difficult life situations/trauma</i>	-.053	.102	.136	-.517	.607
<i>Family and social resources</i>	-.054	.061	-.088	-.888	.378
<i>Communication style</i>	-.090	.047	-.191	-1.894	.063
b) Anxiety					
Constant	2.470	.278		8.899	.000
<i>Psychological resilience</i>	-1.82	.111	-.462	-1.632	.108

Tenacity and self-efficacy	-.048	.080	-.129	-.605	.548
Self-confidence	.169	.193	.425	.877	.384
Ability to learn from personal experience	.004	.121	.010	.031	.975
Recovery after difficult life situations/trauma	-.179	.102	-.464	-1.751	.085
Family and social resources	-.058	.061	-.095	-.946	.348
Communication style	-.167	.048	-.355	-3.492	.001
c) Stress					
Constant	3.293	.624		5.277	.000
<i>Psychological resilience</i>	-.338	.250	-.439	-1.352	.182
<i>Tenacity and self-efficacy</i>	-.273	.179	-.373	-1.523	.182
<i>Self-confidence</i>	.057	.433	.073	.131	.896
<i>Ability to learn from personal experience</i>	.167	.272	.229	.616	.540
<i>Recovery after difficult life situations/trauma</i>	.042	.230	.056	.184	.854
<i>Family and social resources</i>	-.088	.138	-.073	-.633	.529
<i>Communication style</i>	-.222	.107	-.240	-2.065	.043

a. Dependent Variable: Depression b. Dependent Variable: Anxiety c. Dependent Variable: Stress

Taking into account the values of the regression coefficients mentioned in Table no. 6, we observe that the dimensions of psychological resilience also contribute, to varying degrees, to explaining the variation in the level and intensity of anxiety, depression, and stress. For example, self-confidence explains 4% of the variation in depression, 1.6% of the variation in anxiety, and 0.5% of the variation in stress. Communication style, as an independent psychological characteristic, explains 0.9% of the variation in depression, 1.6% of the variation in anxiety, and 2.2% of the variation in stress.

There are also dimensions of resilience that have a lower contribution to managing the specific manifestations of anxiety, depression, and stress. However, as expected, all of these dimensions, together with other psychological characteristics, such as those mentioned regarding coping mechanisms, can better explain their contribution to the adaptation of the individuals assessed, namely students in various demanding situations.

Partial conclusion: The data presented in Table no. 6, as well as the interpretation provided earlier, allow us to affirm that Hypothesis no. 4 is statistically supported.

3. CONCLUSIONS

The objective of the research was to highlight the role of coping mechanisms, psychological resilience, and communication style in the relationship between personality traits, stress, anxiety, and depression – as part of diagnostic activities within career counselling and guidance – and to identify the development needs of skills that would facilitate the harmonious adaptation of students to the university environment.

From the interpretation of the data, it results that stress, depression, and anxiety can be influenced by personality structure, with the clarification that only emotional stability, as a personality trait, has a direct interrelationship, with the relationship being statistically significant. On the other hand, extraversion, agreeableness, conscientiousness, and autonomy have a very low, almost insignificant influence on stress, depression, and anxiety.

When compared to the age and population benchmark in Romania, the level of stress, anxiety, and depression among the students surveyed is low, and the interpretation of the correlations is influenced by these results.

At the same time, the negative sign of the relationship between the mentioned variables indicates that high levels of emotional stability represent a form of control, with a low intensity of specific stress, depression, and anxiety manifestations. Conversely, low emotional stability can lead to high levels of stress, anxiety, and depression.

These results can be explained by the perspective of the personological determinism of adaptive behaviour to the environment. In this case, adaptation to the university environment can be associated not only with the academic climate but also with certain personality traits (in this case, emotional stability), which are related to the level of perceived stress, and the manifestation of anxiety and depression.

Regarding the role of coping mechanisms, psychological resilience, and communication style in relation to stress, anxiety, and depression, we note the presence of statistically significant interrelationships, which allows us to affirm that the optimal functioning of specific psychological processes related to coping mechanisms or resilience can have a positive influence on the intensity of stress, anxiety, and depression manifestations.

For example, there is a direct interrelationship, with a positive sign, between stress, catastrophizing, and blaming others (the latter two being coping mechanisms), signalling that these two coping mechanisms have a negative role in managing stress. In other words, their presence and activation contribute to the onset of stress.

It is also clear that there are coping mechanisms and dimensions of resilience that play a positive role in managing the specific manifestations of depression, anxiety, and stress, such as the ability to learn from personal experience, refocusing on planning, positive reappraisal, or putting things into perspective. The more individuals have the presence and functioning of these mechanisms, the greater and easier the possibility for optimal adaptation.

It is also noteworthy that this study highlighted that certain coping mechanisms, dimensions of psychological resilience, and communication style can serve as predictors for forecasting the onset of specific manifestations of depression, anxiety, and stress, as well as key factors in managing them.

The data obtained in this research provide information about the personality traits, current levels of stress, anxiety, and depression of students, as well as about the level of abilities such as coping mechanisms, predominant communication style, and psychological resilience. It also identifies the needs and directions for the development of these abilities, so that students have the prerequisites for harmonious integration into the university environment.

The results, although statistically significant, represent a pilot study with the inherent limitations related to the small number of participants. In future research, a larger number of students will be investigated, as well as the effects of skills development programs (coping, assertive communication style, and psychological resilience) on results and university integration.

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EFFICIENCY AND CONTROVERSIES OF DETENTION ROOMS IN SCHOOLS: AN ANALYSIS OF THE PROS AND CONS

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ABSTRACT: *In the context of contemporary challenges within educational systems, analysing the use of detention rooms is crucial to understanding their impact on students, teachers, and the school community. This study explores the pros and cons of detention rooms, highlighting their advantages, such as reducing disruptive behaviours, preventing total exclusion of students, and promoting respect for rules. It also addresses significant drawbacks, including negative psychological effects, inefficiency in behavior modification, and disproportionate application to disadvantaged groups. An ethical analysis based on principles such as autonomy, non-maleficence, justice, and beneficence reveals multiple challenges, ranging from social stigmatization of students to perpetuation of racial and socio-economic inequalities. The study underscores the need for adopting more inclusive and restorative educational approaches that promote students' holistic well-being and development. The findings provide a robust foundation for educational reforms aimed at balancing discipline with support, ultimately contributing to a fair and student-centred school environment.*

KEYWORDS: *detention room, behavioral management, discipline, school policy, isolation room, alternative discipline methods*

INTRODUCTION

In the current context of education, in which we face increasing diversity, varied individual needs and complex behavioral challenges, the analysis of the use of detention rooms becomes an essential necessity. This study, which explores the pros and cons of these spaces, is important from

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several perspectives, each of which has a profound impact on the school community and educational policies.

Detention rooms are frequently used as a disciplinary measure in schools around the world. However, there is a lack of consensus on their effectiveness in achieving the goals of discipline and improving student behavior. This study provides an opportunity to assess whether these spaces succeed in reducing disruptive behaviours and creating an educational environment conducive to learning. By exploring pros such as their benefits in maintaining order in the classroom and protecting peers, as well as cons, such as ineffectiveness in changing behavior and negative psychological impact, the study provides a complex and balanced basis for understanding.

Another important aspect of this study is its analysis of equity in the application of school subjects. Research shows that detention rooms are often disproportionately used for students from disadvantaged ethnic and socio-economic minorities, accentuating existing inequalities. This study is essential to identify and correct discriminatory practices, thus contributing to the creation of a fairer education system. In a society that values equal opportunities, it is crucial to ensure that every student receives the same treatment and equal opportunities for development.

Political and administrative decisions in the field of education must be based on evidence and rigorous analysis. This study makes a significant contribution by highlighting the positive and negative impact of detention rooms, thus providing a guide for the implementation of more effective and humane measures. Well-informed educational policies can replace punitive measures with restorative approaches and behavioral support programs that better respond to students' needs.

Students' mental well-being is a fundamental component of educational and personal success. The analysis of this study helps identify how detention rooms affect students' mental health, often generating feelings of shame, isolation, and anxiety. By exploring alternatives to detention rooms, such as psychological interventions or mentoring programs, this study contributes to promoting an educational environment that supports the holistic development of students.

The way schools approach discipline has a direct impact on their relationship with families and the community. Decisions perceived as unfair or discriminatory can erode parents' and students' trust in educational institutions. The study of the importance of detention rooms also analyzes this aspect, providing a valuable perspective for

strengthening the relationships between the school and the community. By proposing fair and inclusive practices, the study can help to create a climate of trust and cooperation. A study by Nicoară & all analyzes the perceptions of Romanian teachers on the use of detention rooms in schools, highlighting their impact on discipline and teacher-student relationships.¹

In a rapidly changing world with an increasingly diverse school population, education systems need to be flexible and adaptable. This study helps to reassess traditional discipline measures, such as detention rooms, in light of new research and educational needs. Replacing punitive measures with student-centred approaches can support better preparedness for future challenges.

By examining the pros and cons, the analysis provides a solid foundation for educational reforms that promote inclusion, equity, and well-being for all those involved in the educational process. Therefore, the importance of this study lies in its ability to contribute to the creation of a better and more inclusive educational environment, adapted to the needs of students and current social challenges.

METHODOLOGIES

The main objective of this systematic review is to identify, describe and evaluate the efficiency and ethical implications of the use of detention rooms in schools. The study aims to synthesize the existing literature on the benefits and disadvantages of these disciplinary spaces, focusing on their impact on student behavior, psychological well-being, and fairness in the application of sanctions. A comprehensive search was conducted in databases such as Scopus, Web of Science, PubMed, and Google Scholar. Search terms included: "detention rooms," "school discipline,"

The inclusion criteria were: (1) Peer-reviewed articles and studies, published between 2000 and 2023; (2) Studies addressing the use of detention rooms or similar discipline strategies in schools; (3) Articles written in English; (4) Qualitative and quantitative studies, including randomised controlled trials (RCTs), longitudinal studies, systematic reviews and meta-analyses.

¹ R.D. Nicoară & all, *Evaluating the impact of detention rooms: Romanian teachers' views on discipline and relationships*, Euromentor Journal: studies about education Volume XV, No. 4/December 2024.

The exclusion criteria were: (1) Studies that do not specifically address detention rooms or school-based internal suspension strategies; (2) Articles that are not written in English.

Being a systematic review, this study did not involve direct contact with human participants, so ethical approval was not required. However, ethical standards have been adhered to by fair and unbiased reporting of data and by giving appropriate credit to the original authors through appropriate citations. The study also applied ethical principles such as autonomy, non-maleficence, justice, and beneficence to analyze the implications of detention rooms in a comprehensive way.

RESULTS

This chapter summarizes the main findings of the analyzed studies, providing a detailed perspective on the use of detention rooms in schools. The results reflect the impact of these spaces on students' behavior, their psychological well-being, fairness in the application of sanctions and relationships between students and teachers.

In order to facilitate a clear and balanced understanding, the conclusions are presented in two major categories: **pros**, which highlight the benefits of using detention rooms, and **cons**, which highlight limitations and potential negative effects. This structure aims to provide an informed basis for the evaluation of these practices and to support the identification of more inclusive and effective educational solutions.

The introduction of detention rooms in schools has been a controversial topic, but these spaces can have significant benefits in managing student behavior when used appropriately. In the following, we will explore each of the four pro arguments, supporting them with examples and evidence from the literature.

1. Detention rooms are designed to create a space where students who disrupt the educational process can be temporarily separated to allow the rest of the class to continue learning. This approach is based on the idea that eliminating disruptive behaviours from the classroom helps maintain a focused and productive learning environment². In this context, detention rooms can be seen as an effective crisis management tool. For example, in schools in the United Kingdom, the use of detention rooms reduced the

² S. Ijaz, J Nobles & L. Mamluk, *Disciplinary behaviour management strategies in schools and their impact on student psychosocial outcomes: A systematic review*. NIHR Open Research, 2024

number of classroom incidents, as teachers were able to focus on teaching without frequent interruptions³. These spaces also provide an opportunity for students to reflect on their behavior before returning to the classroom. However, critics suggest that to be effective, detention rooms must include educational and counselling programs. If they are used exclusively as a punitive space, their impact can be limited, and students can return to the classroom without changing their behavior⁴. Therefore, an integrative approach, combining temporary isolation with educational support, is essential for success.

2. Unlike suspension or complete exclusion from school, detention rooms allow students to remain in the school environment. This is important because complete exclusion can have significant negative consequences, such as missing lessons and social marginalization⁵. The complete exclusion of students for disruptive behaviours has proven to be ineffective in many cases, contributing to decreased academic performance and increased risk of dropping out of school⁶. Instead, detention rooms can act as an intermediate solution that keeps students engaged in education, even if they are temporarily not present in the classroom. For example, in schools in the United States, the implementation of detention rooms as an alternative to suspension has shown a reduction in absenteeism and an improvement in class attendance⁷. By keeping students on school grounds, staff can intervene to address the underlying issues that led to problematic behavior, either through counselling or educational activities that encourage self-reflection.

3. Disruptive behaviours can have a significant impact on the classroom's learning environment, reducing the quality of teaching and causing stress among peers⁸. The separation of students that disrupts the

³ S. Hallam, *Evaluation of behavioural management in schools: A review of the Behaviour Improvement Programme*. Child and Adolescent Mental Health, 12(3),2007, 106-112.

⁴ S. McCann, *Detention is not the answer*. Northwestern College, Iowa., 2017

⁵ A.N. Bartlett & T.F. Ellis, *Physical restraint, seclusion, and time-out rooms in Canadian schools: Analysis of a policy patchwork*. Canadian Journal of Educational Administration and Policy, 2021

⁶ S.M. Way, *School discipline and disruptive classroom behavior: The moderating effects of student perceptions*. The Sociological Quarterly, 52(3),2011, 346-375.

⁷ K.E. Wiley, C. Townsend, M. Trujillo & Y. Anyon, *Deep punishment and internal colony: A critical analysis of in-school suspension rooms*. The Urban Review, 2022.

⁸ R. London & D. Ingram, *Social isolation in middle school*. School Community Journal, 28(1),2018, 107-125.

educational process contributes to creating a safer and more productive environment for the rest of the students. For example, a study conducted in Canadian schools showed that temporarily removing students with disruptive behaviors from the classroom led to a significant improvement in their peers' concentration levels⁹. Moreover, this practice gives teachers the opportunity to focus on the educational needs of the majority without being distracted by individual incidents. However, it is essential that this separation is managed with empathy and attention. If students perceive detention halls as an extreme punishment, it can lead to feelings of alienation, which in turn can increase disruptive behaviours in the long run¹⁰. That is why these spaces must be designed to support students, not just to isolate them.

4. Detention rooms can be an important element of a well-structured discipline system. When used correctly, they signal to students that the school has clear rules and consequences for violating them. This helps build a culture of respect for rules and authority¹¹. An outstanding example is the implementation of positive intervention strategies, such as Positive Behavioral Interventions and Supports (PBIS), which use detention rooms as part of a broader behavioral management system. PBIS focuses on encouraging positive behaviours through rewards and using corrective interventions, such as detention rooms, only when absolutely necessary¹². Studies have shown that schools that have implemented PBIS have seen a significant decrease in disciplinary incidents and an improvement in the school climate. On the other hand, it is essential for students to understand the reasons behind the rules and consequences. Studies have shown that students' perception of fairness towards disciplinary measures significantly influences their level of compliance¹³. If detention rooms are perceived as punitive and unfair, they can have the opposite effect, generating defiance and opposition to authority.

⁹ A.N. Bartlett & T.F. Ellis, *Physical restraint, seclusion, and time-out rooms in Canadian schools: Analysis of a policy patchwork*. Canadian Journal of Educational Administration and Policy, 2021

¹⁰ S.M. Way, *School discipline and disruptive classroom behavior: The moderating effects of student perceptions*. The Sociological Quarterly, 52(3),2011, 346–375.

¹¹ J. Howard, *Rethinking traditional behaviour management to better support complex trauma-surviving students*. The International Journal on School Disaffection, 12(2),2016, 25–44.

¹² S. McCann, *Detention is not the answer*, Northwestern College, Iowa, 2017

¹³ S.M. Way, *School discipline and disruptive classroom behavior: The moderating effects of student perceptions*. The Sociological Quarterly, 52(3),2011, 346–375.

Detention rooms, while they may have advantages in managing disruptive behaviours, are also associated with numerous criticisms and challenges that raise questions about their long-term effectiveness. In the following, we will explore the five arguments against the use of detention rooms, supporting each point with empirical evidence and examples from the literature.

1. One of the strongest arguments against the use of detention rooms is their negative impact on students' mental health. These spaces can amplify feelings of alienation, anxiety, and stigma, contributing to the development of long-term emotional problems¹⁴. Students who are frequently isolated in detention rooms may perceive this process as negative labelling. Studies show that students who feel rejected or marginalized become more prone to depression and anxiety¹⁵. For example, in American schools, African American and Latino students frequently reported feelings of exclusion and lack of support, being sent to detention rooms more often than their white peers¹⁶. This practice can accentuate inequalities and create a hostile school environment. Instead of helping students understand and change their behavior, detention rooms can intensify the sense of belonging, affecting students' relationship with the school and community.

2. Another argument against detention rooms is their lack of effectiveness in changing disruptive behaviors. Studies suggest that isolating students without educational or emotional support does not contribute to long-term behavioural improvement¹⁷. For example,¹⁸ analysis showed that detention rooms, when used exclusively as punitive measures, have a limited effect on reducing recidivism. Students tend to revert to their previous behaviours because they are not given real opportunities to learn from their mistakes or develop skills that allow

¹⁴ S. Ijaz, J Nobles & L. Mamluk, *Disciplinary behaviour management strategies in schools and their impact on student psychosocial outcomes: A systematic review*. NIHR Open Research, 2024

¹⁵ R. London & D. Ingram, *Social isolation in middle school*. School Community Journal, 28(1),2018, 107-125.

¹⁶ K.E. Wiley, C. Townsend, M. Trujillo, & Y. Anyon, *Deep punishment and internal colony: A critical analysis of in-school suspension rooms*. The Urban Review, 2022.

¹⁷ S.M. Way, *School discipline and disruptive classroom behavior: The moderating effects of student perceptions*. The Sociological Quarterly, 52(3),2011, 346-375.

¹⁸ J. Howard, *Rethinking traditional behaviour management to better support complex trauma-surviving students*. The International Journal on School Disaffection, 12(2),2016, 25-44

them to handle conflict situations in the future. In addition, the lack of an educational or restorative component in these classrooms turns them into mere "punishment chambers," leading to the loss of their potential to positively influence student behavior¹⁹.

3. A problematic aspect of detention rooms is their disproportionate use on certain groups of students, especially those from disadvantaged ethnic and socio-economic minorities. Studies have shown that students from disadvantaged backgrounds are more likely to be sent to detention rooms, even for minor behaviours²⁰. For example, in schools in the United States, African American and Latino students are disproportionately penalized, which highlights a systemic problem of racial discrimination²¹. This perpetuates educational and social inequalities, contributing to a sense of distrust towards educational institutions. Instead of promoting inclusion, detention rooms can accentuate social divisions and negatively affect students' perceptions of fairness and equity in school²².

4. Another major disadvantage of detention rooms is that they are often purely punitive and do not provide students with educational or support opportunities. This not only prevents students from continuing their learning process, but also makes them perceive the time spent in these classrooms as meaningless²³. Studies have shown that students who spend time in detention rooms miss out on valuable hours of education, which contributes to a decrease in their academic performance²⁴. For example, in schools across Canada, many students reported that time spent in detention rooms was a "waste of time," with no constructive activities or support for their specific problems²⁵.

5. Detention rooms can also have a negative impact on the school climate. They can create an environment perceived as authoritarian and punitive, which affects relationships between students and teachers. This atmosphere of "punishment" can reduce students' commitment to school

¹⁹ S. Ijaz, J. Nobles & L. Mamluk, *Disciplinary behaviour management strategies in schools and their impact on student psychosocial outcomes: A systematic review*. NIHR Open Research, 2024.

²⁰ A.N. Bartlett & T. F. Ellis, *Physical restraint, seclusion, and time-out rooms in Canadian schools: Analysis of a policy patchwork*. Canadian Journal of Educational Administration and Policy, 2021.

²¹ K.E. Wiley, C. Townsend, M. Trujillo, & Y. Anyon, *op. cit.*

²² S.M. Way, *op. cit.*

²³ S. Ijaz, J. Nobles, & L. Mamluk, *op. cit.*

²⁴ S. Hallam, *op. cit.*

²⁵ A.N. Bartlett & T.F. Ellis, *op. cit.*

and encourage opposition to authority ²⁶ . One example is the implementation of "zero tolerance policies" in many schools, where detention rooms are used as part of a broader system of harsh punishments. These policies have been criticized for encouraging a punitive environment, in which students feel controlled rather than supported²⁷. Instead of encouraging positive behaviours, detention rooms can lead to increased tensions and deteriorating relationships in the school community.

Table 1: Centralization of the pros and cons of the use of detention rooms

Aspect	Arguments in favour	Arguments Against
Behavior management	<ul style="list-style-type: none"> - Reduction of interruptions in the classroom (Ijaz et al., 2024). - Creating a space for reflection and analysis of behavior. 	<ul style="list-style-type: none"> - Inefficiency in long-term behavior change (Way, 2011; Howard, 2016). - Amplification of recidivism due to lack of educational support (McCann, 2017).
Preventing total exclusion	<ul style="list-style-type: none"> - Alternative to suspension, keeping students in the school environment (Bartlett & Ellis, 2021). - Avoiding complete marginalization and loss of lessons. 	<ul style="list-style-type: none"> - Lack of educational interventions and concrete support in detention rooms (Ijaz et al., 2024). - Loss of learning time and contact with the main educational process (Hallam, 2007).
Classroom environment	<ul style="list-style-type: none"> - Creating a safer environment for other students by separating disruptive ones (London & Ingram, 2018). - Maintaining students' focus on lessons. 	<ul style="list-style-type: none"> -Negative impact on student-teacher relationships, deteriorating the school climate (Wiley et al., 2022). - Feelings of alienation and anxiety generated by isolation (Ijaz et al., 2024; London & Ingram, 2018).
Promoting the discipline	<ul style="list-style-type: none"> - Clarifying rules and consequences, contributing to a disciplined environment (Howard, 	<ul style="list-style-type: none"> -The perception of injustice on the part of students, which can lead to defiance of authority (Way, 2011).

²⁶ S.M. Way, *op.cit.*
²⁷ K.E. Wiley, C. Townsend, M. Trujillo, & Y. Anyon, *op. cit.*

	2016). - Encouraging respect for rules and authority.	- Overly punitive policies that generate opposition and reduce engagement with the school (Wiley et al., 2022).
Discrimination	-Theoretically, the uniform application of the rules can ensure fairness.	-Disproportionate application to minorities and students from disadvantaged backgrounds (Bartlett & Ellis, 2021).

The use of detention rooms in schools raises numerous ethical issues, including social exclusion, racial discrepancies, the impact on students' rights, and the lack of an effective educational approach. These issues undermine the fundamental principles of educational equity and justice.

A major aspect of the ethical debate is the social exclusion generated by detention rooms. These spaces often contribute to racial segregation, disproportionately affecting students from ethnic minorities, especially African Americans and Latinos. Research has shown that these classrooms function in some cases as "internal racial colonies," segregating students of color and perpetuating existing inequities in the education system²⁸. This segregation violates the ethical principles of equality and inclusion, suggesting that students are often punished more based on institutional bias than their actual behavior.

Another critical point is that detention rooms do not provide meaningful educational support. Instead of being a space for mediation or personal development, they often become places of punishment, without activities to support behavior change. Students are often left to fill out repetitive forms or sit without useful activity, leading to a significant loss of educational time²⁹. This model raises ethical issues related to the purpose of education and supporting the full development of students.

3. The disciplinary practice associated with detention rooms is not uniformly applied, disproportionately affecting students from disadvantaged socio-economic backgrounds and ethnic minorities. They are sent to detention rooms more often, even for minor behaviors such as being late for classes or using inappropriate language³⁰. This structural

²⁸ A.N. Bartlett & T.F. Ellis, *op. cit.*

²⁹ S. Ijaz, J. Nobles & L. Mamluk, *op. cit.*

³⁰ K.E. Wiley, C. Townsend, M. Trujillo, & Y. Anyon, *op. cit.*

discrimination undermines the idea of educational justice, pointing to a punitive system that fails to treat all students fairly.

4. Students who spend time in detention rooms frequently report feelings of isolation, shame, and frustration. The experience often has negative psychological effects, such as decreased self-esteem and increased feelings of alienation from the school community³¹. Ethically, this practice runs counter to the school's goal of supporting students' mental well-being and social development.

Table 2: Ethical issues of the use of detention rooms in schools in the light of ethical principles

Ethical principle	Aspect	Description	Detailed explanations	References
Autonomy	Social exclusion	Detention rooms limit students' autonomy by imposing isolation without their involvement in the decision-making process.	Students are deprived of the right to participate in decisions that affect their education and status in the school community, contravening the idea of respect for self-reflection.	Bartlett & Ellis (2021); Wiley et al. (2022)
Non-Maleficence	Psychological Impact	Students experience feelings of shame, alienation, and anxiety, which goes against the principle of not harming them.	By inducing negative feelings and affecting mental health, detention rooms violate this principle, negatively impacting students' emotional and social development.	London & Ingram (2018); Wiley et al. (2022)
Justice	Racial segregation	Disproportionate application to racial minorities undermines equality and equity in education.	Discriminatory and unequal punishment creates inequities that disproportionately affect students from disadvantaged	Bartlett & Ellis (2021); Wiley et al. (2022)

³¹ R. London & D. Ingram, *op.cit.*

			ethnic minorities or socio-economic backgrounds.	
Beneficence	Lack of educational approach	Detention rooms do not provide constructive opportunities to support students' development.	The lack of educational interventions and personalized support runs counter to the beneficial purpose of education, which should support the development of students on all levels.	Ijaz et al. (2024); Bartlett & Ellis (2021)
Loyalty and trust	Discrepancies in implementation	Students may perceive the unequal use of detention rooms as a lack of fairness, affecting their relationship with the school.	The perception of injustice or favouritism undermines the relationship of trust between students and school institutions, weakening cohesion and commitment to the school community.	Wiley et al. (2022)
Rights of the individual	Autonomy and access to behavioral support	Students are not actively involved in identifying solutions to their problematic behaviours.	Students are treated as passive subjects, without receiving access to the necessary support to understand and correct their behaviours, thus limiting their autonomous development.	Ijaz et al. (2024); Bartlett & Ellis (2021)

Discussions

The results of this systematic review highlight the complexity of using detention rooms in schools, indicating both their potential benefits and the

significant challenges they pose. Discussions about these disciplinary spaces are centered on their effectiveness in achieving educational goals and the associated ethical implications.

The pros highlight the role of detention rooms in reducing disruptive behaviours and maintaining a safe learning environment. These spaces provide a temporary solution for isolating problematic behaviours, allowing teachers to focus on teaching³². Also, by preventing complete exclusion from the school environment, detention rooms can provide a valuable alternative to external suspensions, reducing the risk of social marginalization³³. Another study by **Nicoară & all** explores parents' attitudes and perceptions regarding the introduction of detention rooms in schools in Romania, assessing the initial impact and available disciplinary alternatives³⁴.

However, in order to be effective, their use needs to be integrated into a wider educational framework. Positive examples, such as the implementation of PBIS (Positive Behavioral Interventions and Supports) strategies, demonstrate that detention rooms can help improve student behavior if accompanied by positive interventions and educational support³⁵.

On the other hand, the arguments against highlight several ethical limitations and risks. First, the negative psychological impact of detention rooms is well documented. The feelings of isolation, stigma, and anxiety experienced by students run counter to the educational goal of supporting emotional well-being and social development³⁶.

Second, the inefficiency of these spaces in changing behavior in the long term is a major problem. Without educational interventions or personalized support, students tend to return to their problematic behaviours, emphasizing the need to integrate educational and restorative measures³⁷.

Third, the disproportionate use of detention rooms on disadvantaged racial and socio-economic minorities raises serious questions about

³² S. Ijaz, J. Nobles & L. Mamluk, *op.cit.*

³³ A.N. Bartlett & T.F. Ellis, *op.cit.*

³⁴ R.D. Nicoară & all, *Parents' perception and attitude on the introduction of the detention room in romanian schools: an initial impact assessment and disciplinary alternatives*, Euromentor Journal: studies about education, Volume XV, No. 4/December 2024

³⁵ S. McCann, *op.cit.*

³⁶ R. London & D.Ingram, *op.cit.*

³⁷ S.M. Way, *op.cit.*

educational equity and justice. These discriminatory practices not only undermine equality of opportunity, but also reduce students' trust in school systems³⁸.

The analysis through the prism of ethical principles – autonomy, non-maleficence, justice and beneficence – offers a clear perspective on moral challenges. The limitation of students' autonomy, the perpetuation of inequalities and the lack of effective educational support run counter to the fundamental values of education³⁹. These implications underline the need for fundamental reforms in the way detention rooms are implemented and used.

In order to overcome the current limitations, it is essential to adopt restorative approaches that replace punitive measures. These approaches, such as conflict mediation and behavioural support, can help develop a more inclusive and equitable school community. Also, transforming detention rooms into educational spaces, where students can learn conflict management strategies and social skills, is a viable solution.

The study on the efficiency and controversy of detention rooms in schools has several limitations that influence the interpretation and applicability of its conclusions. Among the main limitations of the study are:

There is a lack of consensus among the analyzed literature regarding the efficiency of detention rooms. Many studies offer conflicting conclusions, making it difficult to draw a clear line regarding the positive or negative impact on students' behavior and psychological well-being.

The study is based on an analysis of the literature available in major databases, which may lead to a limitation by excluding less accessible works or studies published in languages other than English. This limitation may introduce a bias in the selection of data, thus affecting the generality of the conclusions.

Most of the studies cited come from the context of Western countries (United States, United Kingdom, Canada). This makes the results difficult to generalize to other cultures or educational systems that have different discipline policies or distinct cultural values regarding education and punishment.

Another important limitation of the study is the lack of conclusive longitudinal data on the efficiency of long-term detention rooms. Many of the studies analysed do not provide information on the lasting effects on

³⁸ A.N. Bartlett & T.F. Ellis, *op.cit.*

³⁹ S. Ijaz, J Nobles & L. Mamluk, *op.cit.*

student behaviour, which makes it difficult to assess these disciplinary interventions in the long term.

Being a systematic analysis, this study did not involve direct contact with students, teachers or parents. The lack of primary data from these directly involved participants can limit the understanding of the subjective context of the lived experiences of those affected by detention policies.

Conclusions on the impact of detention rooms on students' psychological well-being and behaviour are generalised based on various studies, but the specific context of each school, the resources available and the approach of the teaching staff can influence the real effectiveness of these measures. This limits the direct applicability of the findings to various school contexts without further adaptations.

These limitations underscore the need for more detailed research, including other cultural perspectives, involving the direct participation of those affected, and further investigating the long-term impact of detention rooms, in order to provide a complete and balanced picture of this educational practice.

CONCLUSION

Detention rooms are a potentially useful tool in managing student behavior, having the ability to provide a safe and controlled space to address disruptive behaviours, prevent complete exclusion from the school environment and contribute to maintaining an educational climate conducive to learning. However, the effectiveness of these spaces is closely linked to their integration into a broader system of educational and behavioral support, which promotes not only discipline, but also the holistic development of students.

An exclusively punitive approach has proven insufficient to produce lasting changes in student behaviour. Instead, the use of detention rooms should be accompanied by complementary strategies, such as psychological counselling, educational activities focused on the development of social skills and personalised interventions. Not only do they facilitate students' understanding of mistakes, but they also contribute to building essential skills for managing future conflict situations⁴⁰.

On the other hand, although detention rooms offer quick and tangible solutions for maintaining discipline, they come with a number of significant disadvantages. These include the negative impact on students'

⁴⁰ S. Ijaz, J. Nobles & L. Mamluk, *op.cit.*

emotional well-being, ineffectiveness in long-term behavior change, disproportionate application to certain categories of students, lack of adequate educational support, and deterioration of the school climate. Thus, the use of these spaces raises ethical and pragmatic questions related to fairness, efficiency and equity in education.

In order to overcome these limitations, it is imperative that schools adopt a holistic and inclusive approach that incorporates educational and restorative practices. Instead of focusing on punitive measures, schools should invest in programs that support students' personal and social development, reducing the risk of recidivism and promoting a harmonious integration into the school community. This paradigm shift could lead to a more equitable educational environment, centered on the needs of each student and their growth potential.

Furthermore, the ethical issues associated with the use of detention rooms – such as social segregation, racial discrimination and the absence of an effective educational approach – underline the need for fundamental reforms in the disciplinary management of students. These reforms must focus on inclusion, equity and individualised support, ensuring that every student has access to a learning environment that respects their rights, supports their autonomy and promotes their emotional well-being.

In conclusion, detention rooms can have a legitimate role in schools, but only if they are used as part of an integrated and well-designed strategy. The future of education depends on the ability of institutions to reconcile discipline with support, authority with empathy, and tradition with innovation, in order to create a truly student-centered education system.

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EDUCATIONAL MANAGEMENT PERSPECTIVES ON THE BULLYING PHENOMENON

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ABSTRACT: *This article proposes to carry out or systematically review the bullying literature and try to analyze its manifestation in Romanian schools. The impact of bullying is determined by serious consequences not only for children who care for the aggressors, but also for those who care for initiating aggression. This is an important problem that will not be solved when a holistic approach (parents, teachers, specialists, local community, etc.) will not address the reasons for caring for children who humiliate and intimidate others and will identify the causes that trigger such behavior. With the right guidance and training, children can acquire the necessary skills to solve their problems instead of managing them by intimidating others. In order to provide such education and to successfully eliminate aggression from schools, we need to establish the causes and effects of school aggression.*

KEYWORDS: *Bullying, conflict resolution, school communities, administrators, teachers, students, parents, alternative dispute resolution (ADR), administrative decisions, sanctions.*

INTRODUCTION

In the modern world, the information leap can have negative effects on the emotional development of the child. Children who do not have enough time to relax, enjoy childhood, spend quality time with their family and friends can become anxious, stressed and, as a result, can develop violent behaviors. Children have different needs, such as being able to relax, play with friends, belong to a group and be accepted by them. Protecting children from all forms of violence, including abuse and neglect, is a truly global phenomenon and must be addressed by academics.¹

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¹ M. Constantinescu; C. Constantinescu, C. Dumitru, *Social Work and Protection of Abused and Neglected Children*, Revista de Asistență Socială/Social Work Review, Anul XVI, Nr.3/2017, Polirom, 2017, ISSN: 1583-0608.

Our research was divided into three major themes, each based on a specific research question:

a. The first theme was the existence of conflicts between the stakeholders mentioned above, the types of conflicts that occurred and their sources. In this case, our research question was: what types of conflicts occur within school communities in Chiajna, Romania and what are their causes? In addition to the fact that we wanted to determine the typology and sources of school conflicts, we wanted to understand how all these actors perceive these situations because there is a strong connection between how we perceive a conflict and how we intervene to resolve it.

b. The second theme of the study is conflict resolution and procedures, and the research question is: What are the procedures (formal and informal) used by school communities to resolve conflicts that arise between stakeholders? This research question aims to determine the formal and informal procedures used by school stakeholders to resolve or manage conflict situations within their school. In this sense, we are interested in both formal and informal procedures, but also in how each stakeholder group perceives its effectiveness in addressing conflict.

c. The final theme of this study is third-party intervention, which is based on the following research question: Is a third-party intervention mechanism involved in resolving conflicts within school communities? We wanted to find out, first, whether such a procedure exists within the school communities we study and, second, whether there is a need for it. In addition, it is important to observe how school stakeholders perceived this in terms of effectiveness in resolving their conflicts.

DEFINITIONS AND CONCEPTUAL FRAMEWORK

Bullying is an Anglo-Saxon term, taken over in Romanian specialized literature without being translated; the related term in Romanian is *hărțuirea*. Early research on school aggression that drew attention to its impact on students and its daily frequency was conducted in Scandinavian countries.² Three criteria distinguish bullying from other types of aggression: power imbalance, repetition or duration of negative actions, and deliberate intent to harm. Research was initially directed at physical and verbal forms of bullying.³

² E. Debarbieux, E. et al, *La violence en milieu scolaire - 2 : le désordre des choses*. Paris, 1999: ESF, p. 67.

³ D. Olweus, *Bully/victim problems in school: Facts and intervention* in European Journal of Psychology of Education, Vol. XII, 4, 1991, pp. 495-510.

In the 2000s, digital aggression was expressed through the concept of Cyberbullying.⁴ Smith and Sharp⁵ define this phenomenon as “systematic abuse of power” involving repeated abuses of power in relationships.⁶ Gladden⁷ define bullying as “any unwanted aggressive behavior(s) by another young person or group of young people who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying can cause targeted social, psychological, or emotional harm or suffering.” “Aggression is prolonged violence, mental or physical, directed by an individual or group against a person who cannot defend himself in this situation.”⁸

The act of aggression has certain characteristics that distinguish it from an argument between colleagues or friends. Aggressors use physical force, have access to private information or popularity to intimidate, control or hurt others. Harassment is done deliberately with the intention of hurting, causing psycho-emotional and physical damage; it is repeated over a period of time, so it is not a singular behavior, but an abuse of power in the sense that victims have difficulty defending themselves or protecting themselves against it. Theorists conceptualize it as a subcategory of aggression, where bullying is the assertion of power through aggression or intimidation⁹, being an abuse of social power.¹⁰

Researchers have identified several types of aggression, which we can list, without considering this an exhaustive approach: verbal (nicknames,

⁴ P. Smith, H. Cowie, R. Olafsson, A. Liefoghe, *Definitions of bullying: A comparison of terms used, and age and gender differences*, in a Fourteen – Country international comparison in Child development, 2002, 73(4).

⁵ P. Smith, S. Sharp, *School Bullying: Insights and Perspectives*, London: Routledge, 1998, pp. 45-55.

⁶ P. Smith, *Understanding School Bullying: Its Nature & Prevention Strategies*, 2014, Sage DOI: 10.4135/9781473906853.

⁷ R. Gladden, A. Vivolo-Kantor, M. Hamburger, C. Lumpkin, *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements*, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education, 2014, p. 17.

⁸ A. Mellor, *Helping Victims*, In Elliot, M., ed. *Bullying: A Practical Guide to Coping for Schools*. Harlow: Longman, 1991, p.112.

⁹ W. Craig, D. Pepler, R. Atlas, *Observations of bullying in the playground and in the classroom* in *School Psychology International*, 2000, 21(1).

¹⁰ P. Smith, H. Cowie, R. Olafsson, A. Liefoghe, *Definitions of bullying: A comparison of terms used, and age and gender differences*, in a Fourteen – Country international comparison in Child development, 2002, 73(4).

teasing, sarcasm, spreading false rumors/gossip, abusive or threatening comments, negative remarks about a person's culture, religion, skin color, family, home, sexual orientation, etc.); making negative comments about one's own/physical body appearance, clothing (making remarks about disability or physical condition); isolation (unfriendly, unfair attitude, exclusion from the group, forcing to be friends with certain people); physical behaviors (hitting, pushing, involving, harassing, physically beating, hiding or destroying a person, etc.), aggressive gestures (offensive and threatening gestures), online harassment (hate emails or threats).¹¹

The main types of bullying are based on: appearance (e.g. hair colour, body shape/weight, clothing) race/ethnicity (e.g. racial slurs, racial gestures), gender identity (e.g. transgender, other gender identities, school, free identity), care), sexual orientation (e.g. lesbian, gay or bisexual (LGB) (real or perceived) (homophobia). This phenomenon should be seen as a community problem and not just a problem of the child, parent or teacher. Bullying is a form of aggressive behaviour that is systematically and continuously practiced by a person or group of young people who find themselves relatively defenseless against a child/person.¹²

Bullying is considered a phenomenon with a complex impact due to the fact that the various manifestations of recurrent violence among peers go beyond the school environment, having consequences that extend to other areas or contexts such as the family and/or society.¹³ Also, bullying is not specific to a local community, a country, but encompasses most of the states of the world, becoming an international problem. The data and studies are significant in confirming that the extent of this phenomenon at national and international level requires a more careful analysis to study the phenomenon and understand how it is triggered, how it manifests itself, what its impact is in order to identify effective ways to prevent and reduce it.

Rashmi Shetgiri has analyzed, summarized and identified in numerous studies the risk factors that could trigger aggressive behaviors. These risk factors are related to the child, family/parents, group of friends/colleagues, community, the child's younger age, the presence of

¹¹ D. Otovescu, *The content, factors and forms of socialization*, in Otovescu, D., *General Sociology*, Craiova, 2002, Beladi, pp. 230-232.

¹² M. O'Moore, S. Minton, *Dealing with Bullying in Schools. A Training Manual for Teachers, Parents and Other Professionals*, First Edition, Trinity College: Dublin, 2004, <http://dx.doi.org/10.4135/9781446211878>.

¹³ R. Shetgiri, *Bullying and Victimization Among Children* in *Adv Pediatr*, 2013; 60(1): 33-51. doi: [10.1016/j.yapd.2013.04.004].

depression and/or other mental health problems or emotional/developmental/behavioral problems, low school performance, addictions, the use of unacceptable substances, exposure to abuse and violence, high levels of anger in the child and poor self-control, poor communication with parents, lack of emotional control, or difficult communication between parents, lack of parental supervision, frequent and violent conflicts in the family, negative relationships with schoolmates, negative influences from peers, coming from economically disadvantaged backgrounds or "unsafe" neighborhoods, etc.

The study conducted by S.N. Georgiou¹⁴ and published in The British Journal of Educational Psychology states that maternal and paternal depression can influence the perpetuation of child bullying. Maternal depression is usually associated with aggression and can be explained by negative interactions and also associated with negative thinking. In general, interactions between depressed mothers and their children are more hostile, irritable, critical, as confirmed by studies by I. Fihrer.¹⁵

It has been found¹⁶ that some children who were tortured by their fathers when they were at school were prone to have children who were bullied. Certainly, a warm and affectionate environment will reduce the chances of developing and learning aggressive behaviors. "Intolerable tensions between the individual and his home environment are the result of the suffering and dangers experienced by the child. Instead of a cheerful and collaborative attitude, the attitude of the young child will be one of fighting, attacking or giving up".¹⁷

The phenomenon of "bullying" has long exceeded the acceptable boundaries, being increasingly present in Romanian society, even in the school environment, where children are supervised and where they operate in a microsystem. Bullying is not only a phenomenon characteristic of Romanian schools, as we also find it internationally

¹⁴ S. Georgiou, *Bullying and victimization at school: the role of mothers* in The British journal of educational psychology; 2008, pp.109-125 [PubMed].

¹⁵ I. Fihrer, C. McMahon, A. Taylor, The impact of postnatal and concurrent maternal depression on child behaviour during the early school years, *Journal of Affective Disorders* 2009 Dec; 119 (1-3):116-23.

¹⁶ D. Farrington, *Understanding and preventing bullying*, In: Tonry M, editor. *Crime and Justice: A Review of Research*. Chicago, IL: University of Chicago Press, 1993 pp. 381-458.

¹⁷ M. Constantinescu, C. Constantinescu, C. Dumitru, Development of parenting skills by implementing the Program "Strong Families". The European Proceedings of Social & Behavioural Sciences EpSBS, 2016, Volume XXIII, WOS: 000411319000164, p.1347.

regardless of race, religion, gender, social status, physical status or age, this problem has been considered a phenomenon that has reached a global level. Mexico holds the first place in the world in cases of bullying in compulsory education (kindergarten, primary school, middle school), according to OECD data.¹⁸

The phenomenon of violence in schools has become one of the main objectives of public policies in recent decades. Europe and the United States are a reference point for the first major experiences of violence worldwide: mass murder and suicide of the child and adolescent population. The increasing influence of technology, antisocial groups, the consumption of illegal substances, as well as the poor development of community protective factors and the prevention of bullying behaviors can be identified as possible causes of the increase in bullying. These events have led to an increase in the number and new forms of aggression and violent actions in schools. In addition, the fast pace of the society in which we live and the flow of information, especially regarding social media, have made it difficult to identify acts of aggression.

Several studies (O'Moore, Minton, 2004; Dillon, 2015) show that a global trend of the current generation of children is to have more emotional problems than in the past. It is well known that aggression against children, especially those in residential institutions, has a large amplitude and, despite the importance and scope of this phenomenon, is not diminishing, but on the contrary is expanding.

M.Constantinescu identified important factors of increased aggression in schools – poor communication skills of teachers with students, insufficient training in conflict management and combating violence, low teacher motivation.¹⁹ The importance of developing good communication skills will eliminate frustration by satisfying individual needs (mutual expression and understanding), will validate the child and the parent (I recognize and accept you, I listen to you and understand you) which will imply social acceptance and inclusion²⁰ and will decrease the number of provocative and aggressive behaviors.

¹⁸ OECD. 2014, Pisa 2012 results: *What students know and can do* (Volume I, Revised Edition, February 2014). Norway: OECD Publishing.

¹⁹ M. Constantinescu, C. Constantinescu, *Reduction of violence in schools and educational environments through the Program "Making Choices"*, Procedia – Social and Behavioral Sciences, 76, 2012, pp. 219-225.

²⁰ C. Dumitru, *Importance of communication in educational process*. Psychology-Special Pedagogy. Social Assistance, 44(3), 2016, pp. 3-15.

These aspects justify the need to develop and carry out continuous training activities for teachers, to raise awareness of all forms of bullying of children, to develop activities to prevent these aggressions and to promote children's rights for a safe and secure environment. It is also important to initiate programs to reduce the level of aggression in schools. In this regard, J. Dillon draws attention to the importance of initiating prevention programs and the objective of empowering teachers with the necessary tools to develop a "no aggression, no hate" culture in schools and communities, because people are generally good and want to have positive relationships with others.²¹

THE MAIN TYPES OF CONFLICTS ENCOUNTERED IN THE SCHOOL ENVIRONMENT

Sources and typologies of school conflicts regarding conflicts in the school community include disagreements, tensions, or disputes (which can sometimes become violent) that arise among the four key stakeholders. If we look at the parties involved, we can identify the following types of school-community conflicts:²²

a. Parent-teacher conflicts: differences of opinion between parents and teachers regarding a student's academic performance, behavior, or educational needs.

b. Student-teacher conflicts: tensions between students and teachers regarding classroom rules, homework, grades, or disciplinary actions. This type of conflict is the most common and usually constitutes the root cause of parent-teacher conflict.

c. Teacher-administrator conflicts: disagreements between teachers and school administrators regarding policies, curriculum decisions, or professional issues.

d. Teacher-teacher conflicts: disputes arising from competition for positions, resources, personal or professional values.

e. Parent-administrator conflicts: differences of opinion between parents and school administrators regarding school policies, disciplinary actions, or educational practices.

²¹ J. Dillon, *Reframing Bullying Prevention to Build Stronger School Communities*. Corwin Press, 2015, <http://dx.doi.org/10.4135/9781483388830>.

²² D. Farrington, M. Ttofi, *School-based programs to reduce bullying and victimization*, Campbell Systematic Reviews, 2019, pp.67-70.

f. Student-student conflicts: conflicts between students, such as bullying, peer pressure, social cliques, or disputes over personal matters.

Considering the above-mentioned aspects, conflicts in the school community can refer to the following:²³

a. Community-school conflicts: disagreements between the school and the local community over issues such as school zoning, funding, or use of school facilities;

b. Cultural or value conflicts: conflicts arising from cultural differences, religious beliefs, or differing values within the school community;

c. Budget and resource allocation conflicts: disagreements over how limited resources, such as funding, technology, or educational materials, should be distributed among different programs or departments;

d. Curriculum and educational philosophy conflicts: disputes over the content, approach, or focus of the school program and educational methods;

e. Policy implementation conflicts: tensions arise when stakeholders disagree over the implementation of specific school policies or initiatives.

CONFLICT MANAGEMENT

In his seminal book, *The Conflict-Positive Organization: Stimulate Diversity and Create Unity*, Dean Tjosvold focuses on the idea of promoting positive conflict management within organizations, aiming to use conflicts as opportunities for growth, creativity, and increased collaboration. Tjosvold suggests that rather than viewing conflicts as negative or disruptive, organizations can create an environment that encourages open dialogue, diverse perspectives, and constructive conflict resolution.²⁴

The same ideas are expressed in other publications by Louis Kriesberg,²⁵ Bernard Mayer,²⁶ Cloke and Goldsmith²⁷. For all of them,

²³ W. Craig, D. Pepler, R. Atlas, R., *Observations of bullying in the playground and in the classroom in School Psychology International*, 21(1), 2000, pp. 54.

²⁴ D. Tjosvold, *The Conflict-Positive Organization. Stimulate Diversity and Create Unity*, New York: Addison-Wesley Publishing Company, 1991, p. 33.

²⁵ L. Kriesberg, *Constructive Conflicts*, Lanham: Rowman & Littlefield Publishers, 1998.

²⁶ B. Mayer, *The Dynamics of Conflict: A Guide to Engagement and Intervention*, 2nd edition, San Francisco: Jossey-Bass, 2012.

conflict is an inherent part of life that cannot be avoided or eliminated. It serves as a necessary engine for evolution, improvement, and combating bad and unacceptable behavior at both the individual and societal levels. However, the way in which conflict is approached and managed determines whether it becomes destructive or positive. An ineffective approach can lead to negative and catastrophic consequences, while a collaborative approach that seeks inclusive and imaginative solutions can lead to positive change, improved relationships, stronger organizations, and communities. Therefore, conflict is not inherently good or bad, but its nature depends on how it is handled.

Valente, Lourenço and Németh consider schools as a microcosm of society, where diverse perspectives and ways of being, thinking and living are brought together, leading to daily conflicts. They argued that managing such situations requires learning, highlighting the need for teachers to receive conflict management training to effectively manage classroom conflicts and to teach students to view and manage conflicts constructively.²⁸

Schools, viewed as communities of people as well as organizations, can greatly benefit from implementing collaborative procedures to resolve conflicts that arise within them. As previously stated, conflicts are a natural part of the lives of individuals and organizations. However, when they occur in schools, they can be disruptive and cause problems for everyone in the school community. Therefore, a better understanding of the possible venues for resolving conflicts in schools is extremely important for schools themselves and for society in general.

POLICIES AND STRATEGIES FOR MANAGING AND COMBATING BULLYING

Over time, policies against bullying and harassment have been formulated²⁹ to minimize the risk of bullying by raising awareness and offering prevention strategies and by providing concrete techniques to

²⁷ K. Cloke, J. Goldsmith, *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job*, San Francisco: Jossey-Bass, 2011.

²⁸ S. Valente, A. Lourenço and Z. Németh, *School Conflicts: Causes and Management Strategies in Classroom Relationships*, in Levine, M.P. (ed.), *Interpersonal Relationships*, IntechOpen, DOI: 10.5772/intechopen.95395, 2020.

²⁹ M. O'Moore, S. Minton, *Dealing with Bullying in Schools*, A Training Manual for Teachers, Parents and Other Professionals, First Edition. Trinity College: Dublin

<http://dx.doi.org/10.4135/9781446211878>.

deal with any bullying behaviours in the event of their occurrence. The European strategy against bullying, recently summarised by the European Anti-Bullying Network (EAN), "Build the Future, Stop Bullying", adopts an inclusive school approach.

Anti-bullying policies aim to prevent bullying across the entire school community, including school staff, teachers, pupils, families, volunteers. European schools ³⁰are legally required to have an anti-bullying policy, but reports confirm the lack of coverage in important areas. In line with the European Strategy against Bullying, schools should develop an anti-bullying policy through strategies and measures to encourage good and positive behaviour and to prevent any form of bullying among pupils and staff.

To prevent other negative consequences of aggression such as school failure and other inappropriate behaviors in terms of social relationships, self-affirmation, self-realization, anti-bullying policies should include a set of clear measures regarding what constitutes an act of intimidation, how to identify it, how to report it, investigate it, as well as the roles of each actor involved (students, teachers, parents, community). The development of strategies for resolving conflicts and their management, as well as the prevention of aggressive behaviors, are realities that require a solution through public policies.³¹

Some public policies aimed at reducing bullying developed, implemented and studied in Asia, Europe and North America, were systematized by D. P. Farrington.³² The phenomenon of bullying violates the written and unwritten norms of society and the school community, falling into the category of negative deviance – it defies community norms and harms individual freedoms; it includes social intimidation interactions using specific offensive language and creates a social context of power inequality in which the victim is subjected to abusive socio-emotional treatment by the aggressor. The objectives of antisocial behavior include actions that threaten the well-being of the person (physical, verbal, ethnic harassment), actions against the property and personal belongings of other

³⁰ P. Smith, S. Cowie, R. Olafsson, A. Liefvooghe, *Definitions of bullying: A comparison of terms used, and age and gender differences*, in a Fourteen – Country international comparison in Child development, 73(4), 2002, p. 123.

³¹ D. Johnson, R. Johnson, *Conflict Resolution and Peer Mediation Programs in Elementary and Secondary Schools: A Review of the Research*, 1996, *Review of Educational Research*, vol. 66, no. 4, pp. 459–506.

³² D. Farrington, M. Ttofi, *School-based programs to reduce bullying and victimization*, Campbell Systematic Reviews, 2009, p.78.

people (criminal bullying) and actions against social coexistence (social bullying by exclusion and damage to a person's image). This type of school bullying is reported to the category of perpetrators and is included in the scope of juvenile delinquency. In the case of this type of aggression, legal action can be taken if the identity of the aggressor is known.

National studies in Romania on the phenomenon of bullying in schools have not been a priority, the phenomenon being reduced to the level of general signs and descriptions. Existing studies are directed towards school violence (e.g., UNICEF, 2006). Dan Olweus, the most recognized expert on bullying, claims that “a student is bullied or victimized when he is repeatedly and over time exposed to negative actions by one or more students). Research suggests that different forms of support can mitigate the effects of different types of aggression on psychoemotional development. However, there are very few studies that have examined how different forms of social support could mitigate the impact of aggression on the mental health of children and adolescents. Some studies³³ suggest that family social support may be an important factor in protecting against the negative effects of bullying on students' health.

Given the harmful effects of aggressive behaviors, effective prevention and intervention efforts must be a priority. However, studies investigating effective prevention and intervention strategies for combating aggression are not as numerous.

Several studies addressing bullying prevention efforts suggest that attention should be focused on increasing adolescents' empathy and self-esteem, reducing adolescent problem behaviors, promoting and cultivating quality parental relationships, and reducing online time. For example, researchers who conducted a study³⁴ with adolescents in Turkey found that those adolescents who were less empathetic were more likely to engage in acts of bullying. The results of their study showed that the combined effect of affective behavior (e.g., experiencing someone else's feelings) and cognitive empathy (e.g., considering others) played a key role in influencing adolescents' engagement in bullying. Specifically, empathy regarding adolescent activation was linked to less negative behavior. The results of this study suggest that future prevention and

³³ K. Fanti, A. Demetriou, V. Hawa, *A longitudinal study of cyberbullying: examining risk and protective factors* in European Journal of Developmental Psychology; 9(2), 2012, pp.168-181.

³⁴ C. Nixon, *Current perspectives: the impact of cyberbullying on adolescent health* in Adolescent Health, Medicine and Therapeutics, 5, 2014, pp. 143-158.

intervention efforts will be geared toward increasing adolescents' affective (e.g., "My friend's feelings don't affect me") and cognitive empathy (e.g., "I understand why my friend might behave this way when this happens"), in an effort to reduce participation in bullying.

CONCLUSIONS

In Romanian schools, the most widely used method of conflict resolution is administrative decisions, which often take the form of sanctions. In this context, we emphasize the importance of the *Student Statute* in helping students understand and defend their rights. These two bodies can be useful in implementing alternative dispute resolution methods, especially peer mediation.

In our research, we could also observe the negative effects of the rigid system of sanctions — students who most often refuse to go to teachers for help are afraid that they will be sanctioned without the possibility of having a constructive discussion. If they receive a sanction, they usually do not understand why they received it, but most importantly, it would not reflect on their actions and, most likely, they would repeat them, risking additional punishments.

Openly addressing conflict in schools and using alternative dispute resolution (ADR) methods are crucial for several reasons.

1. Maintaining a positive learning environment: Conflicts can disrupt the learning environment in schools, affecting not only the students directly involved, but also their peers and teachers. Open communication and ADR help restore a harmonious atmosphere, allowing everyone to focus on education.

2. Teaching conflict resolution skills: Schools can model healthy conflict resolution for students by openly discussing conflicts and using ADR methods. It teaches students essential life skills, including effective communication, empathy, and compromise, that they can use in different situations throughout their lives.

3. Preventing escalation: Ignoring conflicts or allowing them to escalate can lead to more significant problems. Open dialogue and ADR methods allow conflicts to be addressed early, reducing the likelihood of them escalating into more serious problems or even violence.

4. Promoting inclusion and equity: Open discussions about conflicts can reveal underlying issues related to discrimination, bullying or inequity. Addressing these issues through ADR methods can lead to more equitable and inclusive school environments.

5. Building trust and relationships: Encouraging open communication and ADR methods foster trust among students, teachers and parents. Trust is essential for effective learning and collaboration within school communities.

6. Promoting restorative justice: ADR methods often align with the principles of restorative justice, which focuses on repairing harm and restoring relationships rather than punitive measures. This approach can be particularly beneficial in school environments, as it encourages empathy and personal growth.

7. Supporting individual growth: Openly addressing conflicts and using ADR methods can help people involved in conflicts learn from their experiences and develop skills for better future interactions. This could lead to personal growth and development.

8. Self-governance is possible and often desirable, in contrast to the common argument that externally imposed management is the best or only form of sustainable governance. By encouraging a more diverse perspective on conflict management decision-making processes and involving all stakeholders in the school community in this effort, school administrators will satisfy multiple values and interests that will lead to a more effective way of managing conflicts.

9. Conflicts are not fixed or straightforward and cannot be easily resolved. Although school regulations provide quick and effective solutions, the best way to resolve conflicts is through collaboration and the involvement of all parties in the decision-making process. This approach ensures a win-win situation for all involved. Furthermore, the ADR method recognizes that each conflict is unique and requires a personalized approach, rather than using a one-size-fits-all solution.

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COLLOCATIONS FROM FUNDAMENTAL LINGUISTIC RESEARCH TO TEACHING METHODOLOGY

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ABSTRACT: *The present article aims to review the most relevant approaches to the study of collocations with the purpose of enhancing the teaching of vocabulary, collocations and idiomatic expressions in a Japanese language class. The study of collocations has developed in recent years with cross-language comparisons across a large spectrum of linguistic families, and the ways of defining collocations have also become richer and more nuanced. As language teachers become more aware that enhancing vocabulary knowledge is key for both reading comprehension and smooth self-expression, the importance of teaching collocations was also recognized. Quantitative and qualitative studies based on students' tests, and English essays, in the case of foreign learners from various cultures of English as L2, as well as studies performed on the learners of various non-European languages have shown that collocations are important from the very beginning of language learning and should be incorporated in the instruction and testing of the respective languages.*

On the other hand, Japanese scholars define collocations in a broader sense, by contrast with fixed expressions like proverbs, as being flexible combinations of more than two words, which can be conjugated or modified freely, and consider them suitable for intermediate or advanced learners to improve their spoken language ability. However, we shall argue that by focusing on verb collocations first we can introduce from the very beginning the collocations of important and multivalent verbs like kakeru, kakaru, ireru, deru, etc.

KEYWORDS: *collocations, Japanese language, computational linguistics, corpus linguistics*

INTRODUCTION

Since medieval times, Biblical scholars made lists of words and concordances in order to show that various parts of the Bible were

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factually consistent. The fact that certain words co-occur frequently was pointed out by the 18-th century bookseller and scholar Alexander Cruden who produced in 1736 the Complete Concordance to the Old and New Testaments, a monumental work of scholarship. In twentieth-century linguistics, the fact that some words co-occur more frequently than the necessities of syntax or grammar would require was referred to as collocation. J. R. Firth, who famously “defined” collocations as “actual words in habitual company”¹, considered collocations as abstraction at a syntagmatic level and implied that they required a quantitative basis, measuring the frequency of co-occurrences in a given text². Firth distinguished two types of collocations, the “habitual collocations”, whose terms are strictly bound together, such as ‘March hare’ and collocations whose components are less restricted, like ‘light’ which can collocate with many other words³.

Another approach to collocations was the phraseological one, originating in the Soviet linguistic school, where scholars such as Vinogradov⁴, Amosova⁵, and Mel’čuk⁶ attempted to create a comprehensive framework of formulaic sequences. These scholars differentiated between idiomatic phrases, which have opaque meanings not deducible from their components, and ‘word-like units’, or restricted collocations, where the meaning of the terms depends on their relation, and has a syntactic function⁷.

This phraseological approach was further developed by the British linguist A. P. Cowie, who identified “four types of combinations in a phraseological continuum:

- Free combinations (e.g., ‘drink tea’): The items can be freely replaced based on their semantics and are used in their literal sense.

¹ John R. Firth, *Papers in Linguistics 1934–1951*. Oxford: Oxford University Press, 1957, pp. 11-12.

² R. Khrishnamurthy, “Collocations”, in *Encyclopedia of Language & Linguistics. Second Edition*, Elsevier Science, 2005 (pp.596-600), p. 596-597.

³ Firth, op. cit., p. 12.

⁴ In a seminal study from 1947, titled “About the basic types of phraseological units in the Russian language”, cf. Poli, p. 133.

⁵ With the 1963 *Foundations of English phraseology* cf. Poli, p. 133.

⁶ Melcuk identified 60 Simple Standard lexical functions from which numerous collocations can be derived, and viewed collocations as relational, with the choice of collocate dependent on the base to convey the intended meaning, cf. Poli, p. 134.

⁷ Francesca Poli, “Learner Adverb + Adjective Collocations: A Study on Frequency and Collocationality”, in *L’analisi linguistica e letteraria*, No. XXXII/ 2024, (131–162), p. 133

- Restricted collocations (e.g., 'perform a task'): Substitutions are allowed but limited. At least one element has a non-literal meaning, and at least one has a literal meaning. Commutability is restricted due to the specialization of one term. The combination is transparent.

- Figurative idioms (e.g., 'do a U-turn'): Substitution is rare; the combination has a figurative meaning, but a literal interpretation is possible, such as 'do a U-turn', which refers to a driving manoeuvre and can also be used metaphorically.

- Pure idioms (e.g., 'blow the gaff'): No substitution is allowed; the combination has a figurative meaning with no possibility of a literal interpretation, as its meaning is not compositional."⁸

A recent definition of collocations produced by Stefan Evert as "a word combination whose semantic and/or syntactic properties cannot be fully predicted from those of its components, and which therefore has to be listed in a lexicon"⁹, seems to be the most balanced one, being also based on a frequency approach.

Thus, the research of all these lexical combinations pointed out the pervasive nature of phraseology in language. The capacity to produce formulaic language, or to use idiomatic expressions means fluency in language, and is the ultimate goal of all learners of foreign languages. A. Pawley and F. H. Syder¹⁰ tried to determine what makes fluency in language and came with the term 'puzzle of native-like selection' for the specific ability to choose the most natural phrases from all the possible grammatical expressions of an idea. If naturalness is largely a matter of grammatical simplicity and brevity – native speakers prefer the shortest forms, it is not limited only to that¹¹.

Investigating what makes up nativelike fluency in communication the authors observed that native speakers have an additional knowledge beside the ability to form grammatical sentences. They possess elements of linguistic knowledge such as 'memorized sentences' and 'lexicalized sentence stems'. Some clauses they produce are "entirely familiar, memorized sequences. These are strings which the speaker or hearer is

⁸ *Op. cit.*, p. 134. Cowie identified these in his 1998 book, *Phraseology: Theory, Analysis, and Applications*, Oxford: Oxford University Press

⁹ F. Poli, *op. cit.*, p. 135

¹⁰ Andrew Pawley, Frances H. Syder, "Two puzzles for linguistic theory: nativelike selection and nativelike fluency", in *Language and Communication*, ed. Jack C. Richards and Richard W. Schmidt, London&New York, Longman, 1983.

¹¹ A. Pawley, F.H. Syder, *op. cit.*, p. 199.

capable of consciously assembling or analyzing, but which on most occasions of use are recalled as wholes The number of memorized complete clauses and sentences known to the mature English speaker is probably many thousands.”¹²

However, some of these memorized chunks of speech are also lexicalized – when their meaning is not totally predictable from their form, and when they also represent a social institution (a conventional label for a conventional concept). As an example, the authors give ‘long house’ which is a lexicalized expression when it refers to a communal dwelling built by the Dayaks of Borneo¹³. This type of collocations were called lexicalized sentence stems. Pawley and Syder consider them, together with other memorized strings of words, as the building blocks of fluency, of “fluent connected speech”¹⁴.

DIDACTIC APPROACHES TO COLLOCATIONS

So far, we have examined a few theoretical linguistic approaches to collocations and the way in which the concept has evolved. From the above-mentioned research it becomes clear that collocations have a crucial role in learning a foreign language and in enhancing comprehension of texts as well as fluency. Much of the recent research concentrates on the quantitative importance of collocations, their pervasiveness in language, in the context of teaching English as a foreign language basically everywhere in the world, for academic and professional purposes as well as simply conversational ones. Thus, English linguists’ studies have reached conclusions such as: “[n]o piece of natural spoken or written English is totally free of collocation” , and “collocation permeates even the most basic, frequent words”, “up to 70% of everything we say, hear, read, or write is to be found in some form of fixed expression”, “the number of collocations of the first 200 most frequent pivot words account for approximately 68% of all the collocations in spoken English, and that 77% of the total spoken collocations comprise two words.”¹⁵ Askari also notes that “collocation has now become an accepted aspect of vocabulary

¹² ibidem, p. 205

¹³ ibidem, p. 209

¹⁴ ibidem, p. 214

¹⁵ Hamdollah Askari, “To Teach or not to Teach Collocations in EFL Academic Contexts: An Overview of Current Research and a Response to Reynolds (2019, 2022)”, in *The Reading Matrix: An International Online Journal*, Vol. 24, No. 2 (Sept. 2024), (62-113), p. 65.

description, acquisition, pedagogy, and assessment, as is evident in the plethora of publications on the topic over the past few decades”¹⁶.

Corpus research facilitates the study of collocations as well as the assessment of learners’ performance through quantitative and qualitative methods. N. T. Trang¹⁷ examined English-major students’ use of different lexical collocation types, and their errors in essay writing and described their difficulties in using these lexical collocations. He also made an overview of recent research on collocational errors made by native students of various languages (Chinese, Turkish, Vietnamese, Indonesian, etc.) when learning English. The differences between students’ native language and English give rise to various difficulties in learning and using collocations correctly. The conclusion of all these studies is that it is necessary to raise students’ awareness of less popular types of lexical collocations. Secondly, it is essential to provide students with more practice activities to overcome the influence of the native language on their English usage. Another conclusion of many studies is that teaching new words in chunks rather than isolated words helps students to be well aware of lexical collocations and makes them easier to remember¹⁸.

In the modern learners’ quest for attaining authenticity and nativelike fluency in the foreign language it is absolutely necessary to introduce the study of all sorts of idiomatic expressions since they are essential in native speakers’ discourse. Idioms, those “intricate combinations of words whose meaning eludes straightforward interpretation”¹⁹ are found in all types of discourses. In a recent study researchers analyzed the dialogues in the script of the movie *Elemental – Forces of Nature* and found 41 idiomatic expressions: 2 proverbs, 4 cliches, 4 similes, and 33 fixed statements. To give a few examples:

No.	Type of idiom	Example from dialogue
1.	simile	Flarry: Bernie, that cough is terrible! Flarinetta: Almost as terrible as your cooking .

¹⁶ Ibidem, p. 66
¹⁷ Nguyen Thu Trang, “An Exploration of Lexical Collocations Employed in EFL Students’ Essay Writing”, in *International Journal of Linguistics and Translation Studies* Vol. 5, No.4/2024, (49-61).
¹⁸ Trang, *op. cit.*, p. 58-59
¹⁹ Desi Puspitasari, Denies Dwi Yuliawathi, C.S. Hanayanti, “Deciphering Idioms: A Deep Dive into Elemental Force of Nature Movie Script”, in *Inspiring: English Education Journal*, Vol. 7, No. 2/2024 (324-339), p. 324

2.		Ember: Take a breath. Calm as a candle.
3.		Ember: We were like oil and water.
4.		Gale: Tempered glass. Solid as a rock.
1.	proverb	Flarinetta: When you gonna to put Ember out of her misery and retire, huh?
1.	Fixed statement	Bernie: Nice hast, by the way.
2.		Flarinetta: Finally, put her name on the sign-out.
3.		Bernie: She takes over when she's ready.
4.		Ember: if you'd ever get up off your lazy ash.

COLLOCATIONS IN JAPANESE LANGUAGE TEACHING

Comparing the above-mentioned research into teaching English language collocations with the way in which Japanese is taught we can notice that recently Japanese language specialists have come to acknowledge the importance of collocations and idioms in language teaching, as well as the necessity to use as many real language situations as possible through what they call *nama-kyōzai*, real life teaching materials (use of cooking recipes, advertisements, movies, manga and so on). The introduction of can-do statements and situations of everyday life has been a major improvement since the 2010-2015 onward.

Textbook sentences can often be artificially constructed in order to accommodate grammatical objectives without overloading the vocabulary and thus differ from real-life interactions. However, since the introduction of the CEFR²⁰ principles in the Japan Foundation Standard for Japanese Language Education in 2010, can-do statements and written interaction activities such as participation in on-line chat started widely in teaching Japanese as a foreign language. Japanese instructors who are aware that “it is hard to have an opportunity of communication with Japanese people or Japanese speakers outside of the class overseas”²¹ have started to use chat activities. It has the advantage that oral communication discourse style appears in this interaction along with some rules of written communication²².

²⁰ “The Common European Framework for Reference of Languages”, issued by the European Council in 200.1

²¹ Yoshiko Muraki & Jun Arisue, “An Attempt to Create Can-do Statements for the Text Chat Activity in Japanese”, in *21 Yüzyılda Asya Dillerinin Öğretimi*, ed. Ali Küçükler and Feyza Görez, Erciyes, Quzei Print, 2012, p. 262.

²² ibidem

Communicating with native speakers through chat allows students to use statements about various domains such as home, institutions (family or social networks), objects like furniture, clothing, equipment, hygiene, animals or plants. The can-do statements centered on these topics will provide verbal and nominal phrases that actually can be described as collocations. Making the students aware of the particular characteristics of these phrases is a good strategy to help them remember them. A contrastive approach, where they can compare with the corresponding phrases in their own language, and thus observe similarities or differences, can help them remember the new phrases.

The paradigm of expressions for putting on clothes or accessories is a good example of the pragmatic use of verbs in collocations:

- 1. シャツを着る (Shatsu wo kiru) To wear a shirt
- 2. 帽子をかぶる (Boushi wo kaburu) To put on a hat
- 3. ベルトを締める (Beruto wo shimeru) To fasten a belt
- 4. めがねをかける (Megane wo kakeru) To put on glasses
- 5. 手袋をはめる (Tebukuro wo hameru) To put on gloves
- 6. 靴を履く (Kutsu wo haku) To put on shoes
- 7. 時計をつける (Tokei wo tsukeru) To put on a watch
- 8. マフラーを巻く (Mafuraa wo maku) To wrap a scarf around
(one's neck)

Putting on each type of clothing or accessory actually describes the specific action of appending each object to the body, as follows:

1	shatsu wo kiru	kiru	Put on
2	boushi wo kaburu	kaburu	put on top
3	beruto wo shimeru	shimeru	fasten, tie up
4	megane wo kakeru	Kakeru	
5	tebukuro wo hameru	hameru	adjust on a form
6	kutsu wo haku	haku	fill up
8	Tokei wo tukeru	Tukeru	attach
9	mafuraa wo maku	maku	wrap around

Considering the teaching of collocations at the beginner level, we find most differences between the N+V collocations of the basic verbs between

Japanese and most European languages²³. Sometimes the Japanese collocations can be counter-intuitive, being deeply embedded in the traditional life and beliefs:

furo ni hairu → take a bath/prendre un bain/fare il bagno/a face baie

denwa wo kakeru → make a phone call/donner un coup de fil/fare una chiamata/ a da un telefon

shokuji wo toru → have a meal/prendre un repas/fare una collazione/a lua masa

yoyaku wo toru → make a reservation/faire une reservation/effettuare una prenotazione/a face o rezervare

hanashi wo kiru → hang up/terminer une conversation/chiudere una discussione/a inchide telefonul sau conversatia

sentakki wo mawasu → start the washing machine/demarrer la machine a laver/avviare la lavatrice/a porni masina de spalat

From the examples we see that European languages use approximately the same verbs in these N+V collocations, while the Japanese have different ideas underlying the verb-noun association.

The above examples in Japanese are stable, non-idiomatic word combinations comparable to the English: *to hold a meeting, to ask a question, to take measures, to call the police, to do shopping, to give a ring*, etc.

Studies have shown that students of English from various backgrounds have a higher receptive competence in understanding collocations than their productive ability. A study on Italian students of English has shown that in spoken language learners use less collocations than native speakers, and that their collocations exhibited less collocational strength compared to those of native speakers²⁴. The study of large learner corpus data reveals various patterns of language use in learners. Learners from different L1 backgrounds reveal distinct error patterns when learning English, because the structure of their native language influences their L2 acquisition.

²³ Examples are from Masaki Ono, Noriko Kobayashi, Morihisa Hasegawa, *Korokeeshon de fuyasu hyōgen* (Expanding Expression through Collocations), Tokyo, Kuroshio Shuppan, 2009

²⁴ Poli, *op. cit.*, p. 153

A study on foreign learners of Persian²⁵ found out that, regardless of their proficiency level, students use a similar number of collocations in their writing. This suggests that collocations are important from the very beginning of language learning. However, more common collocations were observed in the lower-level Persian learners' writing, while higher-level learners use a greater variety of collocations. These findings suggest that collocations are important from the beginning of language learning and should be incorporated into language instruction and assessment.

Collocations are a complex linguistic phenomenon that occupies a key role in the preoccupations of modern linguists. The multifaceted aspects of collocations deserve further investigation and classification and the study of collocations needs to be more closely integrated in language teaching.

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²⁵ Shahnaz Ahmadighader, and Sahraee, R. "Collocations in Persian Learner's Corpus: A Study Based on a Phraseological Approach". *Journal of Teaching Persian to Speakers of Other Languages*, vol. 14, Issue 1/2025.

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IMPLICATIONS OF OCCUPATIONAL THERAPY IN THE RECOVERY OF PARKINSON'S DISEASE PATIENTS

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ABSTRACT: *Parkinson's Disease* evolves into an extremely complex condition, with most individuals facing a personal combination of physical, cognitive, and/or emotional symptoms. Such changes often lead to restrictions that affect a variety of activities and limit participation in daily life. Therefore, occupational therapists need access to knowledge and skills regarding Parkinson's disease and must be aware of ways to identify the key concerns of each individual.

To understand the numerous functional difficulties reported by individuals with Parkinson's, occupational therapists need a comprehensive understanding of the role and functions of the nervous system. Parkinson's disease is a fluctuating condition when treated only with anti-Parkinson medications, which reduce symptoms for short periods. Therefore, occupational therapy intervention must address the specific symptoms that arise and persist in the presence of conservative treatment.¹

KEYWORD: *occupational therapy, bradykinesia.*

INTRODUCTION

Parkinson's disease is a chronic and progressive neurodegenerative disorder that primarily affects the central nervous system, significantly impacting both motor and non-motor functions. It is estimated that millions of people worldwide suffer from this condition, with its prevalence increasing with the aging population. The etiology of the disease is multifactorial, involving genetic and environmental factors, and the main pathological feature is the degeneration of dopaminergic neurons in the substantia nigra, leading to a dopamine deficit and the onset of specific motor symptoms.

The motor symptoms of Parkinson's disease include resting tremor, muscle rigidity, bradykinesia (slow and difficult movements), and postural instability, all of which contribute to decreased mobility and

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¹A.,Turner, M., Foster & S.E.,Johnson, *Occupational Therapy and Physical Dysfunction: Principles, Skills, and Practice*. Churchill Livingstone, 2002.

independence for patients. In addition, non-motor symptoms such as depression, anxiety, cognitive disorders, fatigue, and autonomic dysfunctions further exacerbate the quality of life, making this condition extremely debilitating².

Over time, therapeutic approaches for Parkinson's disease have focused primarily on drug treatment, with agents such as levodopa and dopamine agonists alleviating motor symptoms. In advanced cases, surgical interventions such as deep brain stimulation are employed. However, no treatment can halt the progression of the disease, and over time, the effectiveness of medications decreases, necessitating additional strategies to maintain patient autonomy.

In this context, occupational therapy has become an essential component of Parkinson's disease management, aiming to help patients maintain their independence in daily activities. Occupational therapy focuses on improving fine motor skills, adapting the living environment, utilizing assistive devices, and developing compensatory strategies for functional difficulties. Through a holistic approach, occupational therapy not only optimizes physical functioning but also contributes to enhancing self-esteem and quality of life, reducing the psychological impact of the disease.

Numerous studies suggest that occupational therapy interventions can improve mobility, coordination, and the ability to perform daily activities such as dressing, cooking, or writing. Additionally, occupational therapy helps prevent falls by training balance and postural reactions. The benefits of this therapy are amplified when combined with physiotherapy exercises and other multidisciplinary rehabilitation strategies.

I came across a study by Sturkenboom that investigated the effectiveness of occupational therapy in patients with Parkinson's disease in a randomized controlled trial, demonstrating that specific occupational therapy interventions contribute to maintaining and improving their functionality. Among the strategies used are:³

- Adapting daily activities to compensate for motor difficulties;
- Using assistive devices to facilitate functional independence;

² C. Arseni, L. Popoviciu, *Neurological Semiotics*, Didactic and Pedagogical Publishing House, Bucharest, 1981, pp. 37.

³ I.H. Sturkenboom, M.J. Graff, J.C. Hendriks, Y. Veenhuizen, M. Munneke, B.R. Bloem, M.W. Nijhuis-van der Sanden, Efficacy of occupational therapy for patients with Parkinson's disease: a randomized controlled trial. Erratum in: *Lancet Neurol*, 2014, pp. 557.

- Time and energy management techniques aimed at reducing fatigue and improving the efficiency of activities;
- Interventions to improve balance and prevent falls.

The results of the study showed that patients who benefited from occupational therapy showed significant improvements in performing daily activities and functional independence compared to the control group. Moreover, occupational therapy had a positive impact on patients' psychological state, reducing anxiety and improving self-confidence regarding disease management.⁴

Conducting the Experiment

This study aims to analyze the impact of occupational therapy on patients with Parkinson's disease, highlighting its benefits in increasing functional independence, improving quality of life, and slowing the progression of disabilities associated with this condition. Through an evidence-based approach, this research will contribute to a better understanding of the role of occupational therapy in rehabilitation strategies for Parkinson's disease and help optimize available therapeutic interventions.

Case Study:

Following the interview I had with the patient, I gathered the following important data:

Name: D.A

Age: 64 year

History of the Disease:

- Specialists diagnosed Parkinson's Disease, Stage I - II, combined with moderate stenosis of the right cervical artery.
- Investigations and results: According to the discharge report, following the analysis of the observation sheet, the following was found: "A 64-year-old female client, known for chronic ischemic heart disease, reports walking difficulties, headaches, dysarthria, walking disturbances, and an expressionless face for about two months.

⁴ R.,P.,Duncan & G.M., Earhart, Randomized controlled trial of community-based dancing to modify disease progression in Parkinson disease. *Neurorehabilitation and Neural Repair*, 2012, 26(2), 132-143.

- Disease progression: The discharge report specifies that the client's condition improved initially but later worsened.

To highlight the evolution of the occupational performance of the subject, I used the Canadian Model.

I chose this model because it emphasizes occupation and the way in which the person and the environment influence occupational performance.

It has a dynamic nature and defines, through occupation, the interactions that occur between the person and the environment. The model develops ideas about: persons, occupation, environment, health, and client-centered practice.

PERSON

1. Affective

- Has problems with social interaction.
- Feels like the 'incapable' mother.
- Is depressed.
- Feels useless.
- Feels excluded.
- Desires to be integrated into a group of friends.

2. Cognitive

- No intellectual problems.
- Is mentally stable.
- Enjoys reading.

3. Physical

○ Joint range of motion in all positions, both in the upper and lower right limbs, is very weak due to the onset of rigidity. The left limb, however, is not affected.

○ Static balance, whether with eyes open or closed, as well as dynamic balance, has become difficult to maintain. She looks for various support points and often falls, injuring herself if not assisted.

○ Walking is typical for Parkinson's disease; when starting to walk, the "cogwheel" sign appears.

ENVIRONMENT

1. Physical

- Lives in a two-room apartment in Pitești city.

2. Social

- Has contact only with her daughter and a few neighbors.
- Does not have friends with whom to spend her time.

OCCUPATIONS

1. Leisure Activities

- Loves to read books but cannot do this activity due to the disease.
- Watches educational programs.
- Cannot write.

2. Productivity

- Although she receives a disability pension, she would like to find an activity that would allow her to earn money.

3. Self-Care

- Can wash, comb, and dress herself but requires assistance.
- Needs help when taking a bath.
- Experiences difficulties during the feeding process.

STAGE 1:

IDENTIFICATION OF OCCUPATIONAL PERFORMANCE PROBLEMS

To identify the occupational performance problems, we interview the client, asking about their daily activities, self-care, productivity, and leisure activities. We ask the client to identify those daily activities they want to do, need to do, or are expected to do, encouraging them to think about a typical day. Then, we ask the client to identify which of these activities are problematic to perform at a satisfactory level (from their point of view).

We record these occupational problems in sections 1A, 1B, and/or 1C.

STAGE 2:

VALUE OF IMPORTANCE

Using a sheet of paper on which we write the numbers from 1 to 10 in ascending order, we ask the client to rate the importance of each activity (activities where they face performance problems).

STAGE 1A: Self-Care

1. **Personal Care** (e.g., dressing, washing, feeding, maintaining personal hygiene)

- Has difficulty handling personal hygiene objects (e.g., toothbrush and toothpaste, shampoo, shower gel).

NOTE: 10

- Needs help when getting into the bathtub as it is too high.

NOTE: 9

- Experiences difficulty when dressing with certain clothing items

NOTE: 10

- Has difficulty handling kitchen utensils (e.g., knife, fork, spoon, pots).

NOTE: 10

2. Functional Mobility (e.g., transfers from bed to wheelchair, moving within the home)

- Due to the door handles, it is difficult for her to open and close doors.

NOTE: 9

- She has difficulty with the entrance lock system because she cannot handle the door key properly and finds it hard to leave her home.

NOTE: 10

3. Ability to Navigate the Local Community

- She cannot go shopping because she cannot carry very many kilograms.

NOTE: 10

- She cannot walk long distances.

NOTE: 5

STAGE 1B: Productivity

1. Paid/Unpaid Work

- Although she receives a disability pension, she would like to find an activity that would allow her to earn money.

NOTE: 6

2. Household Activities

- She cannot cook on her own because the kitchen is uncomfortable, and she cannot perform various activities that require a high level of grip (e.g., she cannot finely chop vegetables).

NOTE: 10

- She performs certain cleaning tasks with difficulty, for example:

- She cannot fold clothes.
- She cannot hang clothes on the clothesline because it is not at an appropriate level, and she has difficulty handling the clothespins.

NOTE: 8

STAGE 1C: Leisure

1. Passive Recreational Activities

- She would like to read books, but she cannot turn the pages.

NOTE: 8

- She can no longer complete crossword puzzles due to writing difficulties.

NOTE: 8

2. Active Recreation

- Due to health issues, she cannot travel.

NOTE: 5

3. Socialization

- She does not have an active social life because she has no friends.

NOTE: 9

STAGES 3 and 4: SCORING - INITIAL EVALUATION AND REEVALUATION

Together with the client, we reconfirm the top 5 most important issues and record them below (in descending order of the scores received: from 10 to 1). Using the same sheets where we have written the scores from 1 to 10, we will ask the client to give a score for each issue regarding performance (how well they manage) and a score for satisfaction (how satisfied they are), after which we will calculate the total scores. These are calculated (separately for performance and satisfaction) by adding the individual scores and dividing the result by the number of issues.

Tabel 1. Initial Evaluation

OCCUPATIONAL PERFORMANCE PROBLEMS		Performance	Satisfaction
	Difficulty handling the hairbrush	6	3
	Cannot brush her teeth	6	4
	Cannot leave the house because she cannot open and close the entrance door	7	4

	without help		
	Has difficulty dressing with certain clothing items	4	2
	Has difficulty eating	6	3
	Total	6.2	3.2

INTERVENTION PLAN

Intervention Objectives

Based on the patient's wishes and needs, we will develop the objectives we aim to achieve. Usually, in occupational therapy, SMART objectives are set⁵.

SMART is an acronym derived from:

- **S** – Specific
- **M** – Measurable
- **A** – Activity-based
- **R** – Reevaluation
- **T** – Time/Temporal frame

1. **S:** The patient will brush her hair independently.

M: Within 10 minutes.

A: The patient will position herself in front of the mirror, hold the hairbrush with her right hand, and, gripping the brush tightly, will perform up-and-down motions through her hair.

R: At the start of the occupational therapy program, the time it takes to complete this task will be measured, and progress will be tracked at each session.

T: In one month, the patient will be able to comb her hair independently.

2. **S:** The patient will be able to brush her teeth independently.

M: In 10 minutes.

A: The patient will be in front of the mirror, holding the toothpaste with her left hand, opening the cap. The patient will squeeze the toothpaste tube, dispensing it onto a plastic holder. After placing enough toothpaste, she will close the cap, set the toothpaste on the sink, and then hold the toothbrush with her right hand. She will take the toothpaste from the holder with the

⁵ L., Finlay, *The Practice of Psychosocial Occupational Therapy* (3rd ed.). Cengage Learning EMEA; UK, 2004, p. 180.

toothbrush and perform the brushing motions. After brushing, she will rinse the toothbrush and place it on the sink. She will then turn on the faucet with the handle, fill a cup with water, and rinse her mouth. Finally, she will close the faucet.

R: At the start of the occupational therapy program, the time it takes to complete this task will be measured, and progress will be tracked at each session.

T: In one month, the patient will be able to brush her teeth without encountering any issues.

3. **S:** The patient must be able to open and close the entrance door independently.

M: In 5 minutes.

A: The patient will stand in front of the door, using her right hand to grasp the door handle to open the door. She will exit, then grasp the handle with her right hand to close it. With her right hand, she will grab the magnetic card and pass it in front of the opening system. Once she hears the sound that the door has opened, she will press the handle with her left hand and open the door.

R: At the start of the occupational therapy program, the time it takes to complete this task will be measured, and progress will be tracked at each session.

T: In one week, the patient will be able to leave the house independently.

4. **S:** The patient will be able to eat independently without encountering issues.

M: In 20 minutes.

A: The patient will walk to the fridge, open it, take the pot of food, and place it on the kitchen counter. She will take a plate from the cupboard and place it next to the pot, then using a ladle, she will serve the food onto the plate. She will open the microwave door, place the plate inside with both hands, close the door, and set the cooking time and temperature. Once the food is heated, she will grab the plate with both hands and place it on the table. The patient will also gather the necessary items to eat, such as bread, cutlery, and a glass of water. She will sit at the table and place a napkin under her chin.

R: At the start of the occupational therapy program, the time it takes to complete this task will be measured, and progress will be tracked at each session.

T: In one month, the patient will be able to eat without encountering the same problems.

5. S: The patient needs to dress independently without any help.

M: In 20 minutes.

A: The patient will choose clothes from the wardrobe and place them on the bed. She will put on the pants, sitting on the chair and putting each leg into the pants, then stand up and finish putting on the pants. She will take the blouse, put it over her head, and then put each arm through the sleeves.

R: At the start of the occupational therapy program, the time it takes to complete this task will be measured, and progress will be tracked at each session.

T: In one month, the patient will be able to dress independently without any issues.

The occupational therapy program takes place in several stages: in the first month, the initial objectives will be achieved, after which other goals will be set in accordance with the patient's preferences. By the end of the occupational therapy program, the patient will be able to perform nearly all household activities.

Additionally, we will try to integrate her into a Parkinson's disease association and find a group of friends with whom she can engage in various activities such as dancing, watching plays, walking, etc. In the initial sessions, we adapted the environment and objects to make it easier for the patient to do certain tasks. We installed various frames and check their functionality. After we successfully adapted the environment, we showed the patient how to use these aids, and then the patient performs the activity under the therapist's guidance.

The session begins with the combing activity, as it is the easiest. For 15 minutes, the patient will comb her hair, receiving advice on how to perform the activity as correctly and easily as possible.

After a 3-minute break, the feeding process, which is the most complex, will continue. As mentioned, in the first sessions, we address any issues encountered in performing this activity:

The pots will be equipped with larger and thicker handles for better handling.

The handles of the cabinets, drawers, and microwave oven will be modified by adding foam and insulating tape.

The table will be adjusted to a higher height. This way, the patient will have to cover a shorter distance from the plate to the mouth and will not have to lean over.

Since people with Parkinson's disease often have swallowing difficulties, we will advise the patient to sit as straight as possible at the table, keeping the chin lifted, to chew thoroughly, and to swallow frequently.

Lastly, the utensils will be modified: the handles will be thickened with foam and insulating tape, and lead will be added to the knife.

After completing this activity, there will be a 5-minute break, followed by continuing with tooth brushing. The toothpaste and toothbrush will be placed on the sink for easier handling. The toothbrush will be modified by increasing the contact surface with foam and insulating tape. A toothpaste with an easier-to-open cap (not one that requires squeezing) will be chosen, and the cup used for rinsing will be made of plastic with a rough surface to prevent slipping.

After successfully completing this activity, there will be a 5-minute break. If time allows and the patient does not feel tired, we will continue with the other activities.

For the entrance door, we will install a magnetic card system, which will be much easier for our patient to handle. We will choose a system with large and thick handles on the door knobs. We will show the patient how to use this locking system effectively.

After a 3-minute break, we will continue with dressing.

First, we will remove clothing items that are difficult to put on, such as those with buttons, or we will modify these fastening systems with Velcro. We will advise the patient to start buying clothes that are easy to fasten and get used to wearing more tracksuits.

The closet handle will be modified like the others, with foam and tape, and clothes will be placed on hangers for easier handling.

EVALUATION OF RESULTS

To evaluate the results after one month, I asked the client to rate the same occupational performance and satisfaction problems regarding the progress made.

Table 2. Evaluation of Results

OCCUPATIONAL PERFORMANCE PROBLEMS	INITIAL EVALUATION PERFORMANCE	FINAL EVALUATION PERFORMANCE	INITIAL EVALUATION SATISFACTION	FINAL EVALUATION SATISFACTION
Difficulty handling the hairbrush	6	9	3	9
Unable to brush teeth	8	10	4	8
Cannot go outside due to door issues	7	10	4	10
Difficulty dressing with certain clothes	4	8	2	7
Difficulty eating	6	8	3	—
Total	6.2	8.8	3.2	8

Objective Number 1: Need to Comb Hair

When we began the occupational therapy program, my client struggled to hold the comb properly and had significant difficulties in maneuvering it. As a result, the combing process took a long time. Currently, the client uses a more suitable comb that is much easier to handle. Previously, it took her a long time to comb her hair, and she sometimes needed help from someone else. Now, she is able to do it much better and faster. At the beginning of the evaluation, her performance score was 6, and her satisfaction was 3. After the re-evaluation, we see progress in both performance (9) and satisfaction (9).

Objective Number 2: Need to Brush Teeth

Through the interview, we found that the client had difficulties when brushing her teeth and needed assistance because she couldn't handle the toothpaste and toothbrush. After modifying these objects, we observed significant progress in performing this activity. The client no longer requires help when brushing her teeth. At the initial evaluation, the performance was 8, and satisfaction was 4. After the re-evaluation, the performance improved to 10, and satisfaction increased to 8.

Objective Number 3: Need to Go Outside

A major issue existed when the client had to leave the house on her own, as she couldn't lock and unlock the entrance door. With the financial help from the client's daughter, we purchased a magnetic card locking system,

which is much easier to handle. At the beginning of the occupational therapy sessions, the client had a performance of 7 and a satisfaction of 4. Currently, we observe a significant increase in both performance and satisfaction to 10.

Objective Number 4: Need to Dress

Through the interview, we found that the client had difficulties when dressing. To eliminate these difficulties, we modified the handles on the wardrobe, organized the clothes more efficiently, and also altered some clothing items. The client followed my advice and bought clothing that is easy to put on. At the evaluation, the performance was 4, and satisfaction was 2. After the occupational therapy program, the performance increased to 8, and satisfaction increased to 7.

Objective Number 5: Need to Eat:

The client had significant problems when eating, so we modified the kitchen to make it much easier to use. We changed the handles on the drawers, cutlery, and raised the table to make the activity much easier to perform. Currently, both the performance and satisfaction scores have increased to 8, from 6 and 3, respectively, as they were at the beginning of the sessions.

As we can see, following the intervention with the help of occupational therapy, we achieved optimal results. Starting from a performance score of 6.2, we reached a score of 8.8. Even the patient's satisfaction level increased from 3.2 to 8. After the occupational therapy program, the client declared herself very satisfied and wants to continue the work by addressing other problems.

CONCLUSIONS AND IMPLICATIONS OF THE RESEARCH

Theoretical Conclusions:

Although the modern treatment of Parkinson's disease seems more satisfactory than before the introduction of treatment with levodopa, including stereotactic surgery, numerous problems persist. No treatment affects the underlying pathological process, which is neuronal degeneration.

An irreversibility point is reached when pharmacological treatment no longer compensates for the neuronal loss. Major difficulties include fluctuations or abrupt variations in drug response (on-off response), the appearance of weakness or immobility (akinesia), and dyskinesia, which represent future challenges.

Practical Conclusions:

Occupational therapy plays a significant supporting role for other types of rehabilitative actions and should be carried out in cooperation with other categories of specialists, within interdisciplinary teams, to ensure the maximum effect of a complex therapy program. Individuals possess their own capacity for adaptation and normal functioning and should be seen in relation to the environment in which they live. The therapeutic action directed toward them must take into account social, psychological, and physical factors.

To improve the quality of life for Parkinson's disease patients, the occupational therapist should be included in the interdisciplinary team. With the help of occupational therapy, a patient suffering from this disease can lead a normal life without being dependent on others.

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